

Transform4Europe Professional Development trainings

Academic staff

Learning partnerships for designing co-learning experience *(remote)*

Alex Neuman

Alex Neuman is an experienced learning designer and facilitator. He is a co-founder of Colearn (<https://colearn.co>) and former Head of Learning Design at Hyper Island. He is the co-author of the Hyper Island Toolbox (<https://toolbox.hyperisland.com>) and has helped lead programs for organizations including Google, IKEA, Spotify, Greenpeace, Condé Nast and the Swedish Institute. Alex also works with the global Peace Education charity CISV International (<https://cisv.org/>), building curriculum and leading training around the world.

DESCRIPTION

The session explores the topic of learning partnerships – how educational institutions can collaborate with industry actors (businesses, organisations, and more) to create meaningful hands-on learning experiences for students. The session will be interactive and exploratory, giving participants a solid grounding in the why, what and how of learning partnerships. They will leave feeling inspired and ready to explore how to initiate (or strengthen) learning partnerships in their context.

CONDUCTING UNIVERSITY

EKA

TIME AND DURATION

May 25

10:00-12:00
CET

2 hours

[APPLY HERE](#)

Digital Storytelling *(remote)*

Aušra Rutkienė, Eilina Dailidienė

Aušra Rutkienė is Assoc. Prof. at VMU's Education Academy since 2009, teaching at BA, MA, and PhD levels. She has co-authored several monographs, research studies, textbooks, and a few national and international publications.

Since 2001 Eilina Dailidienė, PhD, has been involved in VMU's research and innovation activities. Her research interests include project development and management strategy, cultural and creative industries.

DESCRIPTION

Teaching and learning in our times will never be the same as they used to be before, as we become increasingly dependent on technologies. It means that schools have to use new rich, exciting opportunities that ICT offers in education and promote the idea that learning is no longer a simple act of transferring knowledge but rather complex construction of it. The shifts in paradigms give learners and educators completely new and exciting roles that were not present in earlier educational systems. Digital storytelling facilitates student-centred learning strategies based on engagement, reflection, project-based learning, and the effective integration of technology into instruction (McDrury and Alterio, 2000). By encouraging students to organise their ideas into individual stories, digital storytelling can easily support learning in different disciplines. Some of the advantages of integrating digital storytelling in the classroom have been identified by Gils (2005):

1. Digital storytelling can provide more variation to learning than traditional methods.
2. It can personalise the learning experience.
3. It can make the explanation of particular topics less complex.
4. It can create real-life or problem-solving situations.
5. It can improve learners' engagement in the learning process.

The blended nature of the Digital Storytelling methodology, combining narrative skills with technology's potentiality, makes it a powerful didactic tool that has found application in several fields. Storytelling has always been an integral part of human history; it structures language, helps individuals give meaning to the reality surrounding them, and makes communication and exchange possible. It is a practice shared by all cultures and traditions.

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VYTAUTAS
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TIME AND DURATION

June 17

9:00-12:00
CET

3 hours

[APPLY HERE](#)

How to flip your classes? *(remote)*

Magdalena Piotrowska-Grot

Magdalena Piotrowska-Grot has been working on the issue of the flipped classroom since 2018. Since 2019, she has been conducting training in this field (with teachers, academic lecturers, and doctoral students). M. Piotrowska-Grot has been introducing FTC elements in her classes, especially in online classes, for three years.

DESCRIPTION

The webinar will contain basic information on the FTC method, advantages and disadvantages, examples, and the possibility of using the method in the classroom and online classes. The webinar will also contain information about the applications that should be used as part of this method. Effects - knowledge of the definition and effects of FTC, knowledge of the application and practical examples of the use of specific applications, the ability to design classes within the method.

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UNIVERSITY OF SILESIA
IN KATOWICE

TIME AND DURATION

June 6

11:30-14:30
CET

3 hours

[APPLY HERE](#)

Promoting scientific reasoning and epistemological attitude through Research-based teaching *(remote)*

**Paolo Sorzio; Caterina
Bembich; Michelle Pieri**

The trainers have experience in the field of In-service and Initial Teacher Education Programme at the university level. Paolo Sorzio was the coordinator of the MA Programme in Teacher Education for prospective teachers of secondary schools.

DESCRIPTION

Promoting inquiry-based learning: students' agency in relation to the knowledge of main objectives of HE.
Two models of teaching: interaction of Mastery Learning and Inquiry Learning Curricula.

CONDUCTING UNIVERSITY



**UNIVERSITÀ
DEGLI STUDI
DI TRIESTE**

TIME AND DURATION

June 8

9:00-12:00
CET

3 hours

[APPLY HERE](#)

Launching knowledge-based companies. Main issues, concerns, and some tips *(remote)*

Loren Moreno Monteagudo

Loren Moreno Monteagudo started to work at the Technology Transfer Office in 2007. She has worked on the development of more than 20 spin-off companies promoted by researchers at the University of Alicante in such areas as chemistry, ICT, biology, etc. She has a master's degree in Software and has specialised in technology transfer, spin-offs and entrepreneurship in different courses, workshops, etc. Loren Moreno Monteagudo has participated in different European Projects concerning entrepreneurships and technology transfer.

DESCRIPTION

Based on our own experience, the main objective is to discuss the steps to be followed to launch a knowledge-based company and to share ideas and experiences. Through different discussions and examples given, the audience will end up with an idea of the key aspects to be taken into account.

CONDUCTING UNIVERSITY



Universitat d'Alacant
Universidad de Alicante

TIME AND DURATION

June 7

11:00-13:00
CET

2 hours

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Using translanguaging and multilingualism to inspire learning in a diverse classroom (*remote*)

Teresė Ringailienė

Dr. Teresė Ringailienė has 14 years of teaching experience working with multilingual/multicultural groups. She has published the textbook “Learn and Speak Lithuanian”.

DESCRIPTION

The webinar will help the participants understand the importance of the supportive language environment and provide ideas on the possible events/non-formal language learning activities promoting multilingualism. The webinar will also focus on specific and effective exercises and activities, which can be carried out online and face-to-face.

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TIME AND DURATION

June 9

13:00-15:30 CET

2,5 hours

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Teaching of multilingual groups *(remote)*

Barbara Morcinek-Abramczyk

Barbara Morcinek-Abramczyk has been a teacher of Polish as a foreign language for more than 20 years. Employed at the School of Polish Language and Culture at the University of Silesia, she was also a visiting lecturer at Tokyo University of Foreign Studies in Japan and a visiting professor at Indiana University in Bloomington, USA. B. Morcinek-Abramczyk published many texts on teaching multilingual groups and other glottodidactic issues. She is the author of textbooks for students of different language knowledge levels. The trainer has acquired her professional experience through working with monolingual and multilingual, monocultural and multicultural groups at all levels of advance. This enabled her to gain wide experience with different methods and teaching situations she would love to share with other teachers.

DESCRIPTION

This webinar will concentrate on teaching multilingual groups. Working with such groups is really a challenging task, so the first step in the webinar will be a presentation of how to recognize the needs of a given group, how to find the most effective methods of work, and grasp what problems may appear in the development of every skill, which must be learned during the course. Finally, together with the participants, we will identify the most important needs and discuss working environment the most suitable for a multilingual group.

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TIME AND DURATION

June 7

10:00-12:30
CET

2,5 hours

[APPLY HERE](#)

How to promote a knowledge-entrepreneurial mindset in teaching *(remote)*

Nida Bajwa

Dr. Nida Bajwa is a researcher at Saarland University, focusing on entrepreneurship and innovation psychology. He has enormous experience in the conception and implementation of various national and international workshops and seminars. In addition, he leads and supervises various international research projects in the area of entrepreneurship.

DESCRIPTION

This webinar aims to demonstrate what it means to have an entrepreneurial mind-set. Based on the European Entrepreneurship Competence Framework (Entrecomp) of the European Commission, participants will get an idea of the knowledge, skills and attitudes which promote entrepreneurial thinking and acting. This theoretical framework is combined with practical teaching methods having the potential to promote these competences.

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SAARLANDES

TIME AND DURATION

June 2

9.00-12:30
CET

3,5 hours

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