PRIDE of PLACE



Teaching **Pride of Place**

A teacher training curriculum

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Foreword

This intellectual output has been developed as part of the Erasmus+ funded project "Pride of Place". It follows the previous two intellectual outputs that were a theoretical framework on what pride of place (PoP) is and how it can be promoted, and; a school curriculum using *Inquiry Based Learning* (IBL) for applying the promotion of PoP in primary and secondary education.

This output contains a teacher training curriculum supporting teachers to be better able to deliver the PoP school curriculum. IBL and thus the PoP curriculum require a different role from both the students and the teacher. This current output helps the teachers to acquire and develop their teaching competencies related to this new teaching role.

The teaching curriculum is based on both a study done around the piloting phase of the PoP school curriculum in which teachers were asked about their experiences and needs regarding preparation and support in delivering this PoP curriculum in their teaching context (see Annex I). Simultaneously a desk research was conducted that complemented the experiences of the teachers. This curriculum is thus evidence-based and practice-informed.

The teaching curriculum was piloted in an online setting with teachers and educators linked with the partner organizations in this Erasmus+ project. In Annex II the applied descriptions of the teaching modules of this pilot phase can be found. The piloting of the curriculum was evaluated (see Annex III for the evaluation report) after which the final version of this teacher training curriculum was created.

For information about this project and possibilities to receive training within your organization, please contact any of the national project partners or the project coordinator Thomas Albers of the Anatta Foundation (thomas@anattafoundation.org).

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Introduction

Pride of Place (PoP) is the positive feeling that people can have both from a cognitive perspective (for example, a place I recognize as part of my identity) and for the place with which they identify or associate themselves. Pride is strongly linked to individual self-esteem and strongly associated with feelings of personal well-being. It has been found that people who are proud of their place are therefore more self-confident and generally experience a higher level of well-being.

Due to the urbanization trend that is affecting the whole of Europe, those living in rural areas have a hard time making a living (EuroStat figures show that by 2050 around 75% of all people on this planet will live in urban areas). The fact that urban areas offer better economic and social opportunities to young families and that the emotional attachment of people living in rural areas to the places they live decreases or does not occur are among the reasons for people to migrate to the cities. The desire to migrate to the city in societies prevents the formation of place attachment in future generations, especially among young people. As tangible (historical sites, monuments, archaeology of a particular culture, etc.) and intangible (oral traditions, rituals, festive events, etc.) cultural elements provide psychological satisfaction for individuals and encourage local residents to be proud of that place. In addition, studies have shown that an increase in place attachment and place identity results in higher degrees of active citizenship at the local level, well-established place identity promotes better mental health, and strong place identity results in more ecologically healthy behaviours (Comstock et al., 2010; Hinds & Sparks, 2010). 2008).

This training curriculum is part of the Erasmus + Strategic Partnership project called Pride of Place (PoP) and was developed to address the depopulation of rural areas and increase the affective and cognitive connection of young people with their place. In addition, it serves to disseminate the Pride of Place curriculum developed. It consists of modules covering 14 different topics that will enable different educational institutions in the European geography to choose the appropriate topics (titles) according to the resources of the region they are located in. This training course has been developed for trainers that will organize training course for the teachers who will use PoP curriculum. Also this training course has been developed for the teachers who will use the PoP curriculum. By this training course teachers will have opportunity to gain awareness about recognizing the curriculum and getting used to work with PoP curriculum it in their classrooms.

This training has two important target groups.

- Stakeholders to be assigned in the training of teachers who will use the PoP curriculum,
- Teachers who will use the PoP curriculum.

Training Course for Teachers/ Trainer That Will Work with Pride of Place Curriculum

This training curriculum was prepared as part of the Erasmus + Strategic Partnership project called Pride of Place (PoP). This training serves to disseminate the Pride of Place curriculum developed within the scope of the project. It aims to provide the teachers who will use the curriculum with curriculum-related knowledge and skills.

The PoP curriculum was prepared within the scope of the project's intellectual outcomes, IO1 and IO2. It consists of modules covering a total of 14 different subjects. The Inquiry-Based Learning (IBL) teaching methodology was adopted in the use of the curriculum. The fact that there are 14 different topics in the PoP curriculum allows different educational institutions in the European geography to select the appropriate topics (titles) according to the resources of the region they are located in.

This training is viewed as an opportunity to encourage the use of the PoP curriculum in schools and familiarize teachers with the curriculum. The use of the PoP curriculum might be facilitated through this training.

This training has two important target groups. The first is the stakeholders to be assigned in the training of teachers who will use the PoP curriculum. In order to increase the number of people benefiting from this training, it was planned to train the leading teachers from schools in various regions and then (leading teachers/teachers who received this training) to share this training with other teachers in the school. The second target group is teachers who will use the PoP curriculum. Teachers working in the partner institutions were planned to participate in this training.

This training was originally scheduled to be held face-to-face; it was however decided to be provided on online platforms due to the pandemic.

Content

The training aims to provide teachers with:

- the necessary knowledge to be able to apply the PoP curriculum and work with the IBL method in general
- the acquisition of tools, tips and tricks (skills) in performing in the unique IBL teacher roles that are required for the PoP curriculum (see syllabus table 3)
- the exchange of experiences between teachers about new learning methods and approaches.

In line with the general aims stated above, there are four different sections in the training. Separate modules were prepared for each section. The reasons behind the preference of a modular structure are the differences in the education system within the EU and the use of IBL method in some countries and institutions. For instance, the first module might not be used in a training to be prepared for teachers who currently use the IBL method.

Part of this training also aims to use the IBL method and offers teachers the opportunity to learn by doing. Teachers might thus have a chance to experience the inquiry processes themselves. In addition, the last section comprising the experiences of teachers using the PoP curriculum provides the participants with the opportunity to learn from the experiences of others.

This training course consist of four modules as listed:

- **Module I:** IBL teaching methodology and 21st Century Skills
- **Module II:** Teachers' and students' competences for using IBL
- **Module III:** PoP Curriculum and Guide for using IO2 modules, and background articles.
- **Module IV:** Experiences of teachers' who already worked with PoP curriculum.

Module I:
IBL teaching methodology and 21st Century Skills

Aim:

To ensure that teachers use the IBL approach in accordance with the methodology in the implementation of 14 different modules in the developed PoP curriculum and they manage the process effectively.

Objectives:

The objectives of this module are to:
- show students the ways to gain the 21st century skills through which they can think outside the box and reach the same result via different methods
- increase the level of readiness of the participants for IBL.
- ensure that the participants understand the basic principles of the IBL method.
- increase the knowledge and skills of teachers about IBL approach.
- explain the importance of 21st century skills for students' near future and life

Expected results:

At the end of this module, the participants will be able to:
- know and apply the basic characteristics of IBL
- contribute to the students in solving problems or trying to find answers to questions during the lesson
- inform the class and motivate the students in classes where the IBL method is used
- encourage the students to produce and talk about inquiry questions
- enable the students to try to answer inquiry questions by constructing hypotheses with their existing knowledge
- guide the students to make inquiries about the research topic outside the classroom
- guide the students to present their inquiries to the target audience inside or outside the classroom

How it is structured:

1 day, 3 online sessions

Session 1: The content and types of IBL

Session 2: Basic types of inquiry to be applied to students in IBL

Session 3: The 5E learning cycle model in IBL

Session 1:
The content and types of IBL

Aim:

To impart the content and types of IBL approach by teachers.

Objectives:

The objectives of this session are to:
- impart the content of IBL and related concepts
- gain the skills used during the inquiry
- provide information within the context of IBL environment
- convey the benefits of IBL

Proposal for methodological approach and techniques:

Secondary data can be used to impart to the participants the points specified in the goals. In addition, effective learning might be achieved through the use of IBL together with other approaches by the trainers during the sessions when the content of IBL is imparted.

Expected results:

Participants who successfully complete this session will be knowledgeable with the content of IBL approach along with its differences and similarities from other approaches; understand the basic skills (observation, asking questions, developing hypotheses, making assumptions, making inquiries, interpreting, and communication) in the process of inquiry; and can determine the suitable learning environment (student-centered environment, information-centered environment, assessment-centered environment and community-centered environment) within the scope of IBL approach.

Session 2:
Imparting the basic types of inquiry to be applied to students in IBL

Aim:

To enable teachers to carry out the process consciously by determining the right method for IBL

Objectives:

The objectives of this session are to:
- ensure that the types of IBL are explained.
- impart to teachers the basic groupings related to IBL.
- ensure that the correct method is used according to the students' needs and levels of readiness.

Proposal for methodological approach and techniques:

Participants can be divided into three main groups and experience the basic groupings for IBL and can simultaneously learn about other groups. The participants in the structured inquiry group first experience this method. In addition, they are expected to be knowledgeable with guided and free inquiry methods since they interact with other group members. It is important to that all participants are involved in each group at least once in order to achieve full learning.

Expected results:

Participants know three basic groupings and theoretical frameworks for IBL; can apply these methods they have learned and impart them to other trainers; and can determine and use the method that should be applied according to the needs of the students and the requirements of the age.

Session 3:
The 5E learning cycle model in IBL

Aim:

To ensure process management by using in accordance with the rules the learning model developed for IBL and frequently preferred in the literature; to understand the 21st century competences and their importance.

Objectives:

The objectives of this session are to:

- impart the content of the 5E learning model
- enable teachers to link their past experiences with their new learning
- perform heuristic activities on certain topics
- enable them to explain the discovered or learned topics
- increase the levels of knowledge and skill related to the topic determined by new experiences
- provide the opportunity to evaluate the progress towards achieving the training goals within the context of the topics learned

Proposal for methodological approach and techniques:

During the training process, participants can be provided with heuristic activities on specific topics. Learning can be reinforced by ensuring that they explain the newly discovered information to the trainers and other participants.

Expected results:

Participants can explain the scope and theoretical background of the 5E learning model, acquire new information through heuristic methods, explain the new information they have reached, set their own training goals and link their old learning with the new information, and understand what 21st century skills are and why students need them in the modern world.

Module II:
Teachers' and students' competences for using IBL

Aim:

To determine the competences and qualifications of trainers and students within the scope of IBL approach and ensure that teachers prepare quality learning environments for the PoP curriculum.

Objectives:

The objectives of this module are to:
- determine the minimum qualifications that teachers and students should have to realize IBL, which is a different learning model.
- discuss the roles of trainers in IBL and preparing them to use these skills.
- discuss the roles of students in IBL and gain the ability to direct them appropriately.
- impart the content of the teaching and learning process in IBL.

Expected results:

At the end of this module, the participants will be able to:
- create a relationship between what students are curious about and the content planned to be taught
- know the basic characteristics of the inquiry made in the classroom setting
- create an active classroom environment that supports the development of scientific thinking
- know the basic qualities that students should have
- know and apply the basic qualities that trainers should have
- design the activities in a way to develop scientific process skills
- generate inquiry questions that students can inquire about

How it is structured:

1 day, 3 online sessions

Session 1: Determining the roles of teachers in IBL

Session 2: Determining the roles of students in IBL

Session 3: Examining the scientific research process in IBL

Session 1:
Determining the roles of teachers in IBL

Aim:

To ensure that the roles of trainers and the qualities they should have in the IBL approach.

Objectives:

The objectives of this session are to:

- ensure that teachers take on the role of guide by leaving the traditional role of expert
- enable students to have a group discussion
- create an atmosphere where students can brainstorm
- be able to present topics of interest to students
- ensure active engagement of students in the learning process rather than as listeners
- ensure that students can organize different activities to be free and original in structuring their knowledge
- be able to provide training tools and materials fit for learning the content
- be able to activate students' feelings of curiosity
- be able to provide appropriate guidance by getting involved in the difficulties of students during the inquiry process
- ensure the use of students' previous knowledge and inquiries to explain new concepts

Proposal for methodological approach and techniques:

In the trainings to be given to teachers by the trainers, it is important that the trainers play a guiding role in the learning process. In addition, discussion groups can be formed by determining interesting topics in suitable classroom environments or digital environments, and each participant can be given the opportunity to express his or her opinion in a certain period of time. Open-ended questions can be asked by trainers to encourage students to think, observe, and make inquiries. Instead of giving one-word answers to the students' responses, teachers can ask follow-up questions to ensure that students reach new information.

Expected results:

If the participants successfully complete this module, they are expected to move away from traditional methods and take on the role of guide, who plays an important role in the IBL approach. In addition, the participants' ability to collaborate, defend an idea and express themselves will also develop through group discussions. Since the participants use different activities to learn new information, it can be said that their ability to benefit from different documents will increase by moving away from the monotony in classroom activities.

Session 2:
Determining the roles of students in IBL

Aim:

To make students an active part of the scientific process by identifying the roles of students for IBL, combine their understanding of scientific knowledge with their ability to think reasonably and draw conclusions.

Objectives:

The participants understand that the skills listed below should be acquired by students in the inquiry-based learning technique and guide students to acquire these skills. The objectives of this session are to:

- test explanations that contradict their current scientific knowledge
- develop different question types to question scientific knowledge
- direct the inquiry to find different solutions to problems
- act like a researcher rather than a student
- make their observations carefully
- work effectively with other participants as a group
- draw conclusions based on the evidence obtained
- share their thoughts and data with other participants
- present the acquired information with different instruction techniques
- enable them to self-evaluate their development
- undertake the responsibility in their own learning processes
- develop suggestions on how to test the hypotheses they put forward or how to answer the questions in their minds via inquiries
- enable them to listen to the people they interact with and share their thoughts with them
- enable them to improve their weaknesses while enhancing their skills

Proposal for methodological approach and techniques:

Participants can be ensured that they take their own responsibilities in imparting certain goals. In the IBL approach, it is important for students to reach the information by inquiring themselves. In this sense, the trainers should take on the role of guide and the participants should assume the role of researcher. Participants may be asked to write down their observations or new information they have acquired. In addition, an environment can be created in the classroom allowing the participants to explain the information they have acquired to other participants.

Expected results:

Participants are expected to make different inquiries, form hypotheses and test their hypotheses within the scope of the IBL approach. In addition, it is thought that being in constant interaction with other participants and explaining the information they have obtained might increase their self-confidence. The awareness of the participants about their current knowledge might be ensured by determining their weaknesses. As a result, the participants might be able to identify the areas that they need to improve themselves.

Session 3:
Determining the scientific research process in IBL

Aim:

To ensure that the participants use the scientific research process correctly within the scope of IBL. Using the process of acquiring information and problem-solving skills of the students, to provide the participants with the ability to carry out training activities enabling them to inquire real-life information, as well as develop skills and attitudes that can generalize this information.

Objectives:

The objectives of this session are to:

- ensure the formation of a meaningful, learning-oriented and flexible process
- ensure that the process focuses on problem solving
- determine students' levels of readiness and their previous knowledge
- make optimal use of the 5E learning model
- be able to plan appropriate inquiries

Proposal for methodological approach and techniques:

Asking various questions in the teaching-learning process constitutes the essence of IBL. In this context, it is important to ask result-oriented and problem-solving questions in the questions made by students and trainers. In addition, while planning the scientific process, it might be ensured that students are attracted to the topic, produce hypotheses and assumptions about the topics that they are interested in, and make observations when necessary. Explanation of the discovered or tested hypotheses to the other participants might ensure the successful execution of the scientific research process. It is important for students to adapt the information they have acquired in the scientific process to new environments and create an environment where they can evaluate their own learning outcomes. Participants can experience the classroom environment described above during the training and understand students more easily as they are in the role of students.

Expected results:

Participants are expected to know and explain the qualities and qualifications that both teachers and students should have. They can test hypotheses or interpret data obtained through observations, explain the stages of scientific research process in IBL approach and organize appropriate inquiries by planning. Participants can guide students to make inquiries while implementing the PoP curriculum in their classroom.

Module III:
PoP Curriculum and Guide for using IO2 modules, and background articles

Aim:

To ensure that the information contained in the PoP curriculum along with the purpose and application methods of the PoP curriculum are understood by the participants.

Objectives:

The objectives of this module are to:
- familiarize the participants with the 14 main topics in the PoP curriculum
- develop a sense of PoP for rural areas
- show the ways to increase competitiveness in rural areas
- introduce the ways to encourage students' intrinsic motivation and curiosity in their personal development through the PoP curriculum
- teach the ways/skills to equip students with 21st century skills through the PoP curriculum
- encourage students to be environmentally friendly in rural areas through the PoP curriculum

Expected results:

At the end of this module, the participants will be able to:
- prepare themselves for a meaningful relationship with the society in 21st century conditions
- become aware of socially and culturally important elements in rural areas
- form via the PoP module an emotional bond between themselves in rural areas where they live
- formulate the research hypothesis correctly via the PoP module
- have the ability to prepare new modules in different topics
- evaluate their own development within the scope of IBL approach

How it is structured:

1 day, 3 online sessions

Session 1: Determining the learning processes of the PoP curriculum

Session 2: Evaluation of the learning processes of the participants

Session 3: Preparation of alternative new modules needed

Session 1: Determining the learning processes of the PoP curriculum

Aim:

To ensure the acquisition of teaching methods and processes along with the content of 14 basic modules in the PoP curriculum.

Objectives:

The objectives of this session are to:

- have knowledge about the content, meaning and outcomes of the PoP curriculum
- present information about the PoP project
- identify key concepts for the participants to adopt and internalize the PoP curriculum
- create a strong sense of PoP in the participants
- developing hypotheses about the nature of the PoP curriculum

Proposal for methodological approach and techniques:

The selection of IBL approach in the transfer of 14 basic modules in the PoP curriculum might allow the participants to learn the PoP content through a different method and inquiries. Also, transfer can be made by emphasizing the cultural or social elements in rural areas to ensure a strong sense of PoP in the transfer of PoP curriculum content. The use of cultural heritage elements that have a particularly strong place in creating a sense of PoP is important in accelerating the learning process of the participants and in transferring the curriculum successfully.

Expected results:

Once the participants have successfully completed this section, they will have extensive knowledge of the PoP curriculum. With the IBL approach, they will be able to use this learning approach as a result of their learning. Participants will be able to use the PoP curriculum by preparing an appropriate learning environment. Thus, students' awareness of the values in their place will increase with the emphasis on cultural and social elements in their classrooms.

Session 2:
Evaluation of the learning processes of the participants

Aim:

By examining the learning outcomes of the students, to gain the ability to evaluate which skills they developed within the scope of the PoP curriculum and how they performed as a researcher.

Objectives:

The objectives of this session are to:
- enable the participants to evaluate themselves as a researcher
- enable the participants to evaluate each other
- gain the ability to determine correct evaluation criteria
- be able to evaluate students' learning processes in the classroom

Proposal for methodological approach and techniques:

Once participants have achieved certain outcomes, they can determine their own evaluations and total success scores. In addition, participants can be directed to evaluate each other when necessary. The trainers can evaluate the students in cases where students have problems in evaluating themselves or each other.

Expected results:

Participants are expected to objectively evaluate their own development in the data they have obtained by inquiring them through observations or testing hypotheses. In addition, it is anticipated that students will be able to evaluate their own development and the results they have achieved, as well as the development of another participant.

Session 3:
Preparation of alternative new modules needed

Aim:

To have the equipment to revise the 14 modules developed in the PoP curriculum when necessary and add different modules if needed.

Objectives:

The objectives of this session are to:

- identify existing deficiencies in the PoP curriculum
- be able to use the modules in the PoP curriculum in accordance with the region the teachers live
- be able to direct students to the resources of the region where they live (library, books, local people, songs, culture)
- be able to prepare new modules on the topics considered insufficient in the PoP curriculum

Proposal for methodological approach and techniques:

PoP reflects the positive cognitive and emotional feelings people have for the place they identify themselves with. In this sense, 14 basic modules developed in imparting PoP to students are considered important and sufficient. The modules in question can be used to impart the PoP. Trainers can discuss the situations in the modules together with the students and determine those which need to be added or new modules that are needed to be prepared.

Expected results:

Participants are expected to have full command of all modules in the PoP curriculum. In addition, they can effectively tell and explain the information contained in the modules. On the other hand, the demands of the age and the changing profile of students might leave the modules incomplete. In this regard, the participants can complete the existing deficiencies if deemed necessary. New modules can be created if needed.

Module IV:
Experiences of teachers' who already worked with PoP curriculum

Aim:

To determine the experiences of teachers who have previously worked with the PoP curriculum and enable the participants to learn from their experiences.

Objectives:

The objectives of this module are to:
- determine the materials teachers use
- determine the methods of teachers to motivate the classroom
- determine the activities that students are interested in on the topic
- determine which role teachers adopt in IBL approach
- identify the problems faced by teachers and students during the inquiry process.
- determine the difficulties of students in the inquiry process
- determine student evaluations in IBL approach

Expected results:

At the end of this module, the participants will be able to:
- know the arguments and keywords that may be of interest to students
- motivate students toward PoP
- know and apply the basic inquiry groups that can be adopted in the IBL approach
- solve the problems encountered by students during the inquiry process
- know and apply student evaluation criteria in inquiry-based learning

How it is structured:

1 day, 3 online sessions

Session 1: Examining teacher experiences in IBL

Session 2: Evaluation of effective learning outcomes through teacher experiences

Session 3: Examining students' reflection processes

Session 1:
Examining teacher experiences in IBL

Aim:

To prevent the possible problems that may be experienced by determining the experiences of teachers in the process of IBL.

Objectives:

The objectives of this session are to:

- transfer the problems teachers experienced in previous courses
- determine the solution suggestions developed by the teachers for the problems they encounter
- identify the antecedents that play a role in the student's accurate hypothesis development process
- determine the role of the teachers in the interpretation of the data obtained from the student's observations or hypothesis test results

Proposal for methodological approach and techniques:

Participants can learn about the measures to be taken in the classroom setting by listening to the experiences of the individuals responsible for teaching the modules in the PoP curriculum. In addition, the key words that play a role in generating the correct hypotheses in the process of creating hypotheses in IBL approach can be imparted to the students by the teachers, or the key words in question can be identified by the students themselves.

Expected results:

By examining the experiences of teachers, problems that have arisen before will be able to be solved before they appear. In addition, teachers can make the results of the hypotheses more effective by brainstorming or holding a group discussion at the stages of defending the hypotheses that students have tested. Appropriate classroom environments can be created in the PoP curriculum by transferring the teacher experiences. In addition, it is thought that the awareness level of teachers in terms of motivating students will increase.

Session 2:
Evaluation of effective learning outcomes through teacher experiences

Aim:

To ensure that students not only understand the topics and instruments of the PoP curriculum conceptually, but also evaluate their process skills and competences through appropriate methods.

Objectives:

The objectives of this session are to:

- determine via feedback the points that students have not understood in the learning process
- ensure that students understand their weaknesses
- describe accurately the needs of the students
- ensure the creation of student-centered learning environments

Proposal for methodological approach and techniques:

Teachers should determine an assessment method appropriate to the content of the curriculum and the method of instruction because assessment techniques should be fit for the applied learning and teaching processes. An effective evaluation should be made to reveal whether the methods are applicable and serving the purpose. It is important to evaluate what and how students think in the inquiry-based learning approach. Since learning and the evaluation of learned products should always be together, not only result-oriented but also process-oriented evaluation techniques should be used. Assessment and evaluation methods to be used should measure not only the PoP concepts but also the abilities to use in daily life what students have learned, what concepts they have comprehended and can compare rather than what information they have memorized. Such assessment and evaluation methods that allow the teachers to receive feedback on their teaching method rather than grading for assessment, that students are constantly evaluated, not at the end of the subject or unit, and what students have learned rather than what they do not know should be used. Easy, practical and entertaining materials suitable for students' levels of readiness can be used to teach basic PoP topics tangibly and understandably.

Expected results:

If the participants are successful in this course, they will have information about the effective assessment methods by using the experiences of the teachers. They will also have preliminary information about the problems students have experienced at the end of the course, and learn the solutions.

Session 3:
Examining students' reflection processes

Aim:

To enable them to use the knowledge and skills gained in the IBL process effectively in practice by evaluating how effectively they participate in the inquiry process, how deeply they understand and how effectively the process progresses.

Objectives:

The objectives of this session are to:
- be able to turn assumptions into hypotheses
- identify and clarify the problems through careful examination and analysis
- impart questions, opinions and feelings about PoP
- test whether the findings answer the questions
- develop new ideas to extend the inquiry further

Proposal for methodological approach and techniques:

Considering the experiences of teachers who have previously taught in the PoP curriculum, the extent to which students reflect the knowledge they have learned can be determined. In this context, it is important for the students to transform into a hypothesis the assumptions they have worked on. In addition, problems can be examined and shared with other group members in the classroom.

In addition, it will be ensured that the problems faced by teachers are examined and shared with other group members in the classroom. A problem faced by an experienced teacher can be presented to the participants as a case study and participants can be asked to explain how they would act in this situation. Then, the experienced teacher can explain to the participants the solution he or she has applied. Participants can direct questions to teachers for each stage in the process of using the PoP curriculum.

Expected results:

f the participants successfully complete the relevant section, they will examine the students' reflections, taking into account the past experiences of the teachers, and ensure that students can make inquiries in the process. In addition, it is thought that by identifying the difficulties encountered during the teaching of the modules in the PoP curriculum, necessary measures can be taken to enable students to reflect properly. If there are sections that teachers who will apply the PoP curriculum for the first time have not fully understood, they will be able to ask these questions to the experienced teachers. The subjects that the participants need more training and support will thus emerge during the training.

Participants will benefit from the knowledge and skill development processes of teachers experienced in the PoP curriculum. They might thus overcome the difficulties they may encounter in their first application more easily.

Useful resources that can support trainers in preparing / implementing the training such as:

- A Framework for Promoting Pride of Place the European Youth Sector (IO1)
- Manual for Youth Workers and Local Authorities for promoting PoP in youth work (IO1)
- Training Curriculum and Pilot Course on promotion of PoP in youth work (IO3)
- PoP curriculum consisted of 14 modules and background articles (IO2)
- Manuel for understanding and implementation of PoP Curriculum (IO2)

are available for reading and download on **www.prideofplace.eu**

Annex I:
An evaluation report of the pilot phase of the PoP school curriculum: teachers' experiences

Introduction:

This report has been prepared in line with the results of the questionnaire responded to by the teachers. The study followed the testing phase of the Pride of Place the curriculum developed within the scope of the PoP project. During the testing phase, the partners in Italy, Portugal and Ireland ensured that the curriculum was implemented in four schools with students aged between 12 and 18 years old. All teachers received some kind of training to the use of the PoP curriculum prior to the start of the testing phase. The PoP curriculum was designed before the Covid-19 situation and while in the testing phase teachers had to adapt the PoP teaching to virtual teaching. As the situation in each school/country was unique and constantly changing, this adaptation was coordinated and guided by the national partner organization.

Upon having employed the PoP curriculum, the teachers responded the questionnaire drawn up by the project team. A total of 16 teachers employing the PoP curriculum participated in evaluation.

The evaluation questionnaire comprises three sections. The first section aims to determine teachers' general evaluations about the curriculum. The second part intends to reveal teachers' roles and the perceived difficulties during when they worked with the PoP curriculum and its Inquiry Based Learning (IBL) approach. The third part of the questionnaire attempts to specify the training needs of teachers who are to follow the PoP teacher training. Activities continue to be undertaken for the utilization of the PoP curriculum in schools in the near future. Exploring teachers' opinions on the content of the training, prepared to facilitate the employment of this curriculum for teachers who will encounter PoP and/or IBL for the first time, might help us increase the quality of training activities.

Aim:

Within the scope of the project, a curriculum was developed that aims to increase the motivation of young people to increase their cognitive and affective bond with the place and to maintain their lives in rural areas when older or return after having been out of the place. This curriculum contains six phases and modules organized around 14 different school subjects. The designed PoP curriculum was implemented in classrooms using an adaptation of the IBL teaching method. This evaluation questionnaire was prepared to obtain feedback from the teachers about the applicability of the curriculum, its effects on students and its utilization by teachers.

This evaluation questionnaire designed by the project team aims to evaluate the content of the PoP curriculum developed and implemented within the scope of the project. Another aim is to discover teachers' experiences during the implementation of the PoP curriculum. This study further aims to determine the challenges teachers experienced during the implementation of the curriculum and their training needs prior to using the curriculum.

Findings:

Section 1: General Quality of PoP Curriculum
The first part of the questionnaire conducted to evaluate the PoP curriculum was prepared to determine the general thoughts of the teachers and consists of 7 Likert-type statements and 5 open-ended questions. The teachers were asked to rate the following statements/ topics regarding the PoP curriculum and the syllabus with teacher instructions.

Statement	Very Poor		Poor		Neutral		Good		Very Good	
	f	%	f	%	f	%	f	%	f	%
General quality of the teaching methodology.					4	25	9	56,2	3	18,8
User-friendliness of the syllabus.			1	6,2	4	25	9	56,3	2	12,5
The fit of the curriculum with the learning experiences of your class.					1	6,2	11	68,8	4	25
The fit of the curriculum with the qualities of your place.							11	68,8	5	31,3
The extent to which the curriculum allows the students to learn new competences.					1	6,3	10	62,5	5	31,3
The extent to which the students reached their learning goals through working with the curriculum.					4	25,0	9	56,3	3	18,8
The extent to which the students enjoyed the learning approach used in the curriculum.			1	6,3	4	25,0	7	43,8	4	25,0

It was revealed that the teachers evaluated the PoP teaching/learning method used in the curriculum as good. 75% of the teachers stated that the PoP method was good and very good. The quality of the syllabus prepared in accordance with the curriculum was generally evaluated as good by the teachers. In addition, 93.8% of the teachers stated that the curriculum was fit for the learning experiences of the students. The teachers further stated that the PoP teaching/learning method was absolutely fit for their environment.

93.8% of the teachers stated that the curriculum encouraged students to ask meaningful questions that would lead them to productive ways of inquiry and largely enabled them to learn new competencies. In addition, 75.1% of the teachers stated that the extent to which the students reached their learning goals through this method was good and very good, and 68.8% of the students enjoyed the education they received through this method.

Open-ended questions

In order to give more systematic answers to open-ended questions, the teachers having participated in the study were coded as P1, P2..... P16. In the first open-ended question, the teachers were asked *"What did you appreciate most about the curriculum?"* From the responses given to the question, it was determined that this method provided advantages in two different ways.

Firstly, it offered various advantages for students. P1 and P2 stated that the students were at the forefront more in this method and that they became the lead actors of their learning process. P5 voiced that the IBL method contributed to increasing general curiosity for students, improving their critical perception and ability to take responsibility. In addition, P5 stated that this method was efficient for the students' learning process. P4 expressed that the learning process that became more efficient might enable students to develop skills suitable for the 21st century. P10 and P14 stated that the students' tendency to discover the realities that had not attracted their attention thus far increased. This way, they explored the history of their region and their place in that society, and enabled them to be open and flexible. In addition, they stated that it enabled students to develop their creativity based on true/accurate information. P13 articulated that these opportunities provided by the curriculum truly brought the students closer to reaching the goals of the project and led them to different ways of acquiring information (e.g. interviews, experiments, photos, reading texts, etc.). P6 stated that this method provided an extensive area for students' ideas; P7 and P8 expressed that it allowed students to play an active role in all tasks, and P9 stated that students' taking an active role supported a role accompanying teachers.

Secondly, this method offered certain advantages for the teachers. P15 stated that encouraging teachers to ask meaningful questions that might direct students to productive ways of research, rather than providing information, might enable the relationship between teacher and student to become "mentoring".

In the second open-ended question, the teachers were asked *"What would you recommend us to change about the curriculum?"* P3, P7, P8, P9, P10, P11 and P13 stated that the curriculum was complete. P2 and P4 stated that some texts should be edited and made more understandable thus the curriculum could focus more on the country or region where it might be implemented. P5 expressed that it would be better to provide special training for teachers about IBL teaching method at the beginning of the project in order to achieve the goals of the project and the curriculum. P12 maintained that making changes in the curriculum and the timetable required for the completion of the tasks would be beneficial for the curriculum's improvement. P14, on the other hand, stated that s/he did not have difficulty in implementing the curriculum due to coronavirus.

In the third open-ended question, the teachers were asked *"What did you appreciate most about the syllabus?"* P5 stated that the instructions in the practical manual should be clear; P6 expressed that different steps should have sub-sections; P7, P8 and P9 voiced that various steps should be easy and have schematic nature; P10 uttered that the syllabus should offer opportunities to collaborate with other colleagues; and P15 stated that s/he appreciated the syllabus, which was prepared in accordance with the curriculum, to present many different materials. In addition to his/her positive opinions, however, P14 stated that it would be useful to shorten the documents to be filled. Similarly, P3 stated that the documents were copious.

In the fourth open-ended questions, the teachers were asked *"What would you recommend us to change about the syllabus and the annexes?"* P7, P9, P10 and P11 did not make any suggestions. P1, P2, P12 and P13 expressed that the available time was inadequate to carry out the tasks in depth. P5 and P8 coded people stated that understanding the annexes were a little complicated from time to time, and their simplification might be useful to understand the syllabus. P15 articulated that syllabus contained a lot of texts and materials, which was good, but it should contain more real-life examples. P4 voiced that s/he regretted not being able to carry out the project effectively due to the restrictions applied within the scope of combating coronavirus. S/he also stated that the fact that the activities were held online at distance and this was a very negative factor. P14 stated that the syllabus was probably too open and wide for middle school students. S/he emphasized, however, slightly narrowing the post-primary curriculum might give students more time to engage with the topic, as there were so many other school activities happening in the selected year group, it was difficult to try to address many different aspects.

In the fifth open-ended question, the teachers were asked *"Is there anything else you would like to share regarding your involvement in the piloting of the PoP curriculum?"* P13 emphasized that it was difficult to reach all targets such as guest speakers and visits to the local library or museum due to coronavirus. However, s/he also stated that s/he would very much like to reteach this module upon having the freedom to explore more details about this curriculum. Likewise, P5 and P15 expressed that the targets set were negatively affected by the coronavirus and they wanted to try this module again when face-to-face education started. Regarding the negative effects of the determined goals due to coronavirus, P13 stated that the students sometimes did not stick to what was agreed and planned in the previous session. S/he stated that the current pandemic made it impossible to recognize the biodiversity of the site as planned in the module, so students were left alone or with a close family to seek answers.

Section 2: Inquiry Based Learning (IBL) and the Pride of Place Curriculum

This part of the questionnaire was prepared to determine the general views of teachers regarding the IBL and The Pride of Place curriculum. It consists of 14 Likert-type statements and 2 open-ended questions. The teachers were asked to what extent they found the following teacher roles in the testing of the PoP curriculum challenging.

It was determined that more than 50% of teachers found it challenging to focus on students' thinking skills and 21st century skill development using the IBL and PoP method used in the curriculum, while 25% did not use these roles at all. Almost all of the teachers considered that guiding students' information research process and promoting a culture of inquiry in the classroom were quite challenging. It was determined that 56.3% of the teachers thought making students familiar with the nature of science was challenging, while 37.5% did not use this role at all. It was discovered that 81.3% of the teachers found it very challenging to bridge the gap between high- and low achievers by using these methods.

Teacher IBL roles	Not challenging at all		Quite challenging		Very Challenging		I haven't used this role	
	f	%	f	%	f	%	f	%
Focusing on thinking skills	1	6,3	6	37,5	5	31,3	4	25,0
Focusing on 21st century skills development.	2	12,5	7	43,8	7	43,8		
Promoting a culture of inquiry in the classroom.	2	12,5	7	43,8	7	43,8		
Guiding students' information research process.	1	6,3	12	75,0	3	18,8		
Making students familiar with the nature of science.	1	6,3	7	43,8	2	12,5	6	37,5
Bridging the gap between high and low achievers.	2	12,5	8	50,0	5	31,3	1	6,3
Organizing student learning in groups.	3	18,8	6	37,5	3	18,8	4	25,0
Focusing on collaboration processes.	5	31,3	7	43,8	3	18,8	1	6,3
Providing information on the research topic.	2	12,5	10	62,5	3	18,8	1	6,3
Guiding students' self-reflection time.	2	12,5	7	43,8	6	37,5	1	6,2
Guiding students' group reflection processes.	1	6,8	7	43,8	4	25,0	4	25,0
Focusing on linking new information from the inquiry project to students' prior knowledge.	3	18,8	13	81,3				
Providing a suitable environment to students for presenting their research.	4	25,0	7	43,8	5	31,3		
Assessing the students' competence development rather than just the results of the project.	2	12,5	6	37,5	7	43,8	1	6,2

While 56.3% of teachers found it challenging to organize student learning in groups and 68.8% of them generally had difficulties in guiding students' group reflection processes, it was found that 31.3% of them did not have difficulty in collaboration processes with students. It was determined that 81.3% of the teachers generally had difficulty in providing information to the students on the research topic and focusing on linking new information from the inquiry project to students' prior knowledge. It was observed that 75% of teachers found it challenging to provide a suitable environment to students for presenting their research. In addition, it was determined that 81.3% of the teachers generally had difficulties in assessing the students' competence development rather than just the results of the project.

Open-ended questions

The first open-ended question in this part of the questionnaire was *"When compared to the way you teach in other classes before Pride of Place curriculum, do you see any change in your role as the teacher in guiding your students through the subject and modules?"* P3, P4, P7, P10, P11, P14 and P15 stated that there was no change. P6, on the other hand, stated that there was no change since s/he actively used this method in previous classes. P1, P2, P5, P6, P8, P9, P12 and P13 expressed that there were changes. P1 and P2 stated that they tried to devote more time to students to motivate and ensure their self-esteem and personal inquiry. P5 stated that s/he appreciated the fact that the curriculum enabled the students to increase their ability to act independently and competently, and P6 voiced that it helped the students to encourage collaboration and the ability to think correctly on a certain topic. P8, P9 and P15 articulated that their roles in the classroom turned into an accompanying and supporting role rather than guiding. P14 stated that the curriculum enabled facilitator, organizer and mediator roles to emerge.

In the second open-ended question, the teachers were asked *"Is there anything else you would like to share regarding your role and competencies used during the testing of the pride of place curriculum?"* P1, P2, P6, P7, P8, P9, P10, P11 and P15 did not share anything. P3 and P4 expressed their satisfaction with the people they met and interacted with as well as trying out the curriculum. P5 stated that it was very interesting to use and improve the skills that were already acquired and discover new skills, especially with regard to technological tools. In addition, s/he emphasized that she believed that this project taught both children and teachers the positive aspects of their region and that this was definitely an added value. P12 stated that this curriculum was a challenge for the teachers who had to use skills that were quite different from the normal skills regarding the role of mediator and facilitator in the classroom and the assessment of students, and this might make teachers' job a little more complicated. P13 stated that the teacher had a guiding role in this curriculum, and P14, as a history teacher, thought the curriculum was very useful as an introduction to the skills students would use if they chose to study History for the Leaving Certificate.

Section 3: Training needs

This part of the questionnaire was prepared to determine to what extent teachers agreed with the statements regarding IBL and The Pride of Place Curriculum. It comprises 4 Likert-type statements and 1 open-ended question.

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
To use the PoP curriculum, teachers must have prior PoP training.			2	12,5	2	12,5	10	62,5	2	12,5
Before using IBL, teachers should be trained on this methodology.					1	6,3	10	62,5	5	31,2
The training course should offer teachers a good guide for bringing inquiry-based learning into practice.					1	6,3	11	68,7	4	25,0
During the workshop/training teachers should encounter new contents/approaches that they did not know yet.					1	6,3	10	62,5	5	31,2

75% of the teachers thought that teachers must have prior PoP training to use the PoP curriculum, and 93.7% think that teachers should be trained on this methodology before using the IBL. 93.7% of the teachers agreed with the idea that teachers should be offered a good guide to bring inquiry-based learning into practice in the trainings to be given to teachers, and during the workshop/training, teachers should encounter new content/approaches that they did not know yet.

General Conclusion

Teachers' evaluations have shown that the IBL method could be used as an appropriate method for the implementation of the PoP curriculum. The curriculum developed in our project aims to enable students to access information through their own research. Students' collect information personally through their research enables students to internalize the information. The purpose of implementing the curriculum in schools is to enable young people to get to know better the place they live in and strengthen their ties with this place. It is seen that the developed PoP curriculum based on the IBL method served the purpose of our project for the exploration and internalization of knowledge and feelings.

The PoP curriculum implemented in the testing phase made a significant contribution to students' getting to know the places they live in. Additionally, that students played an active role in the research and information acquisition processes was very efficient.

The teachers stated that they moved from the role of information provider to the role of advisor and guide in information research.

Content of PoP Curriculum Documents

It was suggested that the time given for education in the curriculum and modules was not sufficient. The fact that the teachers had to perform the testing phase in Covid-19 times, restricted how they could pilot the curriculum as it was originally designed. Teachers had to adapt to virtual and distance learning/teaching methods which the curriculum was not designed for. This adaptation and the virtual teaching required extra time resources.

The time of training used in the modules might be extended a little more. Furthermore, it might be more difficult for teachers who work with the IBL and PoP curriculum for the first time to use their time efficiently. The time experienced teachers will use for a module in IBL might be shorter. Since the teachers who utilize the PoP curriculum for the second time are to be more experienced than their first time, they can manage their time better.

It may be useful to adapt the PoP curriculum to virtual teaching, in a future follow-up project.

There are modules and background articles in IO2 documents. Some participants stated that they had difficulty in understanding these annexes. The training given prior to PoP curriculum might eliminate this difficulty.

Some participants stated that 14 modules were many and that fewer modules might be used. A total of 14 different modules were prepared so that this curriculum, which would be applied in different regions, could be tailored to the existing resources of the region and the appropriate ones could be selected. For instance, the architecture module can be used in one of the old residential areas of Germany. Architectural styles and buildings from the past might enable the utilization of this module. However, a school recently established in a residential area might not opt for the architecture module when using the PoP curriculum. The local events module might be preferred in case of a popular event organized here.

PoP curriculum employs IBL learning technique with an innovative approach. It might however be challenging for some schools to use without proper training since this technique is a new approach. The training to be prepared within the scope of the project aims to provide teachers who are to use the PoP curriculum with knowledge and skills to facilitate the adoption and implementation of this curriculum in their schools.

In the courses conducted within the scope of the PoP curriculum, it is aimed to develop students' 21st century skills competence. The teachers found the evaluation of these competences that were tried to be developed challenging. The necessity to address the subject of evaluation in the training of teachers was understood.

Teaching Pride of Place, Training Course for Teachers/Trainer That Will Work with Pride of Place Curriculum

Numerous participants considered that teachers must definitely receive training prior to the implementation of the PoP curriculum. It was understood once again how necessary the training was for the users of the PoP curriculum prepared within the scope of the project.

In this training to be implemented, the teachers stated that they especially needed real-life information and applications. From this point of view, there should be sessions in which IBL method is used in some part of the training. In these sessions, teachers should role-play student/learner in an educational environment where IBL technique is employed. The opportunities to experience might thus be more efficient and effective.

A module in the training to be held will include a section where teachers using the PoP curriculum share their experiences. The teachers trained to utilize the PoP curriculum for the first time might ask questions to the teachers who have already used it.

About the evaluation study

The questionnaire was designed by the Akdeniz University and the Anatta Foundation as coordinators of the development of Intellectual Output 2 and 3. The Sapienza University of Rome provided feedback on the study design.

The Akdeniz University was responsible for the data analysis and evaluation report.

Annex II:
Example modules of pilot teacher training course

Module 1:
IBL Teaching Methodology and 21st Century Skills

Title of the module (as defined in the training Curriculum)	**IBL teaching methodology and 21st Century Skills**
Date and time of implementation	10th April 2021 – 10h CET
Trainers/ facilitators	Inês Rodrigues
Aim (as defined in the training Curriculum)	To ensure that teachers use the IBL approach in accordance with the methodology in the implementation of 14 different modules in the developed PoP curriculum and they manage the process effectively.
Objectives (as defined in the training Curriculum)	• show students the ways to gain the 21st century skills through which they can think outside the box and reach the same result via different methods • increase the level of readiness of the participants for IBL. • ensure that the participants understand the basic principles of the IBL method. • increase the knowledge and skills of teachers about IBL approach. • explain the importance of 21st century skills for students' near future and life
Expected results (as defined in the training Curriculum)	• know and apply the basic characteristics of IBL • contribute to the students in solving problems or trying to find answers to questions during the lesson • inform the class and motivate the students in classes where the IBL method is used • encourage the students to produce and talk about inquiry questions • enable the students to try to answer inquiry questions by constructing hypotheses with their existing knowledge • guide the students to make inquiries about the research topic outside the classroom • guide the students to present their inquiries to the target audience inside or outside the classroom
Structure of the module	3 hour preparation assignment (see below) and a 2 hour online live session (see below)
Educational activities, techniques used	This module will start with a KWL chart for participants to answer. Real projects are shown as examples of the IBL methodology implementation.

Step by step concrete instructions for implementation of the session including time frame	**Step 1 (15'):** Answer the following questions relating to prior knowledge on IBL, using the KWL chart. 1. What do I know about IBL? 2. What do I want to know about IBL? 3. What have I learnt about IBL? (to be answered at the end of the session) **Step 2 (30'):** Participants are familiarized with the elements of IBL and the 5Es Model. Each step is clarified using real activity examples and the sort of language that can be used to ask proper questions for each phase. Participants are invited to add questions to each phase example. **Step 3 (15'):** The 21st Century skills are presented, divided into the 4 groups of skills: · Learning and Innovation Skills · Key Subjects · Life and Career Skills · Information, Media and Technology Skills **Step 4 (15'):** The 17 Sustainable Development Goals are presented as key goals to integrate in the projects. **Step 5 (40'):** Presentation of a complete project implemented with IBL, followed by a discussion and which included: · KWL chart · 5Es Model · 21st century skills · Sustainable Development Goals **Step 6 (5'):** Presentation of the task to be done by participants autonomously.
Materials required	PPT, computer, Internet
Evaluation (how to make sure that we achieved expected results)	a Socrative enquiry with some short quick questions about the lesson will be sent to the participants.
Resources for preparation of trainers	
Preparation required by participants	Answering reflection questions Reshaping a project according to the IBL methodology

Module 2:
Teachers' and Students' Competences for Using IBL

Title of the module (as defined in the training Curriculum)	**Teachers' and students' competences for using IBL**
Date and time of implementation	16th April 2021 – 17h CET
Trainers/ facilitators	Inês Rodrigues
Aim (as defined in the training Curriculum)	To determine the competences and qualifications of trainers and students within the scope of IBL approach and ensure that teachers prepare quality learning environments for the PoP curriculum.
Objectives (as defined in the training Curriculum)	• determine the minimum qualifications that teachers and students should have to realize IBL, which is a different learning model. • discuss the roles of trainers in IBL and preparing them to use these skills. • discuss the roles of students in IBL and gain the ability to direct them appropriately. • impart the content of the teaching and learning process in IBL.
Expected results (as defined in the training Curriculum)	• create a relationship between what students are curious about and the content planned to be taught • know the basic characteristics of the inquiry made in the classroom setting • create an active classroom environment that supports the development of scientific thinking • know the basic qualities that students should have • know and apply the basic qualities that trainers should have • design the activities in a way to develop scientific process skills • generate inquiry questions that students can inquire about
Structure of the module	3 hour preparation assignment (see below) and a 2 hour online live session (see below)
Educational activities, techniques used	This module will start with a discussion about reshaping projects that have ended. Some reflections will be answered using Socrative.
Step by step concrete instructions for implementation of the session including time frame	**Step 1 (30'):** Participants discuss previous projects that they have done and what they could do to reshape them into the IBL Methodology. **Step 2 (20'):** Participants answer some questions on Socrative to reflect on the role of teachers and students in IBL to engage them in the theme. **Step 3 (15'):** Participants discuss the differences between a traditional classroom and an Inquiry classroom. **Step 4 (15'):** A video about the role of teachers in IBL is shown followed by a discussion on its content. The video shows several teachers' testimony on their experience using IBL in their classrooms. **Step 5 (40'):** A video about the role of students in IBL is shown followed by a discussion on its content. Students tell their experience with the IBL methodology. **Step 6 (5'):** Presentation of the task to be done by participants autonomously.
Materials required	PPT, computer, Internet

Evaluation (how to make sure that we achieved expected results)	a Socrative enquiry with some short quick questions about the lesson will be sent to the participants.
Resources for preparation of trainers	PPT provided by the trainer
Preparation required by participants	Reshaping a project according to the IBL methodology

Module 3:
PoP Curriculum and Guide for Using IO2 Modules, and Background Articles

Title of the module (as defined in the training Curriculum)	**PoP Curriculum and Guide for using IO2 modules, and background articles.**
Date and time of implementation	
Trainers/ facilitators	
Aim (as defined in the training Curriculum)	To ensure that the information contained in the PoP curriculum along with the purpose and application methods of the PoP curriculum are understood by the participants.
Objectives (as defined in the training Curriculum)	• understand the concept of PoP for rural areas and the relevance of education in the development of it. • introduce the ways to encourage students' intrinsic motivation and curiosity in their personal development through the PoP curriculum • discover how the curriculum equips students with 21st century skills through the PoP curriculum • discover how the PoP curriculum leads to an increased sense of pride of place and relevant constructs. • familiarize the participants with the 14 main topics in the PoP curriculum
Expected results (as defined in the training Curriculum)	At the end of this module, the participants will: • have an understanding of what PoP is and why it is relevant for rural areas. • Have an understanding of how the PoP curriculum contributes to PoP development. • Being able to organize an education project using the PoP curriculum as a methodology • Being able to develop new modules to be used in the PoP curriculum • Being able to assess students' learning experience
Structure of the module	3 hour preparation assignment (see below) and a 2 hour online live session (see below)
Educational activities, techniques used	The module will be organized in an IBL approach, which lets the participants answer a research questions about PoP and the PoP curriculum in subgroups and present this to the group.

Step by step concrete instructions for implementation of the session including time frame	**Preparation Assignment (if possible in IBL style):** **Step 1:** Read the synthesis of the Pride of Place framework (Silvia will prepare a medium long document, based on IO1). **Step 2:** Answer the following questions relating to the context of your place. 1. What are people in your area proud of? (e.g., language, landscape features, traditions, food…) and how do they show their pride? 2. Please briefly explain an initiative, activity or intervention that took place in your place, that you think fosters a strong emotional bond with the place people live. It could be an event you heard of, you organized or you took part in. 3. What would be the long-term impact of PoP initiatives? Which consequences (economical, sociological, psychological etc) could PoP initiatives have? Who would benefit the most from PoP initiatives (youth, elderly people, newcomers)? Share your answers on … google classroom (or some other online platform). **Step3:** Please familiarize yourself with the structure and content of the PoP curriculum. (Here we could make a short webinar style video that could also be used for dissemination of the project results) **Step 4:** Please answer the following questions 1. Please share examples of existing/past educational projects that you know of that address your or any place in general 2. Looking at the list of 14 modules that are available in the curriculum (see page XX), what are possible modules that don't exist yet but are relevant to the context of rural places **Step 5:** please prepare 2 pictures of your place that are typical for your place. You should be visible in the place yourself. The pictures should be shared on an online platform **Online session:** see timetable at the bottom of the document.
Materials required	optionally make in webinar style that explains the structure of the IO2 curriculum.
Evaluation (how to make sure that we achieved expected results)	· there will be a final evaluation at the end of the live session · a google form with some short quick questions about the lesson will be send to the participants.
Resources for preparation of trainers	
Preparation required by participants	· Reading material: synthesis of IO1, and IO2. · Answering reflection question to apply the IO1 content to your own place and person. (2/3 questions from IO1) · Reading IO2 and answering questions: 1) examples of existing/past educational projects that address your place; 2) possible modules that don't exist yet but are relevant to the place; · prepare 2 pictures about your place that are typical for your place. You should be visible in the place yourself.

Timetable of the online session

How long	What	Who
5 min	Energizer	
20 min	Short introduction about Pride of Place and its related concepts such as place identity, place attachments, place making, and the Self-Determination Theory as a relevant theory for the promotion of Pride of Place Using the pictures of the participants to tell the Pride of Place story/theory	
10 min	Short Discussion/reflection in break out rooms (4/5 ppt). Sharing the main outcomes of the discussion in the chat. (reflection questions need to be developed)	
5 minutes	Short recap of the IO2 curriculum	
30 minutes	In break out rooms (3 ppt) the participants will do the following assignment: • Develop a lesson plan for a topic related to pride of place that does not exist yet in the curriculum (i.e. not one of the 14 topics).	
15 minutes	break	
20 minutes	Sharing of some of the newly developed lesson plans in main group. Not all plans can be shared. Followed by a short discussion of how to design the lesson plan. Which challenges etc.	
10 minutes	Final evaluation: Participants will be asked to pick an item from their work room that represents their learning experience of this session, show it on the screen and share a short comment about it in the chat box.	

Module 4: Experiences of Teachers' Who Already Worked with PoP Curriculum

Title of the module	PoP Curriculum and Guide for using IO2 modules, and background articles.
Aim	To determine the experiences of teachers who have previously worked with the PoP curriculum and enable the participants to learn from their experiences.
Objectives	· The objectives of this module are to: · determine the materials teachers use · determine the methods of teachers to motivate the classroom · determine the activities that students are interested in on the topic · determine which role teachers adopt in IBL approach · identify the problems faced by teachers and students during the inquiry process. · determine the difficulties of students in the inquiry process · determine student evaluations in IBL approach
Expected Results	· know the arguments and keywords that may be of interest to students · motivate students toward PoP · know and apply the basic inquiry groups that can be adopted in the IBL approach · solve the problems encountered by students during the inquiry process · know and apply student evaluation criteria in inquiry-based learning
Structure of the Module	**Session 1:** Examining teacher experiences in IBL **Session 2:** Evaluation of effective learning outcomes through teacher experiences **Session 3:** Examining students reflection processes
Educational activities and Techniques used	Discussion and collaboration in main group and subgroups, drawing on experience of teaching PoP curriculum using the IBL approach
Preparation required by participants	Share material requested and complete readings.
Step by Step concrete instructions for the implementation of the session	**Step 1:** Read over templates provided in terms of planning and evaluation in pack. **Step 2:** Share the most positive practical experiences that you have in terms of pupil motivation techniques, areas of particular interest to pupils, atmosphere that nurtured IBL approach best in your classroom, group formulation strategies, effective evaluation/ reflection procedures, additional resources. **Step 3:** Share experience of techniques in the above areas that did not work so well and why, in your opinion? **Step 4:** Share evaluation methods that have worked best for you in your experience with IBL? **Step 5:** Reading Material

Breakdown of online session: **5 mins** **15 mins**	Introduction. 2/3 slides: Feedback material provided by teachers regarding positive experiences in areas described above followed by a brief discussion 1/ 2 slides on most successful teaching methods, (incl motivational methods), advocated by this group of teachers with experience of teaching the PoP curriculum
Breakout room: **10 mins**	What activities are of most interest to pupils, within the IBL procedure, in your experience? Discussion of results in main group
5 mins **15 mins**	2/3 slides: Feedback material provided by teachers regarding negative/not so positive experiences in areas described above followed by a brief discussion 1/2 slides on least successful teaching methods, (incl motivational methods), advocated by this group of teachers with experience of teaching the PoP curriculum.
Break	Break
5 mins **15 mins** **Breakout rooms**	How groups were divided? Level of inquiry/ teacher-led/ student led etc- with regard to group abilities? How teachers provided scaffolding/ support to weaker groups while in keeping with the IBL approach. How lessons were linked/ connected for continuity, oner multiple lessons Discussion on above in main group
10 mins	1/2 slides on feedback from teachers on most effective forms of evaluation/ reflection. Discussion
5 mins **+ 5 mins** **20 mins breakout room** **10 mins**	Amendments on lesson plan devised in Module 3: In light of this online session, what are the changes that you would make to your lesson plan? Alternatively, devise a lesson plan based on one of the curriculum topics. Discussion on above task. Conclusion of session.

Annex III:
Evaluation report pilot teacher training

This training course has been organized as a part of the Pride of Place project. After the training course, the project coordinator has conducted an evaluation research to see the effectiveness of the training and the satisfaction of the participants. This part shows the results of the evaluation research for the training course. Eighteen participants answered the post-training questionnaire.

Three participants were from Ireland, four form Italy, six from Portugal, and five from Turkey, thus representing all partner Countries of the project besides Netherlands, which was part of the training organization.

The majority of the participants (thirteen) were female, with a mean age of 43 years (SD=13). Teaching experience was very varied in the participants, with three participants having 0 years of experience and eight participants having twenty or more years of experience.

Participants declared that, before the training, they had an average experience of Inquiry based learning (M=2.7, SD=1.1) as well as of Pride of Place (M=2.8 SD=1.3). Previous experience with 21st century skills was slightly more common (M=3.00, SD=1.1).

Half of participants to the training had been involved in the development or implementation (testing phase) of the Pride of Place curriculum, while the other half took part in the training before been previously involved in the project.

After participating to the training most participants declared that they now understand the concepts of Pride of Place, Inquiry Based Learning, and 21st century skills and that they feel confident in applying these concepts in their teaching practices. The training was overall well evaluated, with participants rating the training on average 4.4/5 (SD=0.5), and particularly the online sessions 4.4/5 (SD=0.5), and the assignments 4.2/5 (SD=1.0). Most participants found the training engaging and useful, and they found that the balance between theory and practice good. Most declared that they acquired new skills to facilitate IBL processes in classrooms, and that they gained new insights (perspectives) on how to can promote healthy feelings of Pride of Place among young people through the curriculum. Most participants declared that they intend to use what they learned in their teaching practice.

In an open ended question about what worked well in the training, the most reported positive aspect of the training was the possibility to learn new concepts and methods and to share teaching experiences with participants and teachers from other Countries. Some participants mentioned that they liked the structure of the training, mentioning, as good features, the small number of participants, the small group activities, the presence of practical examples of how to implement the curriculum in school, and the adequate assignments. Some participants mentioned that they liked the facilitators because of their competences, particularly for the first sessions about IBL. Three participants did not answer this question.

Another open-ended question asked participants to indicate the most useful aspects of the training in terms of their teaching practice. The most common mentioned aspect was again the sharing of experiences with other teachers from different Countries. Another common useful aspect for participants' teaching practice was found to be learning IBL and how to apply it is the classroom, highlighting the different roles a teacher can have and how to make students have an active role in the learning process. More specifically some teachers mentioned the usefulness of having a starting structure for developing the project and specific tips. One participant mentioned the usefulness of learning how to deal with the theme of Pride of Place. Five participants did not answer this question.

Three open ended questions were then aiming to investigate aspects of the training that could be improved. First, participants were directly asked of improvement opportunities they would suggest for the training. Some participants mentioned that they would have liked to have more hours of synchronous sessions, more days between the synchronous sessions, and more opportunities for interaction, especially in small group activities also participant suggested to find a better way to create the small groups). Some participants said that having more tips and practical examples on how to implement the curriculum would have been helpful. One participant said that it would have been helpful to explain better what Pride of Place was at the beginning of the training. A participant mentioned that she was not very engaged with English and this was a problem for her. Another participant suggested to include a digital portfolio and a last one to implement the project in each school. Five participants either did not answer the question or stated that no improvement was needed.

Another open-ended question asked of any topic that should have been covered in the training, but was missing. Fourteen participants did not answer this question or answered in a negative way, meaning that nothing was missing. Other participants mentioned topics such as presenting more concrete examples, providing more information about Pride of Place and how to teach it in specific situations, and, about assessment techniques.

A specific open-ended question asked of anything else participants would need to apply Pride of Place curriculum in practice. Only three participants provided some content, mentioning the indication of a time frame to complete the PoP curriculum with a class, the need for more confrontation with other teachers in order to talk about projects that could apply in a specific territory, and, more generally, the need of time to prepare the implementation of PoP.

A final question asked participants if they had any further comment. Beside a participant saying they liked the training and one saying thank you for the opportunity of participating, one participant suggested that the training should be held over the space of a month, one ‘class’ a week and that the assignments should be assigned earlier. Another one said that it was useful to meet teachers from other countries and to share different experiences.

References

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