Empowerment: Burn Out-Prevention

GyÖr-Moson-Sopron County Institute of Pedagogy

Report of Module *II.*
(Seminar-design)

(HUNGARY)

E-BOP International project
Communication and cooperation

Győr, 2002. November 19-21.

A   Preface

(*your ideas, specific aims, special situation in your country,...*)
As an important item of the prevention against burn out the enhancing of communication and cooperation was the set target. Module II. builds on the experience gained in the first training: for the enhancing of self image, professional identity. The motto of the module claims that participants have to have approperiate knowledge in order to successfully communicate and cooperate. They have to acquire techniques which enable them to be more effective in their teaching job and life. It is important that they must have rhetoric knowledge and learn presentation techniques which they could use in their everyday lives. The use of ICT in Hungary has not been made a practice therefore it is substantial that participants get to know this technique so international cooperation could be realized for them this way (communicating with the pedagogists of the participating countries).

B   Aims/Targets of Module :

Our aim is to make participants experience-through playful and instructive exercises- how the impreciseness of the information, the difference of linguistic code system, the lack of common language, the lack of attention for the other person, exagaratted subjectivity, mistrust in others hampers successful communication and point out the consequences of unsuccessful communication.   We intend to create a new communication opportunity for participants with the use of ICT.
We also aim to make participants dicover that the successful decision making, task and problem solving is only possible by cooperating. Both the get-on and the creative game-like exercises enable participants to practice new cooperative techniques (team work, tandem/triden, intervision) and conflict handling strategies.

C   Persons involved

1. Participants:
 The same participants like in Module 1
2. Trainers/Referents:
- Dr. Földes Zoltán – associate professor, teacher, trainer –with many years of trainer practice
- Görcsné Muzsai Viktória – pedagogical senior associate, deputy director, teacher, trainer - with many years of trainer practice
- Jakab Lászlóné – pedagogical senior associate, teacher, trainer - with many years of trainer practice
- Gesztesi Péter - pedagogical senior associate, , teacher, trainer, IT specialist

D The seminar

1.Date/ Place/Duration:
➢ Date of the course: 2002. November 19 -21. –Tuesday-Thursday, November 30. Saturday „Extra day"
➢ Venue: Győr-Moson-Sopron County Institute of Pedagogy (Győr, Bajcsy – Zsilinszky u. 80-84.)
➢ From 8.30 to 16.40 daily.
2.Contents:

- Items of communication model, its deficiencies
- Communication and discussion planning in pedagogical practice
- Different forms of communication, presenting, using new techniques
- Different forms of cooperation (team work, tandem, triden, intervision)
- Cooperation with parents, students, colleguaes
- Rhetoric knowledge
- Presentation techniques
- Use of ICT practising the use of e-mail, internet, chat-room

4. Program:

Modul 2.
Communication and cooperation
2002. November 19., Day 1

8.30-10.00

Intro: filling out BO-SE test
- *Presenting the program of Module II.*
- *Enhancing group rules*

1. Communication and discussion in the pedagogical practice

    a) Warm-up exercises
- Picture   **-** associations
- Negotiation skill   - usin check book
                 - reflexions

   b) What we know about communication
- Personal, media and electronic communication
- Features of personal communication
(communication-receiver-message-channel, etc.)

10.15-11.45.

   c) Process, items of communication

- Communicative effectiveness as influencing process
- Strategies inducing communication
- Question types (technical and functional)
- Tools of effective communication
(symbolic, verbal, nonverbal, interactive)
- Factors hampering/enhancing communication
- (linguistic, emotional/ cognitive, relationship/ enviromental)
- Frequent mistakes of the communicator (sender) and the receiver
- Types of messaging/message
- (incidental, personal, instrumental)

12.45.-14.15.

- Intervention aspects
(content, procedure method, interactions, experience)
Exercise: Some examples/situations for the use of intervention aspects
- Communication techniques and linguistic tools

(12 techniques and their linguistic formation)
Exercise: selective-active listening, summary, using questioning-on and other techniques in situation

14.30-16.40.
2. **Conflict handling strategies, handling resistance**
   - Individual conflicts and recalling the solutions
   - Presenting Thomas Hillmann model
   - Behavior styles for solving communication conflicts
     (problem solving-emotional, rational)
   - Feedback and criticism

3. **Comunication and conflict handling – situational exercise**
   Interventional aspects, communication techniques, using linguistic tools in complex quasi situation
   Situation variations:
   1. Parental meeting
   2. Conducting professional meeting
   3. Conducting students' meeting
   Reflexions
   Closing of the day, providing daily feedback

2002. November 20., Day 2
8.30-12.00.
Communication exercises:
   - Leading without words (watch your step)
   - Dictating drawings (one-two way communication)
   - Grapevine
   - Describing a picture (in train wagon)
   - Body language
   - Why do you ask? Why?
   - Appreciative attention (reflexion, active listening)

13.00.-16.30
Communication exercises:
   - Games and tableaus of assertivity
   - 12 obstacles of communication
   - Advantages os using giraffe language

Closing of the day, providing feedback

2002. November 21.,Day 3
8.30-12.00
Presenting new cooperation techniques –cooperation exercises
   - Surviving in the desert exercise (team work)
   - Broken figure/ block building
   - Five paragraphs on the Canadian wild geese
   - Pedagogical rewarding
   - Conflict handling strategies
   - Situation exercises (tandem-triden)

- Dead poets' society (watching part of the film, impressions)

12.45.-14.45.
Rhetroric knowledge and presentation techniques
1. ***Reading***   What do we remember?

                    Methods of messaging

2.**Associations** –presentation
3. Preparing presentation
- Task: tools of individual then group presentation
  (to be presented by the groups)

4. Preparing slide - Visualization
5.Presentation exercise –group work

15.00-16.40
ICT techniques (theory and practice)
1. Pedagogical functions of Internet media
2. Critical analisys of the use of Internet
3. relationship between Internet and the multimedia, using Explorer and Netscape
4. E-mail (letters, sending and downloading attachements, making and sending digital pictures)

Closing of the day,filling out evaluation questionnaires

2002. November 30., Extra day
9.00.- 12.00.

    Chat-room: Chat with the participants of the different countries

E   Learning package: Methods, Material

The methods used at the training were characterized as vivid. Traditional and new ways of communication and coopreation were presented to the students. Besides the varied methods we applied audiovisual instruments, the ICT technique.

- The feature of the training was the own experience discovery and exercising. Brief theoretical seminar either followed or came before the practice.
- The most frequently used methods were discussion, individaul expression, different situations, role play in a relaxed, free atmosphere.
- Individual, pair and small group work was also used which was always followed by a presentation before the whole group. Then, during the splits everyone could tell her opinion in connection with the exercise, own feelings. Of course nothing was mandatory and anyone could pass a question if she wanted to avoid the exercise.
- For expressing cooperation the power of movement, music, colors, drawing was used. By knowing the presentation techniques participants acquired a new kind of communication opportunity which could be later used in their jobs. The part of the film contributed to knowing communication situations in another way.
- The use of ICT provided a new kind of cooperation, communication opportunity for the pedagogists. The world became wider, not only domestic but international experience was provided for them.
- Participants further expanded the folder they received at the module I. in which they could collect the materials received at the trainings. They could write down their expectations and put it into the envelope. At the end of the module the list was reviewed and checked if the expectations were met.

F   Qualitative Evaluation

1) Some ideas from the daily reviews:

" the day started good", " my computer knowledge has flaws" "I have received positive assertation", "I messages-so important", "assertive communication is not easy- but this is the only way to do it" , " yes, the situational exercises and role plays were good", "to pay more attention to the behavior of the rabbit " , I still have and will have a lot to learn, I had a good time"

2) EVALUATION QUESTIONNAIRE textual evaluation
What I liked…
- Dr. Földes Zoltán's seminars
- Görcsné M. Viktória's good presentation
- Familiar atmosphere
- Common appreciation of the organizers' summer greeting
- Good community, friendly atmosphere

What I did not like…
- Last seminar

Further comments, wishes, etc..
- Changing the rigid time-table
- Meeting beyond the training

Textual summary of the evaluation questionnaires (SQ):

The organization, realization of the seminar was considered good. Participants were satisfied with the selection of the lecturers.
Their mood, feelings were good, pleasant. The lecturers' professional and methodological competence, lucidity of the content was regarded very high.
They understood the targets and considered them realized.
They believe that the content of the seminar not only helps them in the pedagogical practice but in their personal development, too.
The provided material was sufficient, useful, the use of media techniques was regarded good.
They found the seminar instructive, varied, well-structured.They feel it was worth participating. The ratio of theory and practice was considered appropriate and they feel that proper requirements were set.

The seminar well built on the existing knowledge, it set proper requirements for the participants.
Participants believe that the set targets were realized.
The lecturers of the seminar had appropriate competence, they reacted to the needs of the students in a flexible way.