

Training Model **EMeS**
Education Methodological Strategies for Students' Development and Training Evaluation.

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Training Model **EMeS**

Educational Methodological Strategies

for Students' Development and Training Assessment.

- * Introduction: **The basic concepts apply to the "Training Model EMeS"**
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Training Model **EMeS****Education Methodological Strategies for Students' Development and Training Evaluation.**

Introduction

The basic concepts apply to the "Training Model EMeS"

The "Training Model Emes" offers an innovative training, following the principles of Educational Sciences of the twenty-first century. The main difference between the traditional education and innovative training "Training Model Emes" is:

*** Traditional education is based on the following educational activities:**

- Lessons - the teacher's oral exposition; - learning through books and tutorials;
- Oral exam or multiple choice questionnaire on the acquired knowledge in the study program.

*** Innovative Training of "Training Model EMeS" for the twenty-first century , it is characterized by:**

- 1) functions and roles of teachers : teachers stimulator - entertainers - guide - content expert;
- 2) Teachers agents of their own education - main actors of work and decision-making ;
- 3) teaching-learning : educational, meaningful, effective, useful (efficient) relationship.

The main features to achieve Innovative Training of "Training Model EMeS " are:

- 1 . a project methodology based on the objectives and the involvement of more key actors;
- 2 . learning in co-operation or collaboration, also with external actors;
- 3 . the development of teaching skills, acquired also through informal and non-formal ways ;
- 4 . *research-action* as the main methodology of training activity ;
- 5 . learning of knowledge based on the context in which we live and of *problem solving* strategies;
- 6 . flexibility of teaching actions also characterized by *learning by doing* and *work based learning* ;
- 7 . the acquisition of competences in the planning of educational paths and formative assessment ;
- 8 . the *bottom-up* survey of the themes of education , directly between teachers of educational community ;
- 9 . the training intervention added to a logical system and quality ;
- 10 . the promotion of the motivations and expectations of teachers and pupils.

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Purpose of the "Training Model EMeS" is achieving and check with constancy and continuity:

- The effectiveness and efficiency of teaching;
- The significance and usefulness of learning for teachers;
- The quality of the training course for continuous improvement of training.

The basis for achieving the Innovative Training of "Training Model EMeS " is the Scientific Documentation and interactive context . The "Training Model EMeS " is based on three pedagogical concepts :

1 - Methodological Strategies :

- a) the model is structured with various and multiple methodological strategies in educational and teaching dimension;
- b) methodologies consider how to implement processes of teaching and learning ;
- c) strategies characterize practical interventions in teaching - learning relation. Each strategy has its own technique and instrumentation.

2 - Development and Evaluation : two processes are fundamental to the process of teaching - learning . So are the main dimensions of the teaching professionalism .

For the process of DEVELOPMENT is used the course program, so can be verify in practice.

For the process of EVALUATION are used various tools with indicators and criteria , so as to be comparable, repeatable and effective.

The EVALUATION process is based on scientific and interactive contextual rules of the documentation.

3 – Training Path: that identifies, develops and enhances the following aspects and knowledge:

Didactical-Operative aspect: →	<u>know how to do</u>	-	Logic-Cognitive aspect →	<u>know how to learn</u>
Psycho-Emotional aspect →	<u>know how to be</u>	-	Socio-Relational aspect →	<u>know how to communicate.</u>

For this reason, the training project not considers only the Didactic aspect; analyze all kinds and sizes of development of social-cognitive skills and characteristics of personality.

In perspective of Innovative Education, the "Training Model EMeS" should be structured:

- In sequence of five steps (0 to 4)
- In three hierarchical cycles of Development and Evaluation of Training Path (as shown in the diagram on the next page):

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 Diagram of **Training path of "Training Model EMeS"**
