

DEAR COLLEAGUES,

If your Erasmus+ KA1 for individuals in education and training projects are approved in 2015 or if you want to apply in 2016, we kindly invite you to join our training courses!

Only Programme Countries are eligible!

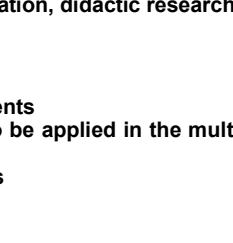
For further details please contact

euka1training@yahoo.com; arvisolutions@yahoo.com



Multisensory Learning

A multisensory learning environment increases the learners' motivation, attention and power of concentration, empowers memory and creativity, the communication abilities, helps them establish interpersonal relationships and generates a state of calm and well being. This should be a reason for teachers/trainers to explore the multisensory natural and virtual learning environments for a better use of the learners' full learning potential.



Issues

Multisensory learning, outdoors education, ICT, personal development, self-knowledge, personal skills, interpersonal skills, creativity, experiential methodology, motivation and self-motivation, didactic research.

Objectives

The participants will:

- Gain a deeper knowledge of multisensory learning in natural and virtual environments
- Learn and experience creative methods, exercises, learning activities and tools to be applied in the multisensory learning field, both in natural and in virtual environments
- Design a personal/ organizational in the multisensory learning field for the learners
- Develop an intercultural dialogue

Sessions

Session 1: Voronet, Romania, 4 - 10 July 2016 - for already approved projects

Session 2: Portugal, Sintra & Lisbon, 24 - 30 July 2017 - for future projects

Programme (7 days without travel, 42 hours)

Arrival day

Day 1: Ice breakers, knowing each other, presentation of the schools/ organizations. Sharing prior experience in multisensory learning.

Exploring the multisensory learning environment. Theory and action. Multisensory learning environment and multiple intelligences – points of view (Gardner, Goleman, Zohar).

Senses Club game

Intercultural evening.

Day 2: Research day. Designing a Multisensory Personal Map. Learning activity run by the trainers

Lets be creative! Designing learning activities (trainees – workshop)

Day 3: Outdoors environment and multisensory. Deci&Ryan - self-determination theory and intrinsic motivation. Maslow and the self-actualization theory. Methodology and exercises for developing personal skills in a natural multisensory environment. Educational games as solutions to communicate and learn in a multisensory natural environment.

Day 4: Let's sense virtual! Introducing the participants in a virtual interactive multisensory environment

Presenting the hardware and software solutions for projecting a virtual multisensory environment indoors/ outdoors

Day 5: Virtual multisensory interactive environment – didactical applications I: presentation of the film of a learning activity

Virtual multisensory interactive environment – didactical applications II: creating learning activity integrating a virtual multisensory interactive environment

Day 6: Synesthesia Day: multisensory learning methods and activities.

Outdoors indoors. Finding original solutions to simulate the outdoors environment indoors

Day 7: Methodology, exercises and tools for developing a personal/ organizational strategy for implementing the multisensory learning environment in schools/ NGOs.

Conclusions.

Synesthetic evaluation of the course. Certification. Farewell party

Departure day

Personal Development

Personal development is a key-concept in education in nowadays society. It involves a special journey from dreams and passions to goals and skills. The personal development philosophy asserts the perfectible nature of human being. It is essential for us, teachers or trainers, as well as for our students or trainees, to possess the theoretical and practical knowledge of personal development. It will get us closer to our ideal image.



Issues

Personal development, emotional intelligence, spiritual intelligence, self-knowledge, personal skills, interpersonal skills, leadership, creativity, management of the future, experiential methodology, psychology in education, motivation and self-motivation and many others.

Objectives

The participants will

- Explore the modern philosophy of personal development
- Understand the holistic perspective upon personal development
- Learn, experience and create a set of creative methods, exercises and tools to be applied in order to generate a constant process of personal development.
- Be able to design a personal/ organizational strategy of personal development for learners.
- Develop an intercultural dialogue.

Sessions

Session 1: Voronet, Romania, 8-12 July 2016 - for already approved projects

Session 2: Sevilla & Malaga, Spain, 14-18 August 2017 - for projects approved in 2016

Programme (5 days without travel, 30 hours)

Arrival day

Day 1: Ice breakers, knowing each other. Sharing prior experience in personal development programmes inside our organizations/ communities.

Exploring the personal development field. Modern theories and actions (Danah&Marshall; Maslow and the self-actualization theory; Kaizen philosophy). Pedagogy and personal development – ELLI

Intercultural evening.

Day 2: A holistic perception upon personal development: physical, mental, emotional and spiritual intelligence. Dreams – Passions – Goals – Skills. The gain – grow – give flux.

Day 3: Personal skills. Self-determination theory and intrinsic motivation. Methodology and exercises for developing personal skills.

Day 4: Interpersonal skills. Managing relationships. Leadership skills.

Day 5: Managing the future. Methodology, exercises and tools for developing the pro-active attitudes and behavior.

Conclusions.

Evaluation of the course. Certification. Farewell party.

“My students don't talk!”

“My students don't talk!” is a frequent teachers' complaint. We don't always know why. Maybe they are not interested and bored. Maybe they don't know how to verbalize their knowledge. Maybe they have psychological problems. It is the teachers' professional and moral duty to discover the causes of their "silence" and come with effective and attractive solutions for activating the students' behaviour.



Issues

Experiential methodology, active learning, emotional intelligence, creativity, psychology in education, group dynamics, team work, coping with failure, communication skills, motivation and self-motivation, personal development, early school leaving, well-being.

Objectives

To identify the causes of passiveness and find solutions to eliminate them

To explore psychological and didactic strategies to activate the learners

To improve the interpersonal relationships and manage the groups dynamics in the classroom/ social environment

To learn to cope with the fear of failure

To improve the learners' learning and communication skills

To learn and experience a set of creative methods and tools to be applied in order to create a state of well-being

To develop an intercultural dialogue

Sessions

Session 1: Voronet, Romania, 15-19 August 2016 - for already approved projects

Session 2: Larnaca, Cyprus, 28 November-2 December 2016 - for projects approved in 2016

Session 3: Granada & Cordoba, Spain, 21-25 August 2017-for projects approved in 2016

Programme (5 days without travel, 30 hours)

Arrival day

Day 1: Ice breakers, knowing each other. Sharing prior experience in learners' "silence" and in active learning

Exploring the active learning field. Emotional intelligence. Eduard de Bono's theories and applications in the teaching/ training field

Intercultural evening.

Day 2: Psychological causes of passiveness. Alternative psychological solutions (methods, exercises) to ameliorate the students' passive behavior.

Day 3: Pedagogical and social causes. Alternative educational solutions. Creative and attractive teaching methods to activate the students' behavior: Amat, art and drama exercises. Groups dynamic, teamwork.

Individual treatment of students.

Day 4: Cultural and educational day. Visiting the city and getting to know the history of the place. Outdoors activities on the way as a means of building inner safety and active behavior.

Day 5: Fear. Values and fear. Motivation, self-motivation and fear. Skills needed to cope with fear (learning skills, personal skills, interpersonal skills, communication skills). Creative methodology for coping with fear. "Don't be afraid to be wrong!" methods and exercises

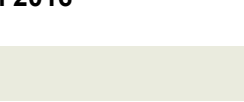
Conclusions.

Evaluation of the course. Certification. Farewell party.

Departure day

ICT BASICS & CREATIVE APPLICATIONS

Nowadays, more then ever, the world needs ICT to function properly. Lessons in schools or outside the school also need ICT and teachers try to adapt and picture a digital classroom in which they want to feel comfortable. And we will also add a little grass and some trees in our digital classroom.



Issues

ICT, digital classroom, software, hardware, operating systems, control panel, video projectors, video files, intutext, Word, Excel, PPT, Browsers and Internet, Moodle, AeL, courseera.org, incorporating ICT in classes (Maths, Arts, Economics, History, geography, counseling and others), connections between ICT and outdoors education, methodology, creativity.

Objectives

The participants will be able:

- To get a deeper knowledge upon the computers knowledge and practice
- To further develop their basic technical skills and use them for a better professional development
- To enhance teachers to use the ICT skills in their lessons (Languages, Maths, History, Geography, Economics, Music, Arts)
- To transfer their knowledge to their students so they could lead their own learning process and create their own didactical tools
- To develop an intercultural dialogue

Sessions

Session 1: Voronet, Romania, 27 June-1 July 2016 - for already approved projects

Session 3: Portugal, Coimbra, 10 - 14 July- for projects approved in 2016

Programme (5 days without travel, 30 hours)

Arrival day

Day 1: Ice breakers, knowing each other. Sharing prior experience in using IT during different classes

Exploring the computer. Hardware and software basics, commonly used terms, operating systems, control panel, working with video projectors, working with video files, intutext. Applications on History / Music classes

Intercultural evening.

Day 2: Document editor – formatting page, paragraphs, text, images and tables; test design, handling the documents, equation editor and file formats. Application on Mathematics/ counseling classes (e.g. a table with the participants for the dossier of the trip)

Presentation programs – introducing slides. Application on Languages/ Arts classes.

Day 3: Cultural day. Getting to know the history of the place. Connections between ICT and outdoors education. Presentation of ARVIS NaTech Programme. Designing a lesson based on a mix of ICT and Outdoors education. Adobe Voice.

Day 4: Spreadsheets – sheets and cells; using formulas and charts. Application on a Geography class

Browsers and Internet; malware and antivirus programs.

Programs, websites and ideas that help teachers and students – Application on an Economics class

Exploring Moodle, AeL, courseera.org

Comparing the programs together; similarities and differences between different programs

Day 5: Practical original ideas to incorporate ICT knowledge within various classes

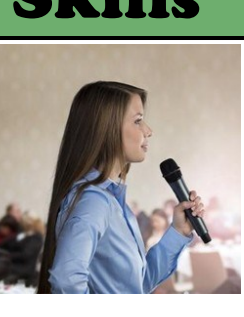
Practical exercises: designing a test, creating a chart (e.g. for the situation of the final tests), a lesson presentation in PPT (e.g. biology) etc.

Conclusions, feed-back. Evaluation of the course. Certification.

Departure day

Creative Video in the Classroom

The relationship between the individual and the world cannot be imagined anymore without exploring the media messages, its ideas and values. This is why media education has become, in a very short while, from an annex of the educational process, into a key competence for teachers and many others. Media offers efficient strategies and modern methods enhancing the motivation and the quality of teaching/ learning.



Issues

ICT, media communication, capturing images, video editing, photo stories, animations, incorporating video communication in classes (Maths, Arts, Economics, History, geography, counseling and others), connections between ICT and outdoors education, methodology, creativity.

Objectives

The participants will be able:

- To get a deeper theoretical knowledge upon the media educational concepts
- To develop practical knowledge on media education: digital video camera and digital video editing (Moviemaker, Premiere Elements)
- To use original strategies of improving the teaching/ training skills using video communication techniques (photo stories, short videos, animation)
- To offer their students/ trainees solutions to create their own video learning tools
- To create a personal/ organizational strategy for empowering students/ trainees with video communication skills

Sessions

Session 1: Voronet, Romania, 22-26 August 2016 - for already approved projects

Session 2: Coimbra, Portugal, 3-7 July 2017 - for projects approved in 2016

Programme (5 days without travel, 30 hours)

Arrival day

Day 1: Ice-breakers, know-each-other and team building exercises

Presentation of the schools/ organizations and the participants' own experience upon media as a didactic tool, upon video communication in school environment and non-formal environments.

"Creative Video Communication Methodology in the Classroom" – overview – introduction to the course

Intercultural evening

Day 2: Exploring media concept; video communication in the classroom: instruments, methodology

Photo stories as educational tools. Photography tips. Creative methods for mixing images, text and sounds. Adobe Voice.

Day 3: Developing skills in digital video camera and digital video editing (Moviemaker, Premiere Elements); practical exercises (filming a poem, filming a science concept)

Day 4: Animation techniques; stop-motion. Animation movies as an attractive educational tools for increasing the students' motivation. Practical exercise: making a short animation movie on a curriculum issue/ asocial problem: drugs abuse, smoking, pollution etc.

Day 5: Developing a personal/ organizational strategy for empowering students/ trainees with video communication skills

Conclusions, feed-back

The festival of new ideas – sharing new ideas upon video communication problems

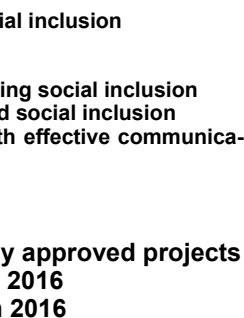
Evaluation of the course. Certification. Farewell dinner.

Departure day

Communication & Social Skills

Effective communication approaches people to people, thus approaching people to success, helping them develop their personality in different human environments.

The course "Communication, social skills and social inclusion" will help the participants learn how to strengthen interpersonal relationships, manage stress, handle fast-changing conditions and live in harmony with any human environment. The trainees will develop more effective communication skills and will be better equipped to perform as persuasive communicators, problem-solvers and focused leaders. They will also find solutions for tolerance and social inclusion.



Issues

Effective communication, Social skills, Social Inclusion, Active listening, Assertiveness, Stress control, Conflict resolution, Negotiation techniques, Overcoming shyness, Politeness, Stereotypes, Iceberg model, Relationships, Personal development.

Objectives

The participants will be able:

- To get a deeper knowledge upon the communication process, social skills and social inclusion
- To develop their social skills through new strategies of effective communication
- To experience social inclusion strategies (Iceberg model)
- To discover original strategies of improving their communication skills and of guiding social inclusion
- To test these strategies for the students'/ trainees' better personal development and social inclusion
- To create a personal/ organizational strategy for empowering students/ adults with effective communication and social skills

Sessions

Session 1: Voronet, Romania, 29 August-2 September 2016 - for already approved projects

Session 2: Malta, 30 January-3 February 2017- for projects approved in 2016

Session 3: Lisbon, Portugal, 2-6 August 2017 - for projects approved in 2016

Programme (5 days without travel, 30 hours)

Arrival day

Day 1: Ice-breakers, know-each-other and team building exercises

Presentation of the schools/ organizations and the participants' own experience upon communication, social skills and social inclusion problems.

Communication and social skills – overview – introduction to the course. Emotional intelligence and communication.

Intercultural evening

Day 2: Exploring the communication process: interpersonal communication, tools for effective communication, active listening, nonverbal communication, assertiveness etc.

Day 3: How to improve the social skills through new strategies of effective communication: conflict resolutions skills, keeping stress in check, overcoming shyness, developing politeness, avoiding prejudices and stereotypes (Iceberg model), making friends etc.

Day 4: Developing an Intervention Programme for solving/ diminishing the students/ adults communication/ social skills problems

Day 5: Conclusions, feed-back

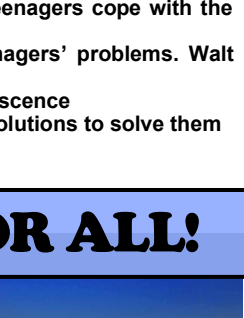
The festival of new ideas – sharing new ideas upon the students/ adults' communication problems and solutions to solve them

Evaluation of the course. Certification. Farewell dinner.

Departure day

RESET ADOLESCENCE FOR SUCCESS!

Adolescence is an age with multiple risk factors which may have many unfortunate effects: early school leaving, bullying, disrespect for other ages and many others. This course offers the teachers/ counselors/ trainers- parents solutions to deal with the teenagers' critical attitudes and behaviors.



Issues

Teenagers' critical behaviours, Psychology in education, Early school leaving, Bullying, Misbehaviour, Addictions, Effective methodology, Problem-based learning, Coping with social environment, Collaboration between teachers, family, community, psychology.

Objectives

The participants will be able:

- To get a deeper knowledge upon adolescence and to identify the typical teenagers' behaviors and their causes
- To explore and experience methods/ instruments (especially psychological) for diminishing the teenagers' problems (excessive shyness, bullying, early school leaving, disrespect for other ages, addictions etc.)
- To create an original strategy of working with adolescents so as to minimize the risk factors
- To test this strategy consisting in beneficial alternatives to the critical attitudes/ behaviors

Sessions

Session 1: Voronet, Romania, 5-11 September 2016 - for already approved projects

Session 2: Voronet, Romania, 27-31 March 2017—for projects approved in 2016

Session 2: Granada&Córdoba, Spain, 28 August-1 September- for projects approved in 2016

Programme (5 days without travel, 30 hours)

Arrival day

Day 1: Ice-breakers, know-each-other and team building exercises

Presentation of the schools/ organizations and the participants' own experience upon coping with adolescence problems. How to manage a psychological test for identifying the teenagers' problems?

Intercultural evening

Day 2: Intrapersonal problems of adolescence (deformed self-image, excessive shyness, depression, anxiety etc.). Exploring and experiencing already existing psychological methods: the technique of activating behavior for diminishing depression/ anxiety

Discovering alternative solutions to critical behaviors: ways of teenagers' adaptation to the environment

Day 3: Interpersonal problems of adolescence.

I. The relationships with the persons of the same age; bullying

II. Relationships with adults/ authority (parents/ family, teachers/ school, non-aggressive communication for diminishing the aggressiveness. Designing new nonformal educational methods for coping with adolescence problems. Developing learning skills.

Day 4: Study and cultural visit in the cities. What can the community do for teenagers?

Day 5: What can a family do for teenagers? Exploring alternative solutions for helping teenagers cope with the family environment

What can school do for teenagers? Exploring alternative solutions for helping teenagers cope with the school environment: bullying and early school leaving.

Day 6: Developing an Intervention Programme for solving/ diminishing the teenagers' problems. Walt Disney method - applications

Day 7: Conclusions: coherent strategy of minimizing the critical problems of adolescence

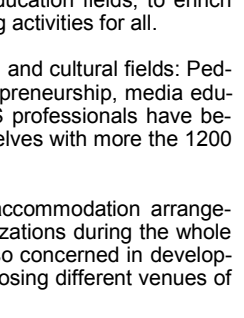
The festival of new ideas – sharing new ideas upon the teenagers' problems and solutions to solve them

Evaluation of the course. Certification. Farewell dinner

Departure day

OUTDOORS EDUCATION FOR ALL!

In a world that locks us more and more often between walls, we need to reconnect to nature. We should understand that we don't need bricks around us during the learning process. Once man is in the heart of nature, he becomes more curious and his mind and soul become more able to absorb knowledge.



Issues

Outdoors pedagogy, creative methodology, avoiding school leaving, social skills, urban culture, rural culture, unconventional learning places, physical, mental and emotional health, well-being.

Objectives

To understand the benefits of outdoors education

To understand the availability of nature in offering knowledge

To discover and use unconventional outdoors places for teaching/ learning activities (formal, non-formal, informal).

To use outdoors education existing strategies and create & apply new ones in a cross curricular perspective to develop personal and social skills on the basis of outdoors pedagogy

To create a personal/ school activity strategy in order to develop outdoors education

Sessions

Session 1: Voronet, Romania, 5-11 September 2016 - for already approved projects

Session 2: Granada&Córdoba, Spain, 28 August-1 September- for projects approved in 2016

Programme (5 days without travel, 30 hours)