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Vocational Education and Training Reform Programme**

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**“TEACHING METHODS AND  
MOTIVATION”**

**IN VOCATIONAL EDUCATION  
TEACHER TRAINING:**

**A Training Programme for Internal and  
External CATs in the VET Reform  
Programme – Phase II**

**Developed by**

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**Belgrade, in September 2006**

## **“Teaching Methods and Motivation”**

### **Selecting Methods That Fit Me as a VET Teacher in Serbia!**

The objective of this first pedagogical course will be to build up methodological competencies in teachers, by presenting different kinds of methods that can be used in schools of vocational education and training in Serbia.

In doing this, the teachers participating from the pilot schools are viewed as moderators in learning processes for self-organized team work. Our job as your teacher trainers will have to make sure that permanent communication takes place among the participants.

You all, the Serbian teachers from the 21 pilot schools will perceive the content of this field of learning “methods” as an experienced work form. In other words, you will see the methods in their training program being carried out by their teacher trainer. This is particularly important, because methods are used better after having seen them in operation first, before attempting to use them in one’s own setting.

In particular, all of you, who will work with us in this seminar, are expected – by the end of this first training workshop - to have a basic repertoire of new methods for teaching in vocational education, in particular for:

- Phasing a lesson;
- Using group and partner work in a class comfortably;
- Motivating different groups of learners;
- Preparing different kinds of learning arrangements;
- Steering class activity;
- Offering patterns of learning; and
- Reflecting and debating together with vocational students.

In the workshop you will be provided with an active and reflective approach, in which you will take the role of learners or students, experiment with new methods yourself and then will find applications of what you experienced here in our workshop setting for your own schools in Subotica, Novi Sad, Tutin, Zajecar, Belgade, Nis and all the other locations, where you are from.

In the course of the four-day workshop you will also be exposed to increasingly sophisticated methods such as case studies, planning projects, and moderation cycles in future labs.

This course comes within the pilot in-service teacher training for teachers and directors in the MoES-CARDS VET II programme. This is the first course within this programme and it will be offered for internal Change Agent Teachers (CATs) as well as for external CATs.

This course will be accredited by the MoES in Serbia and teacher training credit points will be awarded for it. Each participant will receive a certificate at the end of the programme.

We are very much looking forward to working with you and we have a few expectations and assumptions about how our joint learning experience will work out, which we would like to share with you!

### **Ten Assumptions about our Learning Process with Teachers in Vocational Education**

1. We know that you all have a strong identity resulting from your technical expertise in engineering, economics, pedagogy, psychology and so forth. In this course we want to work with you on strengthening your identity as a teacher in a vocational school!
2. Teachers from the pilot schools have an interest in being exposed to new methods in vocational schools!
3. We will confront teachers also with reflection patterns that might be new to them!
4. We assume that learning to become a teacher using new methods is a unique experience for everyone and requires permanent exercise and reflection!
5. Teacher training is not like pressing skills, knowledge and attitude through a funnel, assuming that new teachers will come out! On the contrary, it is an ongoing process that can be initiated, challenged, supported, provoked, and accompanied – in other words, supported all along!
6. The principle of reflection learning in teacher training will be related to real-life and real work situations!
7. We advocate the principle of reversibility in learning and teaching: teachers are learners and can be put in students' positions at times, and students have something to give as well, they are not only learners, both can mutually benefit from each other!
8. We want to advocate the principle of self-organization and individual responsibility in teacher training, in other words you all take responsibility for your own development of curricular-didactical competencies, your methodological-communicative competencies and your pedagogical-social competencies!
9. Learning how to become a better VET teacher works through working with each other: networking and teamwork both play a very important role in this!
10. We strongly favour the principle of vocational and life background: learning in vocational schools should always be related to the work and life experience of our students and we should always keep that in mind as the basic orientation in our teaching!

**Table 1: Organization of Teacher Training**

<b>Days</b>	<b>Training Module</b>	<b>Content</b>	<b>Methods Used</b>
<b>Monday morning</b>	Block 1 and 2	Motivation, Good Lessons in our Schools	<ul style="list-style-type: none"> <li>• <b>Carousel</b></li> <li>• <b>Graffiti</b></li> </ul>
<b>Monday afternoon</b>	Block 3 and 4	Student Enterprise Excursions, Working in Simulations	<ul style="list-style-type: none"> <li>• <b>Snowball</b></li> <li>• <b>Brainstorming</b></li> <li>• <b>Pedagogical Opinion</b></li> <li>• <b>Flashlight</b></li> </ul>
<b>Tuesday morning</b>	Block 5 and 6	Annual Didactical Planning. Simulations (Part 2), Assessments – written and other ones	<ul style="list-style-type: none"> <li>• <b>Role Play</b></li> <li>• <b>Argument Station</b></li> </ul>
<b>Tuesday afternoon</b>	Block 7 and 8		<ul style="list-style-type: none"> <li>• <b>Group Work</b></li> <li>• <b>Idea Carousel</b></li> <li>• <b>Brain-writing</b></li> </ul>
<b>Wednesday morning</b>	Block 9 and 10	Planning a Strategic Approach to Vocational Teacher Training in Serbia	<ul style="list-style-type: none"> <li>• <b>Future Lab</b></li> <li>• <b>Cards</b></li> </ul>
<b>Wednesday afternoon</b>	Block 11 and 12		<ul style="list-style-type: none"> <li>• <b>Two-field Board</b></li> <li>• <b>Prioritizing</b></li> </ul>
<b>Thursday morning</b>	Block 13 and 14	Didactical Analysis for VET Teaching	<ul style="list-style-type: none"> <li>• <b>Mind-mapping</b></li> <li>• <b>Positioning</b></li> <li>• <b>Decision Pie</b></li> </ul>
<b>Thursday afternoon</b>	Block 15 and 16	Evaluation and Monitoring Techniques	<ul style="list-style-type: none"> <li>• <b>Where were you and how was it?</b></li> </ul>

**Day 1:**

Block 1: Introduction of Participants and Expectation Check

Topic: **We will begin to relate to our new group!**

Objectives:

- Finding out something from the group participants
- Sharing this information with the group

0.	Introduction	
1.	We get to know each other a little bit: ”I introduce myself as a VET teacher in wood processing, IT, catering and tourism .... “	Method: <b>Carrousel</b> (see: description of method, method card 5), each group member is introducing another one after individual talks
2.	Articulate expectations, desires and fears <ul style="list-style-type: none"> <li>• I hope we will ...</li> <li>• I hope we will not ...</li> <li>• I am particularly interested in ...</li> <li>• I expect the moderator to be ....</li> <li>• I wish my fellow participants in this seminar will be ...</li> <li>• At the end of the seminar I would like to look back and say ...</li> </ul>	Method: <b>Graffiti</b> , each group member is writing things to wall papers hanging in the room individually, following the categories in the left column
3.	Analysis: How do we deal with our expectations and fears?	Round table discussion

Block 2: Presentation of Development of Criteria for Good Lessons

Topic: **We find out something about our own picture of good lessons**

Objectives:

- Identifying requirements of good lessons
- Narrowing down the basic elements of good lessons in increasing numbers of groups
- Presenting and discussing group results
- Figuring out strategies to implement good lesson planning

1.	Course work introduction	Reference to <b>Annex “Good Teaching”</b> and explanations as to what could be called a good lesson
2.	Analysis of our own expectations in good teaching	Method: <b>Snowball</b> , (see method card 17)
3.	Introduction and discussion of results	Plenary

Block 3: Planning of an Enterprise Visit with a School Class

Topic: **We are planning an excursion to the future work places of our full-time students in an enterprise of our choice in our school district!**

Objectives:

- Course participants realize the importance of company visits for their own and their students' learning
- Course participants develop strategies for planning company visits

1.	Checking experiences with company visits in the seminar	Circle discussion
2.	Lead question for the group work: What kind of learning do we want to stimulate in our vocational students with company visits?	Method: <b>Brainstorming</b> (see method card 2)
3.	Development of organisational procedures for company visits	Circle Discussion

Block 4: Working in a Simulation (Part 1): Working with Fictional and Real Enterprises

Topic: **Our simulation travel agency works with real and fictional partners in the market economy!**

Objective:

- Course participants develop a first sketch for the planning and coordination for a simulation travel agency

1.	Identification of necessary contacts of a real company in Serbia	Listing the points on a flipchart
2.	Developing a catalogue of activities for planning, running and controlling a simulated travel agency	Method: related to <b>Pedagogical Opinion</b> (see method card 14)
3.	Looking back at the first training day	Method: <b>Flashlight</b> (see Method Card 7)

**Day 2:**

Block 5: Didactical Annual Planning and its Implications for Methods

Theme: **We will carry out a didactical annual planning for a full-time class in its first year!**

Objectives:

- Course participants are placed in the position of teachers in vocational schools in teaching different subjects (such as network administration, English, Serbian language and communication, programming, business administration, mathematics etc.). They plan a didactical strategy for a whole year in a full-time class for first-year students,
- They work out ways of convincing their fellow colleagues to work together in projects

1.	Identification of a typical planning situation in a Serbian vocational school	Plenary discussion
2.	Getting to know the rules and setting of the role play, preparation and actual carrying out of the role play	Method: <b>Role Play</b> (see method card 20)
3.	Discussion of usefulness in Serbian vocational schools	Circle discussion

Block 6: Working in a Simulation (Part 2): “Argument Stations” in Enlarging the Service Range of a Model Travel Agency

Topic: **Should or should we not enlarge our service range in the model travel agency?**

Objectives:

- The participants inform other members of the training workshop about specific areas in a simulation travel agency that need to be known
- The participants will discuss applications of “argument stations” in their own lesson planning in their schools

1.	Presentation of the most frequently used “products” in simulation offices and simulation travel agencies in Germany	Giving examples from Simulated Enterprise Offices and Simulated Travel Agencies
2.	Planning to enlarge the product range of a simulation office	Method: <b>“Argument Stations“</b> (see method card 1)
3.	Exchange of views about possible applications of this method in Serbian vocational schools in Serbia	Circle discussion

Block 7: Analysis of Formal Curricula for the Assessment of Achievements in Vocational Education

Topic: **We analyse the existing assessment criteria in our Serbian vocational school system and compare them to the future requirements in assessing in the new profiles!**

Objectives:

- The course participants illustrate the main assessment tools of the current system of vocational education and training in Serbia
- They learn how to confront them with new requirements in assessing learning processes used to move towards key competencies

1.	Illustration of main assessment criteria in the current system of vocational education in Serbia	Method: <b>Group work</b> (see method cards 8-11)
2.	Presentation of group findings	Presentation in plenary and discussion
3.	Comparison of existing criteria for assessment in Serbia now with those criteria for reflection learning assessments	Method: <b>Idea- Carrousel</b> (see method card 13)



Block 8: Assessment of Student Contributions in Reflection Learning

Topic: **We are gathering different ways of assessing and grading student achievements (other than written ones)!**

Objectives:

- Course participants develop other forms of tests (other than written ones) for assessing reflection learning progress
- They discuss application scenarios in their own vocational schools in Serbia

1.	The participants work out possible other forms of assessments in reflection learning in schools	Method: <b>Brain writing</b> (see method card 4)
2.	Exchange of possible applications in vocational schools in Serbia	Circle Discussion

### Day 3:

Block 9-11: Introducing Complex Teaching Methods (“The Future Lab”) with the Title: “The Future of Vocational Teacher Training in Serbia“

Topic: **Approaching more sophisticated teaching methods**

Objective:

- To inform the course participants about a major group method for planning new structures and let them participate in a future lab in a topic closely related to their future work as internal and external Change Agent Teachers

1.	Presenting complex communication models that can be used in vocational schools	Using my own teaching experiences in future labs
2.	Introduction into the „Future Lab Method“	Annex: „ <b>Description of a Future Lab</b> “

Block 9: Future Lab, Part 1: The phase of criticism

Block 10: Future Lab, Part 2: The phase of fantasy and utopia

Block 11: Future Lab, Part 3: The phase of realization

(There will be three blocks here, each 90 minutes long)

**Topic: „The Future of Teacher Training in Vocational Education and Training in Serbia“**

Objectives:

- To go through a „Future Lab“ experience as a participant,
- To structure future teacher training in vocational education and training
- To reflect on application situations for “Future Labs“ in schools in Serbia

“Future Lab” Rules:

1. In the phase of criticism, the existing concept of teacher training in vocational education and training in Serbia is analysed and criticized.
2. In the phase of fantasy and utopia, ideal pictures for future teacher training in Serbia are developed. Anything goes here, fantasizing is allowed and desired, nothing is impossible!
3. In the phase of realization, the realistic chances to implement changes are examined. Agreements will be made about who is going to do what by which deadline.

Block 12: Discussion of Transfer Potential of These Experiences to Our Schools

Topic: **Where do we go after all this?**

Objective:

- To develop precise learning situations for applications in vocational schools in Serbia

1.	Focusing on didactical aspects in relation to appropriate methods that go with them: how do we apply this in our schools in Serbia?	<b>Group work</b> (see method cards 9-12)
2.	Presentation of group results	Plenary presentation followed by discussion
3.	Filling in methods with contents	Method: <b>The Two-Field-Board</b> (selection of methods for presented content)
4.	Possible learning situations for our future work	Method: <b>Prioritising by giving points</b>

Block 13+14: What is a “Didactical Analysis” in our Occupational Profiles?

Topic: **We are carrying out a didactical analysis!**

Objectives:

- Start thinking about didactical aspects of lesson planning
- Gaining didactical planning confidence

1.	<p>Introduction of principles of a „Didactical Analysis“ following a five-step assessment:</p> <ul style="list-style-type: none"> <li>• What is the overall importance of the content?</li> <li>• Where could my students have been exposed to this specific content in the past?</li> <li>• Where is the importance for the content in the future of my students?</li> <li>• What is the structure of the content?</li> <li>• What are the specific examples with which the content could become understood?</li> </ul>	Method: <b>Mind map</b> (see method card 13)
2.	Didactical Analysis Task: “The beginning lessons in wood processing, catering and tourism and IT in three-four year-programmes in Serbia”	Method: <b>Group work with sector focus</b> , didactical analysis with short presentation
3.	Feedback of participants	Method: <b>Positioning</b> (see method card 15)

## Block 15: Dealing with Students' Expectations and Media

Topic: **We develop our own ways to deal with our students' expectations concerning media usage in our classes!**

Objectives:

- Teachers get familiar with the variety of students' expectations in media usage in our lessons in the new profiles
- Teachers develop criteria for selecting media in lesson planning

1.	Input: 'What are our students' expectations in our lesson planning when it comes to using different media and what do we have in mind for teacher activity before, during and after media usage?'	Method: <b>Decision Pie</b> (see method card 6)
2.	Clustering of individual results to group structures	Visualization of results

## Block 16: Looking Back and Forward

Topic: **We evaluate our training program in teaching methods and evaluation!**

Objectives:

- The teachers will get familiar in using written and other evaluation techniques

1.	Comparing graffiti inputs from the first day regarding participants' expectations with accomplished results	Method: <b>Where were you and how was it?</b> (see method card 18)
2.	Evaluating the whole four-day programme	Filling out written evaluation sheets

**Annex 1: “The Future of Vocational Teacher Training in Serbia” Using Robert Jung’s Method of the “Future Lab” (*Zukunftswerkstatt*)**

Teacher from the 21 pilot schools in Serbia will be put into a micro situation of playing a strategic planning situation. The focus will be on the future of vocational teacher training in their own country and the exercise will be carried out in three blocks of 90 minute sessions.

For this situation the teacher trainers decided to use one method of Robert Jung for this teaching experiment. Robert Jung had done research in the 60s and 70s in Italy about bringing out creative potential in people and developed a method, which is widely known as *Zukunftswerkstatt* in German, the English translation would probably be “Future Lab”.

In the first phase of a future lab, participants criticize the present situation; everything is allowed to be said without evaluation. Criticism is written on cards, structured, clustered and headlines for joint points are found.

The second phase throws the participants into a phantastic and utopian situation in which coming up with "wild" solutions is called for. The participants are asked to fantasize about utopian solutions and to present their solutions in words, texts, role-plays, or whatever comes to their minds.

The third phase brings the participants down to earth again, asking them to think about how they can realize their ideas in real life and which steps are necessary to do that. Finally, each group has to present its solutions, and milestones will be set up to monitor and evaluate the success of each plan.

In the first phase, the teachers are expected to come up with heaps of discomfort. Various interactive and group-dynamic methods will be used to work with the whole group. After all the criticism will be expressed, it will be piled, structured and clustered. This phase will last about 90 minutes.

However, the second phase wills very likely come up with very creative ideas by the Serbian vocational teachers and the individual groups will have enough time to research and present their ideas. Usually this work forms and the intensity of the work transcends everything the teachers have experienced before in school or in universities, and a lot of laughter, but also sincerity and willpower will be found on the second stretch of this experiment. Hopefully, the presentation of the utopias in the plenary will be both funny and very creative.

Before the final phase, the groups will be mixed again as before in the second phase, and they all work again on preparing strategies to implement their plans. In the end, the moderators might invite representatives from the Ministry of Education to attend the presentation phase and see which of the ideas could eventually be turned into real-life teacher training in Serbia.

A similar experience in working with teachers in Germany about the future of vocational teacher training created the following proposals:

- Using teacher conferences in schools for distribution of reflection learning ideas,
- Showing reflection learning in different schools,
- Writing more reference texts and school books in reflection learning,
- Carrying out regular curricula revisions,
- Using Ministry of Education publication channels for information on reflection learning,
- Developing training of trainer packages,
- Setting standards in teacher training,
- Representing teacher trainers in key positions in MoES.

In fact, methodologies similar to that used in the future labs in Serbia are used widely in many organizations and meetings when open-ended thinking is intended. Such brainstorming approaches can be equally useful, for example

- with teachers in vocational education and training;
- with students of vocational schools in Serbia, for example complaining about school problems;
- with politicians from the Ministry of Education in Serbia in identifying bottlenecks in current teacher qualifications for VET schools or
- with teacher trainers in Serbia trying to overcome old structures in teacher training and using this method to plan the hypothetical structure of a new teacher training centre within Zavoda za unapređivanje obrazovanja i vaspitanja.

Wherever it is used, the Future Lab is always a fascinating method that brings out both intuitive-emotional capabilities as well as rational-analytical ones in all the participants and is always a fun-way of learning!

## Annex 2: “Good Lessons” in Serbian Schools of Vocational Education and Training

„What would you call a good lesson in a VET school? “ We have been asked by some of our colleagues in the last few weeks and we kept answering: “It is difficult to say what is a good lesson, there are many good variations of lessons in schools. “ A question which is looking for orientation gets an evasive answer here, does not it? Or is it more a certain kind of cautiousness not to find a quick remedy immediately and try to avoid superficial answers?

If we make a statement about what is a good lesson, we need a reference point for good lesson planning, for example „good for ...“ or „good in order to achieve ...“ or „good when you use the following measures...“. „A Good Lesson” is a relative phrase, the absolutely good lesson is hard to perceive. For example, one sequence of lessons can be quite good and relevant for a first-year class in network administration in Serbia and it would be not at all appropriate for the same students in their third year.

However, in the first training course for teachers we do not want to leave too much room for speculations about what we perceive as a good lesson. This is why we will put some criteria out here, because we think they are basic and at the same time very vital for good teaching. We have seen these criteria being met in good lessons in the past and we are looking forward to seeing more of the same in Serbia in the teacher training program in the next months.

### “A Good Lesson” in Serbian and other European vocational schools

- **Moves the students ahead;** this can be done when they understand a certain phenomenon or when we make sure that this really becomes „a body of skills, knowledge and attitudes”, it also can be seen when our students get stronger as human beings, for example when they develop their team skills or learn how to actively participate in a group, and learn how to solve real-life and real-work problems. For us the key question that needs to be answered in order to identify „a good lesson” is: “Where and how did the learning for the students take place in that particular lesson?”
- **Deals with „important» contents and objectives.** Many subjects and topics in many VET schools not only in Serbia are „only» important for the exams. These are “secondary” priorities, they should not serve as the only legitimacy for content and objectives;
- **Relates to content and questions of other subjects** and other occupational profiles (if necessary) and encourages the students to think in different disciplines and guides them to think “outside the box” of any specific subject and also to constantly reflect their own learning;

- **Approaches the multi-disciplinary aspects in learning**, the open aspects and the ones that have not been decided and gives students options for their own learning. This is based on the fact that not always good, true and right facts exist, but that science develops in cycles and that paradigms of knowledge and perception can change;
- **Pursues its objectives consistently** - not stubbornly though – and flexibly and can take detours in learning, without ever giving up the main thrust;
- **Includes – in planning and carrying out – the life and job expectations of our students**. I assume that good lessons in vocational schools in Serbia (as much as elsewhere in Europe) can only be carried out with major changes in general secondary education schools;
- **Structures learning opportunities** in such a way that our students will acquire competencies in all areas (such as communication in Serbian, communication in foreign languages, interpersonal, intercultural and social competences and civic competence, competencies in entrepreneurship and cultural expression);
- **Tries** - whenever possible - **to include real-life and real-work situations** as starting points of learning and teaching;
- **Realizes participation of learners** in different forms of good lessons in VET schools, such as in information phases, hearings, decision making, and involves students in planning, carrying out and evaluating their own learning;
- **Facilitates learning through active and reflective learning** (could that be translated into Serbian as „aktivna nastava“?) – Which also includes reflection in thoughts? This is why we advocate active and reflective participation in learning which encourages as much as possible authentic learning;
- **Follows a structure, an order and a learning organization** which starts from the anticipated learning in our students, in other words the objectives of our lessons;
- **Can be different** from a lesson plan, since lessons are a “communicative effort” with students whose behavior can not always be anticipated 100% in advance;
- **Takes „reflection loops“** by looking beyond single lessons and/or lesson sequences and using self-assessment tools and constantly checking learning forms, methods and communication structures;
- **Utilizes methods, work forms, social interaction forms**, which will accompany learning, facilitate and assess learning. They are, however, always only means to the end of initiating learning, but they are never means in themselves. So-called “method lessons”, just because we like mind-mapping so much or because our teacher trainer likes it, are a nuisance! This is why the starting point for our teaching method



workshop has been to put useful content for vocational teachers and teacher trainers in a context;

- **Witnesses teachers** who see their own role also as learners and not only as teachers, who observe carefully, diagnose soundly, interpret carefully, assess preliminarily and intervene responsibly in pedagogic and vocational pedagogic matters;
- **Lives a teacher behavior**, which is marked by emotional involvement, promotion of student development, both the ability to have nearness and distance to students, generosity and pedagogical consequence and the acceptance and the appreciation of the fact that we are dealing with young adults in our VET schools in Serbia.

We are aware that this is quite an impressive list and teachers in Serbia might argue that nobody will be able to do all this at the same time! We, too, think that we can not meet all these criteria for good lessons at the same time. However, we try to meet these criteria before each and every lesson planning in VET schools. Probably these criteria for good lessons are features of a “good VET school in Serbia or elsewhere in Europe” and the more criteria are met, the better and the stronger that individual school will be.

In such an understanding of „good lessons in Serbian VET schools“ many different teaching methods are possible, from lectures („ex cathedra”) all the way to case studies, future labs and mind-mapping, if they are “good for the learning of our students in Serbia”. A learners-driven project is not by definition good and a lecture not by definition inappropriate.

As mentioned at the beginning of these article, “good” is a relative term and we will have to identify for ourselves what will be good and in which situation.

We are both looking very much forward to working with you in Vrnjacka Banja in September 2006 and we will hopefully be seeing some good lessons there and later in other teacher training courses!

### Annex 3: The 18 Methods used in the Teacher Training Workshop in Serbia

The following pages include the methods in alphabetical order which will be used in the teacher training workshops in Serbia in September 2006. For each method, instructions for usage are given and presented together with some pedagogical comments. Each method card has some recommendations for materials to be used with it and gives one precise example. Finally, you will find a recommendation for when to best use this method in a workshop cycle.

#### 001 Argument Stations

Usage	<p>The participants in this method take a position on a previously agreed and assigned question (problem). They inform other members of the training workshop about their position and then are prepared to argue when counterarguments are put forward by the other members of the group.</p> <p>Every participant will draw a number from 1 to how many stations there will be. People with the same numbers go to the first station and have 3-5 minutes time to prepare their little talk. After everyone finishes, the different groups move to the next stations by rotating clockwise with the station setting.</p> <p>When all the stations have been reached, each participant/student/teacher has argued at least one time on each issue.</p>
Comment	<p>An argument station needs to be prepared very well and requires some discipline by the participants in listening and arguing with their fellow participants.</p>
Materials	<p>Flipcharts, posters, boards, note pads and material as requested by the groups.</p>
Examples	<p>In the teacher training in Serbia “Argument Stations” will be used to present the most outstanding features of their own school. In the new occupational profiles, it could be used with the following questions:</p> <ul style="list-style-type: none"> <li>• Should we use an internships and industry placements to prepare our teachers for the challenges in the new occupational profiles?</li> <li>• Should we make in-service teacher training mandatory for all VET teachers?</li> <li>• Should we have car-free weekends in Serbia to help bring the energy consumption down?</li> <li>• What are other drastic measures, which the government should take in order to make our school profiles more relevant in updated skills training?</li> <li>• Etc.</li> </ul>
Workshop cycles	<p>This method can be used in planning and structuring phases and serves the purpose of disseminating huge amounts of information very quickly.</p>

**002 Brainstorming**

Usage	<p>The topic or problem is written on the blackboard or a flipchart or something else. Any remaining questions should be answered before the brainstorming starts. Brainstorming has the following rules which need to be made clear to the participants prior to the exercise:</p> <ul style="list-style-type: none"> <li>• Every idea is welcome, even if it is far-fetched or it sounds impossible,</li> <li>• Quantity is more important than quality,</li> <li>• Criticism in this method is strictly forbidden,</li> <li>• Get inspired by the ideas of others!</li> </ul> <p>The participants collect all ideas in a previously agreed time on the flipchart.</p>
Comment	<p>Very often brainstorming exercises are done too narrowly. When participants work too seriously, creative elements and good ideas get lost. In brainstorming it is of utmost importance to take the “scissors” out of the participants' heads to make them truly creative and use this tool as a useful method.</p>
Materials	<p>Flipchart or similar, pens</p>
Examples	<p>”Teacher training in VET Schools in Serbia – Some Ideas for Setting Up a New program in Our Schools!”</p> <p>Might bring about some of the following activities under the following headlines:</p> <ul style="list-style-type: none"> <li>• Qualifications and tasks of the teachers,</li> <li>• New roles of school directors,</li> <li>• Regional training programs</li> <li>• Didactical and methodological requirements</li> </ul>
Workshop cycles	<p>This method is very suited for planning phases in seminars/workshops/training sessions.</p>

**003 Brain writing**

Usage	The participants receive a question that they have to work on by themselves for a limited amount of time. After a while, they get together with their neighbour and try to find common headlines for those things that they both pointed out in the first phase. Then they write this idea on a transparency or a piece of paper and pass it on to the next couple, which in turn will try to find more headlines. When all the ideas are used up, the ideas can be presented on the board, a flipchart or an overhead projector.
Comment	This method should not be used with too many groups because of the resulting backlogs of writing.
Materials	Overhead projector, paper, OHP pens
Example	In teacher training, we will try it with: “What is the core of reflection learning for you?” In school it can be used, for example, to come up with “vital elements for communication strategies with customers” etc.
Workshop cycles	This method can be used in information phases and also in those phases where participants are supposed to come up with first results.

**004 Cards**

Usage	<p>The moderator raises a question or gives a topic. The participants are asked to write down answers and solutions for this question on one card each and put the cards in front of them, with one card holding one answer only.</p> <p>The cards will then be clustered by the participants using headlines and thus helping to structure the topical issues.</p> <p>This can serve as a preparation for group work that follows certain and specific interests by the participants.</p>
Comment	<p>In this exercise, ideas, fields of interests, proposals and expectations are gathered and are not lost in a discussion. The different ideas are collected first and not immediately criticized. Key words are more helpful than long sentences in this exercise, because they can be structured better and can be seen from a distance when written in capital letters.</p>
Materials	<p>Cards, pens, flipcharts or boards, scotch and pins</p>
Examples	<p>”Teaching in new occupational profiles after the summer break of 2007 in Serbian vocational schools – what has to happen to get us teachers prepared for running these new programmes in our own schools?” is a task that will be given to the participants of our teacher training seminar in Serbia and – in the course of the following card work - they are expected to come up with a road map of activities. This can then later be translated into an array of activities by the Ministry of Education and the CARDS VET II project in Serbia.</p> <p>Other tasks for card work could be;</p> <ul style="list-style-type: none"> <li>• What are the reasons for taking excursions to companies in our school district?</li> <li>• What is working well in our schools (with green cards) and what can be done better (with white cards)?</li> <li>• What are our strategies to fight motivation gaps in our schools?</li> <li>• How can we teachers reduce our daily work loads in school?</li> </ul>
Workshop cycles	<p>This method is very suited to planning phases in seminars/workshops/training sessions.</p>

**005 Carousel Discussion**

Usage	<p>The group is split up into two halves. Participants divide into an inner circle and an outer circle, with the inner circle people facing the ones that stay in the outer circle so that everybody has a partner who they are looking in the eye. The participants receive a topic that they have to make some statements about and have to talk about for three to five minutes, while the people in the outer circle are the ones that listen, ask questions and take notes. After the time is over the outer circle people move one seat clockwise. Thus new teams are formed, and now the people in the outer circle get a task, whereas the inner circle people are the listeners. This way, within a relatively short time span everybody gets to talk once and takes notes once.</p> <p>The carousel discussion can be used for topics, getting to know each other in a new seminar setting and very well also in language teaching.</p>
Comment	<p>This method is very useful for getting to know each other and it is a true icebreaker at the beginning of a seminar. After a while the time frame can be enlarged from 3 to 5 or even 7 minutes. The carousel discussion is also known as “ball-bearing.”</p>
Materials	<p>List of topics or tasks that are useful.</p>
Examples	<p>Topic and tasks could be, for example:</p> <ul style="list-style-type: none"> <li>• Introducing oneself,</li> <li>• Good achievement by students in travel and tourism, IT or wood processing for me can be measured by .....,</li> <li>• My expectations in today’s teacher training are .....,</li> <li>• The working conditions for us teachers at our school can be changed in the following way .....,</li> <li>• When I think of homework in IT, wood processing and catering and tourism I have the following thoughts .....,</li> <li>• Etc.</li> </ul>
Workshop cycles	<p>This method can be used in getting to know each other and is good for loosening up as well as for sensitizing participants for certain topics.</p>

**006 Decision Pie**

Usage	In a planning stage a number of aspects are gathered, prioritized and numbered according to their importance. The participants then work on the importance of each aspect and think of each aspect as a piece of pie in a decision pie. The individual pieces are put together in a pie chart that will reflect the importance of each argument by the pure size of the pie piece.
Comment	This method is useful to deal with the interests of a whole group. It offers an opportunity to those who might not always verbalize their comments. It has the disadvantage that some participants might put it aside as “playing games”.
Materials	Flipchart or posters, pens, pre-prepared circles, scotch, scissors, glue
Examples	Put, for example, in a decision pie the various <ul style="list-style-type: none"> <li>• tasks of the school management of a vocational school,</li> <li>• difficulties that we might have as internal/external CATs,</li> <li>• didactical questions that we should raise whenever we do lesson planning,</li> <li>• kind of publications that we should read in Serbia in keeping up-to-date as VET teachers.</li> </ul>
Workshop cycles	This method can be used in evaluation and planning phases.

**007 Flashlight**

Usage	<p>The participants relate to a specific element in a training course, for example:</p> <ul style="list-style-type: none"> <li>• How was the first day for you?</li> <li>• How are you feeling right now?</li> </ul> <p>The participants may make their own statements, but should not comment on other people's statements. The statement should not have more than one sentence and should contain both positive and negative elements. It can be followed by a discussion in a plenary. The sequence of responses can be done at random. However, it helps to pass around a "talking stone" that allows that person who holds the stone in his hand to talk.</p>
Comment	<p>This method is useful for looking back at each individual phase within a training program. It is equally suitable for evaluating a whole training sequence as well as a week-long workshop. It is always useful to plan a plenary discussion time after a flashlight. A variation could be for a moderator of a training workshop to look back at the whole program and say something specifically about a specific method used in a specific context.</p>
Materials	None.
Examples	<p>Flashlights for:</p> <ul style="list-style-type: none"> <li>• Reviewing workshop results,</li> <li>• Group experiences,</li> <li>• Atmospheric situations,</li> <li>• Moderator performances,</li> <li>• Etc.</li> </ul>
Workshop cycles	<p>This method can be used in phases where the workshop/training/lecture should be evaluated.</p>



**008 Group Work Part 1: Preparation and Task**

Usage	<p>Group work can usually be categorized into the three phases of</p> <ol style="list-style-type: none"> <li>1. Preparation</li> <li>2. Carrying out the group work</li> <li>3. Follow-up and evaluation.</li> </ol> <p>The first phase, the careful preparation of group work, is presented. Effective group work will be prepared well when the trainer/moderator/teacher/trainer lays the following groundwork:</p> <ul style="list-style-type: none"> <li>• Setting clear objectives (for example on a transparency),</li> <li>• Laying out clear instructions (written, for the whole group to take with it),</li> <li>• Providing all necessary information,</li> <li>• Agreeing on group presentation procedures,</li> <li>• (Possibly) giving examples of similar group results,</li> <li>• Giving clear time frames for work and breaks,</li> <li>• Informing the group about the tasks of the moderator/teacher/trainer during the group work,</li> <li>• Determining group sizes (4-6 are particularly functional),</li> <li>• Suggesting modes for group building (see next method card)</li> </ul>
Comment	<p>For group work it is very important to follow a time pattern in which the preparation, the carrying out of tasks and the follow-up are equally weighed and get each one third of the time allotments for overall group work</p>
Materials	<p>Anything that is needed for group work</p>
Examples	<p>Working within a Simulated Travel Agency has phases where students may have to do the following group work:</p> <ul style="list-style-type: none"> <li>• Split up into groups of 4-6 according to your liking!</li> <li>• Read the text with the basic information about the product range of a Simulated Travel Agency!</li> <li>• Categorize the products and write down the categories on a transparency!</li> <li>• Assign one or two group member for taking notes and be prepared for a plenary presentation in 20 minutes about “How can we rearrange our company’s product range?”</li> </ul>
Workshop cycles	<p>This method can be used in information phases and also in those phases where participants are supposed to structure their learning.</p>

### 009 Group Work Part 2: Preparation and Group Formation

Usage	<p>Groups can be built in many different ways:</p> <p>By interest:</p> <ul style="list-style-type: none"> <li>• Participants group according to their interest,</li> <li>• Participants group according to symbols, pictures or definitions,</li> <li>• Participants all have the same topic, but differentiated in different abilities to carry out tasks,</li> </ul> <p>At random:</p> <ul style="list-style-type: none"> <li>• Throwing dice with the same number being in the same group,</li> <li>• Draw numbers or letters,</li> <li>• Draw cards,</li> <li>• Draw puzzle pieces</li> <li>• Draw symbols,</li> <li>• Give different colour symbols (bonbons) in a basket,</li> <li>• Etc.</li> </ul> <p>By sympathy:</p> <ul style="list-style-type: none"> <li>• Exclusive group formation by sympathy makes sense for group topics that are the same for all (competing) groups.</li> </ul>
Comment	<p>Each way of group formation has its distinctive advantages:</p> <p>By interest formation in</p> <ul style="list-style-type: none"> <li>• Structuring by content and</li> <li>• Promoting the work motivation</li> </ul> <p>At random in</p> <ul style="list-style-type: none"> <li>• Starting group work without taking much time,</li> <li>• Structuring groups heterogeneously,</li> <li>• Getting-to-know-effect among participants,</li> <li>• Preventing “hurt feelings”</li> </ul> <p>By sympathy in</p> <ul style="list-style-type: none"> <li>• Creating good work atmosphere,</li> <li>• Improving results by creating good work atmosphere.</li> </ul>
Materials	Dice, puzzle pieces, card decks, baskets etc.
Examples	In working with our VET students, it is always a lot of fun to turn group building into a game (with dice or cards). In adult education, especially in teacher training, it is usually better to let the groups get together by finding out similar interests.
Workshop cycles	This method can be used in information phases and also in those phases where participants are supposed to structure their learning.

### 010 Group Work Part 3: Carrying out Group Work

Usage	<p>Guiding group work can be effectively supported by giving the group structural help in tackling the topic and identifying the functions of each group member (see examples).</p> <p>Group moderators should be fully aware of their own roles during group work. It might be useful to check on those groups that might need help in the beginning, because of the group composition and it is always very useful to let all groups know where the moderators will be during a group phase in case some of the groups do have questions. In any case, the teacher/moderator/teacher trainer takes himself/herself back considerably and accompanies this learning cycle without giving too many inputs. The role in this method is more one of a facilitator.</p>
Comment	<p>This method is useful for identifying specific situations in a group. It is the core part of group work , but needs to have been prepared very well and can itself be structured by the moderator in a way it is needed for the work (see examples).</p>
Materials	<p>Whatever is needed for group work</p>
Example	<p>Structural advice for dealing with topics could cover splitting up a topic, for example into</p> <ul style="list-style-type: none"> <li>• Activities, problems, perspectives and conditions; or</li> <li>• Objectives, resistance and new ideas; or</li> <li>• Arguments for and against; or</li> <li>• Problems and solutions.</li> </ul> <p>Role functions within the group can be given to</p> <ul style="list-style-type: none"> <li>• <b>Chairpersons</b> (people in charge making group work productive and taking initiative),</li> <li>• <b>Time managers</b> (people who make sure that the given time is used wisely and effectively)</li> <li>• <b>Note takers</b> (people who write down group results and present findings to the other groups later)</li> <li>• <b>Process monitorers</b> (people who take an outside perspective and document the kind of discussion currently going on in the group, for example with the help of a square divided into four parts: process, friction, recess and side talks)</li> </ul>
Workshop cycles	<p>This method can be used in information phases and also in those phases where participants structure their own learning.</p>

**011 Group Work Part 4: Presentation, follow up and evaluation**

Usage	<p>Group work should always be documented and then presented to the other groups. Many ways of presentations can be chosen from, such as;</p> <ul style="list-style-type: none"> <li>• Written presentations,</li> <li>• Oral presentations,</li> <li>• Wallpapers,</li> <li>• Role plays,</li> <li>• Pictures</li> <li>• Mind maps (see method card)</li> <li>• Models,</li> <li>• Collages,</li> <li>• Videos (after longer group phases),</li> <li>• Etc.</li> </ul>
Comment	<p>This method should be used in such a way that group presentations do not become boring when 4-6 groups present their findings. A “Market of Opportunities” or “Bazaar” can help when groups are in charge of setting up stations where the rest of the participants can come and visit.</p>
Materials	<p>Whatever is needed</p>
Examples	<p>A variation of group presentation can be that groups are newly built in such a way that in the new groups, one participant from the old groups can be found who is in charge of informing the new groups about the previously accomplished group work. This usually leads to a very productive exchange of ideas, but has the disadvantage of presenting a lot of information in a relatively short time span.</p>
Workshop cycles	<p>This method can be used in information phases and also in those phases where participants structure their own learning.</p>

**012 Idea Carousel**

Usage	A specific problem is divided into sub-topics and is written down on a flipchart or a board. Participants sit in a circle. Everyone receives a sheet of paper and writes down ideas that come to mind. Then participants pass their sheets clockwise. By looking at the previous ideas, some more will be added or some remarks will be made. This can go around two or three times in a circle and then the results can be presented with an overhead projector or on a board.
Comment	This method can only be used in small groups and some ideas might be written repeatedly.
Materials	Paper and writing utensils.
Examples	<ul style="list-style-type: none"> <li>• How should we make contacts with local companies in our training fields, such as wood processing, catering and tourism and IT?</li> <li>• How can we improve our promotion campaign for reflection learning processes in our own school and our school district?</li> <li>• What are possibilities for self-assessment of students in our daily school work?</li> </ul>
Workshop cycles	This method can be used in phases where the workshop/training/lecture should be evaluated.

**013 Mind-Mapping**

Usage	<p>A mind map is a tree of thoughts that starts from a problem, question or an issue (written in the centre of the mind map) and marks thoughts and issues as branches that grow out of the stem of that tree. A Mind map places similar thoughts under a branch within that tree. In the end, there is a landscape of thoughts around a problem.</p> <p>These thoughts can be combined with graphics and paintings and more important issues get bigger branches than less important ones.</p>
Comment	<p>Mind mapping is a method that emphasizes subjective awareness of structures and focuses on networking and reducing complexities. All the participants are involved and communication in groups is called for. Mind maps can be idea storage systems that can be constantly changed and added to. Smaller groups (of up to 6 people) in designing mind maps have a distinctive advantage over bigger ones, where it can be difficult to reach consensus over one branch.</p> <p>Mind mapping is a fairly advanced method in teaching/training and it requires a clear mind-mapper to see all the connections.</p>
Materials	Pin boards, boards, pens, pictures from magazines and glue
Examples	<p>In the teacher training in Serbia mind maps were used in different stages. We will work with a mind map asking “Can we outline the necessary steps for changing teacher training in schools and in the Ministry of Education (MoES)”. The different branches of the mind map tree might come up with something like this:</p> <ul style="list-style-type: none"> <li>• Using teacher conferences in schools for distribution of reflection learning ideas,</li> <li>• Showing reflection learning in different schools,</li> <li>• Writing more reference texts and school books in reflection learning,</li> <li>• Carrying our regular curricula revisions,</li> <li>• Using MoES publication channels for information on reflection learning,</li> <li>• Developing training of trainer packages,</li> <li>• Setting standards in teacher training,</li> <li>• Representing teacher trainers in key positions in MoES.</li> </ul>
Workshop cycles	This method can be used in planning, structuring and information phases.

**014 Pedagogical Opinion**

Usage	<p>Participants are asked to list situations that relate to a topic in teacher training, such as “aggression in our schools”. These are collected and marked with capital A, B, C and so forth. Then the group is asked to list activities and actions to deal with these situations. These activities are be marked a, b, c and so forth. In the third step, the group is asked what the reasons could be for such behaviour and these are listed 1, 2, 3 and so forth.</p> <p>Then the moderator passes round worksheets and participants are asked to fill them out, giving only one explanation for each situation and relating one reason to it. The results can be presented in the whole group and usually ignite very interesting pedagogical discussions.</p>
Comment	This method is useful for sharing pedagogical opinions and discussing different ways of dealing with issues.
Materials	Flipchart, felt pins, prepared answer sheets
Example	<p>The topic “Aggression in School” might come up with the following situations:</p> <p>Situation A: Toilet doors are constantly damaged, door knobs dismantled and mirrors broken.          Situation B: The teacher for Serbian language cannot carry out his lesson, because there is a constant noise level in the class and the students are having a lot of side talks.          Situation C; .....</p> <p>Activity a) Increase the number of teachers watching during recess          Activity b) Make students pay for the damage,          Activity c) Train new behaviour,          Activity d) Try to relate stronger to students’ needs,          Activity e) ....</p> <p>Reason 1) Parents do not follow up on children at home,          Reason 2) Aggressive role patterns in TV,          Reason 3) Frustration in school,          Reason 4) No employment perspectives,          Reason 5) Inconsistent teacher behaviour,          Reason 6) No rules introduced          Reason 7) .....</p> <p>In the answer sheet, the teacher will then have the task to relate each situation with one activity and one reason.</p>
Workshop cycles	This method can be used in teacher training to deal with pedagogical issues.

**015 Positioning**

Usage	<p>The moderator clears the room of chairs and benches and marks a four dimensional cross in the middle of the room with four axes marked; “very comfortable”, “very uncomfortable”, “learnt a lot” and “learnt nothing”.</p> <p>The participants are then asked to show their feelings by positioning themselves physically in the room.</p>
Comment	<p>It is a useful exercise when you want to bring in some physical movement in an evaluation practice.</p>
Materials	<p>Cards with opposite meanings for the dimension cross</p>
Examples	<div style="text-align: center;"> <p>Very comfortable</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><b>Person A</b></p> <p>Learnt a lot</p> <p><b>Person C</b></p> </div> <div style="text-align: center;"> <p><b>Person B</b></p> <p>Learnt nothing</p> </div> </div> <p>Very Uncomfortable</p> </div> <p>Depending on where the participants are, the moderator gets a good idea on how the seminar was perceived.</p>
Workshop cycles	<p>This method is a quick evaluation tool for seminars/workshops/training sessions.</p>



**016 Role-play**

Usage	<p>The moderator/teacher/teacher trainer explains the situation of the role play, and the participants get the role cards. Each participant gets one card and does not know what others are getting. There should be time for reflecting and asking questions. For the role players there should be time for reading the material and preparing for the role play. For the watching people there should be time to familiarize themselves with the observation tasks.</p> <p>Then the game takes place and after the game there will be a discussion that can be divided into different parts:</p> <ul style="list-style-type: none"> <li>• Observations by the role players themselves,</li> <li>• Observations by the group that watched the role play, and</li> <li>• Structured discussions and lessons learnt.</li> </ul>
Comment	<p>Role plays always face the risks of participants over-identifying with their roles. The moderator should decide, if s/he raises this issue before getting into role plays. With some groups, it can help to make sure that everybody understands their roles prior to starting the role play.</p>
Materials	<p>Texts with situational descriptions, role cards and observation sheets</p>
Examples	<p>Role plays can be done in a number of different settings, such as, for example:</p> <ul style="list-style-type: none"> <li>• A teacher conference in a Serbian vocational school with two teachers trying to convince the others about the advantages of project work,</li> <li>• A teacher-parent setting dealing with class tests that did not bring the expected results,</li> <li>• A teacher meeting with the local employers in the retail business discussing ways to better meet teaching “employable skills” in the local labour markets,</li> <li>• Etc.</li> </ul>
Workshop cycles	<p>This method can be used in structuring information and in sensitizing participants for specific issues.</p>

**017 Snowball**

Usage	<p>All participants are asked to write down 5 important points/wishes/ideas/questions on a blue piece of paper.</p> <p>In the next step they will get together with their neighbour and try to agree jointly on 6 out of the 10 points on a yellow piece of paper and in a final round 2 pairs of people (=4 people) will get together and agree on a total of 6 points altogether and put in white flipchart board.</p> <p>The finding will be presented in the workshop and made visible in the workshop room.</p> <p>This can be discussed in a plenary session and it might be interesting to trace it back by colour to the first individual rounds.</p>
Comment	<p>This method is good for groups with up to 20 participants. In bigger groups, more rounds need to be done. It might be a good idea, not to discuss strategies on how to have winning points on the final sheet after the first snowball, but if a snowball method is used repeatedly during a workshop, the moderator should definitely pick that up too.</p>
Materials	<p>Blue and yellow A4 sheets of paper and white A3 sheets and with bigger groups more and different colours, pens and felt pens</p>
Examples	<ul style="list-style-type: none"> <li>• What are the 5 main issues in teacher training in Serbia that you want this workshop to address in the next 10 days?</li> <li>• What are the 5 most important factors to keep in mind when doing quality control for hotel meals?</li> <li>• What are the 5 most important things when we design written class tests (final exams) in wood processing, catering and tourism and IT?</li> </ul>
Workshop cycles	<p>This method can be used in phases where the workshop/training/lecture is evaluated.</p>

**018 Where were you and how was it?**

Usage	Participants walk around in the seminar room and get together in pairs. Then they simulate the situation of coming home and being asked the question “How was it in your seminar?” by parents/partners/grandparents. The person “coming home” gives a short and crisp answer. Then there is a role change between the partners and after that they can meet with other participants and do the same thing as often as there is time. This can also be played with situations such as coming back from a visit to your boss or your colleague in school.
Comment	This simulation of an anticipated situation at home can prepare for the time after the seminar/workshop/lesson and helps the participants to get back into their out-of-school/training situation.
Materials	None
Examples	The “Coming Home Situation” with comments about the content could have a statement like: «We learned some methods to give mutual support to our colleagues, which I would like to try in school soon.” Or on the emotional feedback level responding back to colleagues could sound like:” Finally a meeting that was really fun, because we were really being serious about our product development!” etc.
Workshop cycles	This method can be used in evaluation phases.