Empowerment: Burn-Out-Prevention

University of Luxembourg

Seminardesign Module 3

Project approach

Aims/Targets of Module :

Introduction to a specific alternative learning and teaching approach: Project Approach
Methodological and didactic input of this learning and teaching form
Acquisition of skills for planning and implementing projects in the everyday work
Exchange on the experiences in the after modul time.

Contents:

Organisation of adaptative Learning forms and methods by project approach

1. Programme:

Time	What?	*How?*
	Diner	
Friday 19.30	• **Entering the subject**	Plenum (mitgebr.Gegenstände)
	• **What is project approach? Different phases of PA**	Input
	• **Choice of the theme**	Plenum
to ca. 21.45		
	• Clarification	Individual/Duo
Saturday 9.00	• „**Pink Panther**": other methods and techniquea to find a theme	Input
	• „**Mindmapping**" Method to find a theme	Plenum
	• „**Making groups**"	
	• „**activities for students**" Gallery walk	Input
	• **PCA**: ProjectContextAnalysis	Group work, Plenum
to ca. 12.30	• Clarification	Individual/Duo
	Lunch	
Saturday 14.00	• **Group dynamics** (Tuckman, Riemann)	Plenum
	• **3-Step-Modell of PA**	Input
	• **Teacher´s role**	Trio
to ca. 18.00		
	• Clarification	Individual/Duo
	Diner	
Saturday 19.30	• **What for, why PA** (curriculum)	Plenum, group work, role play
to ca. 21.30	• Clarification	Individual/Duo
Sunday 9.00	• Organisational **Tricks**	Input ,Plenum
	• „**Presentation**"	group work Plenum
	• „**Evaluation**"	
to ca. 12.15		Singlework/Duo
	• Clarification	
	Lunch	
Sunday Ca. 14.00	• „**Looking back on the seminar**"	„Reporters"
	• Constitution of **Tandems**	Tandems
	• **Projection**? Tutoring via FC?....	Plenum
to ca. 16.00	• „see you ..."	
	• **Seminarevaluation**, SQ	Plenum, Individual

Learningpackage: Methods, Materials

"Project-learning" offers following chances for pupils:
- self-organized and self-responsible learning
- autonomous learning
- the pupils can increase social skills, dynamic skills, professional skills,…
- the contents of a project are oriented on the pupil´s interests
- inter-disciplinarity
- multi-sensorial learning

- product-oriented learning
- ....

A project can be structured in following phases:
- to find an issue of common interest
- planning and preparation
- working-phase
- presentation and documentation
- evaluation

The idea was, to work in a "double decker": using the same participative methods in the seminar like in a real (school-)project. Methods, the teachers can transfer into their work with their pupils . The seminar was also constructed in a "sandwich-system": alternately phases of input and processing.