

2nd part: Learning how to use didactical and pedagogical methods of integrating and developing experiential knowledge in the curriculum

Time	Aim	Description of the activity	Materials/Resources
15 - 25	Warming up	<ol style="list-style-type: none"> <li>1. Share the poems about a principle</li> <li>2. Responding to the shared poems</li> </ol>	Bring the poem you made
60	Getting insight into the knowledge that is in a personal experience.	<p>Option 1:</p> <p>Practical exercise. Feelers: When we search for words for what experiential knowledge is, the word "feelers" is often mentioned. Through your experiences you have developed feelers. Feelers for certain situations, tensions, feelings or behaviour. But what is such a feeler? What does it look like? What does that feeler do? Feelers therefore have to do with transmitting and scanning or catching. We also know feelers from biology, for instance insects. They have different functions and they are in a certain place. Some move and others are less mobile. Feelers are sensitive and vulnerable. Sticking them out can also be scary.</p> <p>Instruction:</p> <ol style="list-style-type: none"> <li>1) Draw your feelers. What do your feelers look like? Where are they? What shape and colour are they?</li> <li>2) When the drawings are finished, you place them next to each other and the drawings are discussed on the basis of the following questions for a whole group: <ol style="list-style-type: none"> <li>a) What do you see? What do you notice (facts)? What colours are used, what shapes, how long is something, etc. What corresponds and what differs in the drawings?</li> <li>b) What do the feelers evoke in you (experience)?</li> <li>c) Question each other on the meaning of the made feelers and the different parts of the feelers (meaning) (This question is for each picture, so you go one by one picture).</li> <li>d) What do you learn from this about your experiential knowledge?</li> </ol> </li> </ol>	Paper (large sheets), colour pens, crayons, pencils, or other things which can be used for colour drawing
		<p>Option 2:</p> <p>Make groups of 3 – 4 students.</p> <p>Task for groups: Share a difficult experience that had impact on you (it can be a positive or a negative experience, you can learn from both). Think of things like getting a divorce, a period of illness, a journey that was special to you, a shameful experience, etc. Ask questions so that you get a good idea of the situation. What do you recognize in the other person's story? What don't you recognize in the other person's story? What effect does the other person's story have on you? What did you learn by sharing these experiences about yourself and your experience, and about the other person and his/her experience?</p>	
30	Learning from your experiences	<p>Theoretical input on Pepper</p> <ol style="list-style-type: none"> <li>1) presentation</li> <li>2) question for group discussion: What aspects of experiential knowledge (Pepper) do you see in your drawings? Do you recognise these aspects in your own life? Do you recognise these aspects in your teaching practice?</li> </ol>	Power point presentation
60	Learning to use your experiential knowledge	<p>Sharing examples of methods how to work with experiential knowledge in teaching.</p> <ol style="list-style-type: none"> <li>1) introduction and examples from trainers</li> <li>2) participants are invited to share examples from their practice (experiences)</li> </ol>	Large paper, that participants can write down their examples
30	Overview of teaching/learning (pedagogical) methods from our partnership	Theoretical input	Information on methods published on our website can be used to prepare the input. The link is: <a href="https://powerus.eu/partnership-experiential-knowledge/guide-with-didactical-and-pedagogical-methods/">https://powerus.eu/partnership-experiential-knowledge/guide-with-didactical-and-pedagogical-methods/</a>

30	Planning how to use experiential knowledge in teaching practices	Thinking about first steps of integrating/using of your experiential knowledge into your teaching practice	
	Homework	<p>The task:</p> <p>You experiment with your planned first step in your work practice. You ask a colleague or someone of the training group to be your sparring partner in this. You bring back questions and reflections to the third part of the training.</p>	