JUST A FEW THINGS ABOUT THE TEACHING TECHNIQUES WE USED

In the lesson plans for transformational learning through the aesthetic experience, we used the techniques listed below.

A brief reference is made to the techniques for facilitating the trainers who will use the curriculum.

Of course, more evidence and broader analysis can be found depending on one's interests and the way he chooses to plan his / her lessons or training.

The aim of this reference in techniques is to make immediate and easy solving of questions so that anyone can then search for more information and deepen it if they believe they need to.

A. **Workshops:** a mixture of small inputs by the tutor interspersed by work on group or individual tasks, followed by feedback to the whole group and discussion.

B. **Brainstorming or Ideas storming:** Write down a statement, a word or a question on the board. Ask the students to shout out their thoughts and ideas and write them down without comment, on the board or flipchart. Do not stop to analyze any of the suggestions, just produce the list of comments. When suggestions or time has been exhausted, organize and critique the list together. The intention is to separate ideas generation from the editing and checking phase.

C. **Presentations**: individual students or groups of students present on a topic devised by the tutor or on a self or group generated topic. (they can present by using text or highlighting or drawing or making a collage…)

D. **Snowballing**: Individuals, then pairs, then fours etc. to generate wider views on a topic progressively. You effectively grow the size of the working group and draw in an increasing range of views.

E. **Mini projects**: Individuals or groups work on a particular small project and report to the whole group.

F. Working in Groups:

Advantages

1.Groups have: more information than a single individual and more resources and information available because of the variety of backgrounds and experiences.

2. Groups stimulate creativity. "two heads are better than one."

3. People remember group discussions better. Group learning fosters learning and comprehension.

4. Decisions that students help make yield greater satisfaction. Students who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation in the group than those who were not involved.

5. Students gain a better understanding of themselves. Group work allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behavior.

6. Team work is highly valued by employers.

Disadvantages

1.There may be pressure from the group to conform to the majority opinion. Most people do not like conflict and attempt to avoid it when possible. By readily acquiescing to the majority opinion, the individual may agree to a bad solution just to avoid conflict.

2. An individual may dominate the discussion. This leads to members not gaining satisfaction from the group because they feel too alienated in the decision-making process.

3. Some members may rely too heavily on others to do the work. One solution to this problem is to make every group member aware of the goals and objectives of the group and assign specific tasks or responsibilities to each member. Group Work 89 The Journal of Effective Teaching, Vol. 11, No. 2, 2011, 87-95 ©2011 All rights reserved

4. It takes more time to work in a group than to work alone. However, the time spent taking and analyzing problems usually results in better solutions.

How to tackle

1. the instructor should make certain that each student understands the assignment. (the purpose of the project, the learning objective, and the skills that need to be developed through group work). Successful group work is

easier if the students know how the assignment relates to the course content and what the final product is supposed to be (Davis, 1993).
2. the instructor needs to reinforce listening skills and the proper methods to give and receive constructive criticism. These skills can be discussed in class and modeled during class activities.
3. the instructor needs to help the students manage conflict and disagreements. Avoid breaking up the groups. When a group is not working well together, the students need to learn how to communicate effectively and establish goals for a successful group (Davis, 1993).

Monitoring the Group Process

1. ask each group to devise a plan of action (Davis, 1993). The plan of action involved assigning roles and responsibilities among the group members. Each member should have a role, such as the note take or the group spokesman. The instructor can review each group's written plan of action or meet with each group individually and discuss their plan.
2. Ask the group to report the group's activities and progress (communication, group dynamics)

Even when it appears that a group is falling apart, it is important to avoid breaking up the group.

One way to help prevent conflict and group members who shirk duties is to keep the group small.

Additionally, matching work assignment to skill sets will help separate the "loafers" from the students who are generally struggling

Instructors should help the students understand the benefits of working together as a group for the group as a whole, which will help students who are struggling.

The group should be encouraged to have assigned roles and responsibilities. It is more difficult to be a slacker if the goals are clearly outlined for each member.

group interventions should be aimed at the destructive group member, focus on the behavior and not the person, and address the benefits of the group process for the group as a whole. Design the coursework in such a way that the success of the individual relies on the success of the group. The instructor should assist the group in creating ways in which to handle unproductive members and foster communication skills.

Evaluation

- the instructor should decide what is being evaluated: the final product, the process, or both.
- it is necessary to decide who assigns the grade: the students, the instructor, or both.
- If the group is graded as a whole, it is suggested that the project or presentation should not count for more than a small percentage of the student's final grade

- give the students an opportunity to assess the effectiveness of their group.
- use a structured grading rubric. A rubric is a scoring tool which lists the criteria by which a paper or presentation will be graded along with the student's mastery of the material. (attendance and participation in meetings, time management skills, active listening, evidence of cooperative behavior, and professionalism and engagement with the task, and more)

G. Story telling

Types of Stories

There are several different types of stories you could potentially tell or ask your students to tell in your classroom.

- A true story from your own life.
- A true story from the life of someone you know, like a friend, family member, or neighbor.
- A true story from the news or a current event.
- A story that took place sometime in history.
- A fictional story, with made up characters or events.
- An "Imagine if …" story that sets up a hypothetical situation.

Of course, there are various genres and styles of storytelling, but the above list represents the essential variety that you might incorporate into the classroom.

Why Storytelling Works

In its simplest form, storytelling remains a powerful element of communication, with the narrative being equally as compelling as essays and textbooks. They humanize learning. It offers us the opportunity to connect to like-minded characters, or see the world literally from within someone else's skin. Stories touch our emotions and make us laugh, cry, fear, and get angry—a sharp contrast to a plain old presentation.

Plus, no matter how organized or detailed a textbook might be, there's something about the shape of a narrative—the exposition, the problem, the quest for a solution, the resolution—that resonates with our mental makeup.

Have Students Tell Their Stories

As you incorporate your own stories, recognize how they connect with students on a different level. But why keep the power of storytelling to yourself? You can also actively help students become their own powerful storytellers, too!

Allow students to write, illustrate, and tell their own tales. The way you incorporate this may vary depending on your curricular goals, but it is essential that children understand how to tell a good story and how this relates to effectively accomplishing an objective. Students can use stories in their essays and argumentation—they can help in remembering processes or formulas, or connecting events with one another. The opportunities are endless, and easy to employ.

Storytelling and intercultural understanding

There are a number of ways in which storytelling can enhance intercultural understanding and communication.

A story can…

- allow to explore own cultural roots
- allow to experience diverse cultures
- enable to empathize with unfamiliar people/places/situations
- offer insights into different traditions and values
- help understand how wisdom is common to all peoples/all cultures
- offer insights into universal life experiences
- help consider new ideas
- reveal differences and commonalties of cultures around the world

Other benefits of using storytelling in the classroom

Stories…

- Promote a feeling of well-being and relaxation
- Increase children's willingness to communicate thoughts and feelings
- Encourage active participation
- Increase verbal proficiency
- Encourage use of imagination and creativity
- Encourage Cooperation between students
- Enhance listening skills

- *https://www.teachingenglish.org.uk/article/storytelling-benefits-tips*
- *https://www.teachhub.com/storytelling-classroom-teaching-strategy*