

# Training of trainers of teachers for the agricultural technician of traditional and organic cultivation

## Agriculture core training

### Module 1 for teachers:

Basics of vocational theoretical teaching for the  
qualification Agricultural technician for traditional  
and organic production

### Module 2 for teachers:

Work-based learning



# Module 1 for teachers Agriculture core training

## I Training structure

**Session 1 General aspects of the teaching/learning process for Agricultural technician of traditional and organic cultivation- 3h 00'.**

**Goals of Session 1:**

1. Comprehending the possibilities for applying innovative approaches to theoretical classes and exercises.
2. Identifying the principles and methods in the preparation and implementation of innovative learning and teaching processes.
3. Understanding the holistic approach in teaching.
4. Understanding digital resources that can be used during teaching, learning and assessment.
5. Identifying ways to record exercises, preparation, work process, results and conclusions.
6. Developing a positive attitude towards environmental protection and ecological standards.

**Session 2 Process of teaching and learning at Agricultural technician of traditional and organic cultivation- 2h 00'.**

**Goals of Session 2:**

1. Specifying modern approaches and opportunities for active participation of students in the acquisition of the necessary professional-theoretical knowledge.
2. Differentiating the steps in planning of the teaching process.
3. Awareness of the process of realization of the teaching process,
4. Realizing the need for proper preparation of students to acquire practical skills through a process of practical training in school economies or in companies with employers.

## II Training matrix

The training matrix is to be used by the trainer for implementing training for trainers. It will be shared with trainees for them to rely on them for the implementation of their trainings.

Slot	Description	Time	Method	Input	Goal	Source	Learning outcomes
<b>Session 1</b> General aspects of the teaching/learning process for Agricultural technician of traditional and organic cultivation for traditional and organic production - 3h 00'. <b>Goals of Session 1:</b> <ol style="list-style-type: none"> <li>1. Comprehending the possibilities for applying innovative approaches to theoretical classes and exercises.</li> <li>2. Identifying the principles and methods in the preparation and implementation of innovative learning and teaching processes.</li> <li>3. Understanding the holistic approach in teaching.</li> <li>4. Understanding digital resources that can be used during teaching, learning and assessment.</li> <li>5. Identifying ways to record exercises, preparation, work process, results and conclusions.</li> <li>6. Developing a positive attitude towards environmental protection and ecological standards.</li> </ol>							
1	Introduction of a trainer	0	2'	Ex-cathedra	Presentation Slide 5	n/a	
2	Presentation of the training goals, and methods	0	3'	Ex-cathedra	Presentation of the training goals and methods Slide 6	n/a	Participants will be able to: -recognize the training goals and methods
3	Introduction of participants	0	10'	xx	Presentation of the training goals and methods Slide 7	n/a	For the trainer, to receive information about the training participants
4	Expectations from the training Mentimeter Assistance from Ivana	0	3'	Roundabout:	Mentimeter designed survey Slide 8		Participants will be able to: -identify their expectations from the training
5	Working materials (manuals) for the qualification Agrotechnician for traditional and organic production	0	10'	Roundabout: After asking the question, the	Resources: Paper on a stand, marker		For the trainer, to evaluate the previous knowledge/thinking of the participants about the manuals

	<p>The trainer asks the participants for their opinion about the manuals by asking the question:</p> <ul style="list-style-type: none"> <li>- Where the manuals can be used in everyday work?</li> </ul> <p>This is followed by work in groups and presentation of the group work</p>			<p>trainer explains the work in groups. Participants retain existing groups. For discussion in the group they have 4'.</p> <p>ERI SEE and trainers should be in every group supporting BUT NOT LEADING, just there to push if needed.</p> <p>The trainer asks 1 participant in the group.</p> <p>An ERI SEE person writes down the main points on a flip chart.</p>	Slide 9			
6	<p>Working materials (manuals) for the qualification Agrotechnician for traditional and organic production - short presentation</p> <ul style="list-style-type: none"> <li>- The content of the manuals</li> <li>- The role of manuals as working material</li> </ul>	0	10'	Ex-cathedra	<p>Presentation of the manuals</p> <p>Slide 9-18</p>		Manuals LM. TM and WBL,	<p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>-perceive the need to use the manuals</li> </ul>
7	<p>Innovative approach to classes and theoretical exercises</p> <p>Question:</p> <ul style="list-style-type: none"> <li>- Which teaching approach do you use?</li> </ul>	0	5'	<p>Roundabout: The trainer is looking for volunteers to respond. If no one volunteers, the trainer asks 4-5 participants from different groups.</p> <p>An ERI SEE person writes them down</p>	<p>Resources:</p> <p>paper on the stand, markers</p> <p>Slide 19</p>	1		<p>For the trainer, to evaluate the previous experiences of the participants for using approaches in teaching</p>

				on a flipchart.				
8	<p>Innovative approach to classes and theoretical exercises</p> <ul style="list-style-type: none"> <li>- Factors influence the approach to teaching</li> <li>- Innovative approaches that can be used in teaching во земјоделството</li> <li>✓ Technology in the Classroom</li> <li>✓ Project-Based Learning</li> <li>✓ Discussions and Case Studies</li> <li>✓ Help from Experts</li> <li>✓ Interactive Exercises and Games</li> <li>✓ Use of Social Media and Online Platforms</li> </ul>	0	10'	Ex-cathedra	<p>Presentation Factors influencing teaching approach <b>Slide 20</b></p> <p>Presentation Approaches that can be used <b>Slides 21-28</b></p>	1	Manual TM for ATTOC, page 6	<p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>-understand the innovative approach to classes and theoretical exercises</li> <li>-perceive the need to apply some innovative aspects and approaches to facilitate and enrich teaching.</li> </ul>
9	<p>Principles/guidelines for the preparation and implementation of an innovative learning and teaching process in agriculture</p> <p>Question:</p> <ul style="list-style-type: none"> <li>- What principles/guidelines do you use when implementing the teaching process?</li> </ul>	0	5'	<p>Roundabout: The trainer is looking for volunteers to respond. If no one volunteers, the trainer asks 4-5 participants from different groups.</p> <p>An ERI SEE person writes them down on a flipchart.</p>	<p>Resources: paper on the stand, markers <b>Slide 29,30</b></p>	2		<p>For the trainer, to evaluate the previous experiences of the participants for using principles/guidelines in teaching in agriculture</p>
10	<p>Principles/guidelines for the preparation and implementation of an innovative learning and teaching process in agriculture</p> <ul style="list-style-type: none"> <li>- Need for a combination of principles and guidelines to ensure effectiveness and</li> </ul>	0	10'	Ex-cathedra,	<p>Presentation Need for a combination of principles and guidelines in teaching <b>Slide 31</b></p>	2	Manual TM for ATTOC, page 7	<p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>-understand the guidelines for the preparation and implementation of an innovative learning and teaching process</li> <li>to perceive the need to apply certain principles in teaching.</li> </ul>

	<p>positive results in teaching</p> <ul style="list-style-type: none"> <li>- Innovative principles and guidelines that can be used in teaching</li> <li>✓ Approach – students in the centre</li> <li>✓ Clear learning objectives</li> <li>✓ Use of technology and resources:</li> <li>✓ Collaborative learning</li> <li>✓ Critical thinking and problem solving</li> <li>✓ Artistic learning</li> <li>✓ Active engagement</li> <li>✓ Return information and assessment</li> <li>✓ Inclusivity and diversity</li> <li>✓ Flexibility and adaptability</li> <li>✓ Lifelong learning:</li> <li>✓ Reflection and evaluation</li> <li>✓ Professional development</li> <li>✓ Sustainability and ethical considerations</li> <li>✓ Communication and cooperation</li> <li>✓ Integration of adaptive technology</li> <li>✓ Assessment for learning</li> <li>✓ Continuous improvement</li> </ul>				<p>Presentation</p> <p>Innovative principles and guidelines that can</p> <p>Slides 32-36</p>			
11	<p>Holistic approach to teaching in agriculture</p> <p>Question:</p>	0	5'	<p>Roundabout: : The trainer is looking for volunteers to respond. If no one</p>	<p>Resources:paper on the stand, markers</p> <p>Slide 37</p>	3		<p>For the trainer, to evaluate the previous knowledge of the participants for using the holistic approach in teaching in agriculture</p>

	<ul style="list-style-type: none"> <li>- What does the saying refer to? "If a child can't learn the way we teach, maybe we should teach the way they learn" (Ignacio Estrada)</li> </ul>			<p>volunteers, the trainer asks 4-5 participants from different groups. Alternatively, if there are no key words, the trainer provides the words integration, comprehensiveness, adjustment, direction. An ERI SEE person writes down the key words on a flipchart.</p>				
12	<p>Holistic approach to teaching and the benefits of its application in agriculture</p>	0	10'	<p>Ex-cathedra</p>	<p>Presentation Holistic approach and benefits of its application <i>Slides 38-40</i></p>	3	<p>Manual TM for ATTOC, page 8</p>	<p>Participants will be able to: -understand the holistic approach -perceive the benefits of applying the holistic approach in teaching</p>
13	<p>Innovative teaching techniques and methods of theoretical teaching and exercises</p> <p>Question:</p> <ul style="list-style-type: none"> <li>- State which techniques and methods you use in teaching?</li> </ul>	0	5'	<p>Roundabout: One person from ERI SEE writes the title "Innovative and applicable teaching techniques and methods" on the flipchart, and the trainer asks for 4-5 volunteers to answer. If no one volunteers, the trainer asks 4-5 participants from different groups.</p>	<p>Resources: paper on the stand, markers <i>Slide 41</i></p>	4		<p>For the trainer, to evaluate the previous experiences of the participants for using principles/guidelines in teaching in agriculture</p>

				Alternatively, if none is specified, the trainer gives the words flipped classroom, video lesson, discussion, debate, playing, virtual reality. An ERI SEE person writes them down on a flipchart.				
14	<p>Innovative teaching techniques and methods of theoretical teaching and exercises in agriculture</p> <ul style="list-style-type: none"> <li>- Innovative methods for theoretical classes and exercises</li> <li>✓ Project-based teaching</li> <li>- Specific examples of innovative and applicable teaching techniques</li> <li>✓ Flipped Classroom</li> <li>✓ Cooperative learning and team performance</li> <li>✓ Virtual reality (VR) and augmented reality (AR)</li> <li>✓ Gamification</li> <li>✓ Personalized learning</li> <li>✓ Video and multimedia learning</li> <li>✓ Learning beyond the classroom</li> </ul>	0	10'	Ex-cathedra	<p>Presentation</p> <p>Using projects and other innovative and applicable teaching techniques and the benefits of their application</p> <p>Slides 41-45</p>	4	manual TM for ATTOC, page 9-10	<p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>-perceive the benefits of applying project-based teaching and other innovative and applicable teaching techniques and methods</li> </ul>
15	Digital resources that can be used during teaching, learning and	0	5'	Roundabout: One person from	Resources: paper on the stand,	4		For the trainer, to evaluate the previous experiences of the



	<p>evaluationin agriculture</p> <p>Question:</p> <ul style="list-style-type: none"> <li>- List some digital resources that you use in teaching?</li> </ul>			<p>ERI SEE writes the title "Digital resources" on the flipchart, and the trainer asks for 4-5 volunteers to answer.</p> <p>If no one volunteers, the trainer asks 4-5 participants from different groups. An ERI SEE person writes them down on a flipchart.</p>	<p>markers</p> <p>Slide 46</p>			<p>participants in using digital resources in teaching in agriculture</p>
16	<p>Digital resources that can be used during teaching, learning and evaluationin agriculture</p> <ul style="list-style-type: none"> <li>- Need for increasing use of digital resources during teaching, learning and assessment</li> <li>- Digital resources that are usedduring teaching, learning and assessment</li> <li>✓ Use of Virtual Reality (VR) and Augmented Reality (AR)</li> <li>✓ Use of digital platforms and applications</li> <li>✓ Machine learning and artificial intelligence</li> <li>✓ Distance learning using video conferencing tools</li> <li>✓ Data analysis and weather forecasting</li> <li>✓ Geographic Information</li> </ul>	0	10'	Ex-cathedra,	<p>Presentation</p> <p>Digital resources usedduring teaching, learning and assessment</p> <p>Slides 47-51</p>	4	<p>manual TM for ATTOC, page 9-10</p>	<p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>-distinguish digital resources that can be used during teaching, learning and assessment</li> <li>-perceive the need to use digital resources during teaching, learning and assessment</li> </ul>

	<p>Systems (GIS)</p> <ul style="list-style-type: none"> <li>✓ Using social media and online communities</li> <li>✓ Sources and links</li> <li>✓ Software tools and applications in agriculture</li> <li>✓ Courses and trainings in the field of agriculture and agronomy</li> <li>✓ Professional organizations and scientific/academic journals</li> <li>✓ Research projects and scientific/academic articles and papers</li> <li>✓ Social media and online communities</li> <li>✓ Technical research centres and universities</li> <li>✓ Tools and resources used in the agriculture-related teaching process</li> </ul>						
17	<p>Summative assessment of theoretical knowledge and exercises in agriculture</p> <p>Question:</p> <ul style="list-style-type: none"> <li>- How do we evaluate the students' achievements during theoretical teaching and exercises?</li> </ul>	0	5'	<p>Roundabout: The trainer is looking for volunteers to respond. If no one volunteers, the trainer asks 4-5 participants from different groups. An ERI SEE person writes them down on a flipchart.</p>	<p>Resources: paper on the stand, markers <b>Slide 52</b></p>	4,5	<p>For the trainer, to evaluate the previous experiences of the participants in using the instruments for evaluating theoretical knowledge and exercises</p>

18	<p>Summative assessment of theoretical knowledge and exercises</p> <ul style="list-style-type: none"> <li>- Formative and summative assessment</li> <li>- Bloom's taxonomy as basis for standardised assessment</li> </ul>	0	10'	Ex-cathedra	<p>Presentation Formative and summative assessment of knowledge and exercises</p> <p>Slides 53-55</p>	4,5	Manual TM for ATTOC, page 13-14	<p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>-distinguish formative and summative assessment of knowledge and exercises</li> <li>-perceive the application of formative and summative assessment of knowledge and exercises</li> </ul>
19	<p>Templates of documentation required for recording exercises, preparation, work process, results and conclusions</p> <p>Question:</p> <ul style="list-style-type: none"> <li>- How and where do you record the exercises, work process, results and conclusions?</li> </ul>	0	5'	<p>Roundabout: The trainer is looking for volunteers to respond. If no one volunteers, the trainer asks 4-5 participants from different groups. An ERI SEE person writes them down on a flipchart.</p>	<p>Resources:</p> <p>paper on the stand, markers</p> <p>Slide 56</p>	5		<p>For the trainer, to evaluate the previous experiences of the participants in using the instruments for evaluating theoretical knowledge and exercises</p>
20	<p>Templates of documentation required for recording exercises, preparation, work process, results and conclusions</p>	0	10'	Ex-cathedra	<p>Presentation Forms for recording exercises, preparation, work process, results and conclusions</p> <p>Slides 57-59</p>	5	Manual TM for ATTOC, page15-16	<p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>-distinguish the documents used to record exercises, preparation, work process, results and conclusions</li> <li>-perceive the need of recording exercises, preparation, work process, results and conclusions</li> </ul>
21	<p>Environmental protection rules and ecological standards</p> <p>The trainer asks the participants for their opinion about the manuals by asking the question:</p> <ul style="list-style-type: none"> <li>- Which environmental protection rules and ecological standards are important for agriculture?</li> </ul> <p>This is followed by work in groups and presentation of the group work</p>	0	10'	<p>Roundabout:</p> <p>After asking the question, the trainer explains the work in groups. Participants retain existing groups. For discussion in the group they have 4'.</p>	<p>Presentation Environmental protection measures and environmental standards</p> <p>Slide 60</p>	6	Manual LM for ATTOC, Page 16-17	<p>For the trainer, to evaluate the previous experiences of the participants in using the instruments for evaluating theoretical knowledge and exercises</p>

				<p>ERI SEE and trainers should be in every group supporting BUT NOT LEADING, just there to push if needed.</p> <p>The trainer asks 1 participant in the group.</p> <p>An ERI SEE person writes down the presented rules and standards on flipcharts.</p>				
22	Environmental protection rules and ecological standards	0	10'	Ex-cathedra	<p>Presentation Environmental protection measures and environmental standards</p> <p>Slides 61-65</p>	6	ManualLM for ATTOC, Page 16-17	<p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>-distinguish between environmental protection rules and environmental standards</li> <li>-perceive the need to apply environmental protection practices and ecological standards</li> </ul>
23	<p>Rounding up the acquired knowledge</p> <p>Solving a Mentimeter test</p>	0	20'	<p>Roundabout:</p> <p>The trainer opens a test designed on Mentimeter.</p> <p>The test should also be projected on the screen.</p>	<p>Mentimeter designed test</p> <p>Slide 66</p>			Summarizing the knowledge gained from the session

**Session 2 Process of teaching and learning at Agricultural technician of traditional and organic cultivation- 2h 00'.**

**Goals of Session 2:**

1. Specifying modern approaches and opportunities for active participation of students in the acquisition of the necessary professional-theoretical knowledge.
2. Differentiating the steps in planning the teaching process.
3. Perceiving the process of realization of the teaching..
4. Realizing the need for proper preparation of students to acquire practical skills through a process of practical training in school economies or in companies with employers.

Slot	Description	Time		Method	Input	Goal	Source	Learning outcomes
1	Approaches to the teaching во земјоделството	0	10'	Ex-cathedra	Presentation of the approach developed in the manuals <i>Slides 69-75</i>	1	Manuals TM and LM for ATTOC, Page 17	Participants will be able to: -to understand the holistic approach developed in the manuals
2	Planning classes	0	10'	Ex-cathedra	Presentation of the planning approach that is elaborated in the manuals <i>Slides 76-78</i>	2	Manuals TM and LM for ATTOC, Page 18	Participants will be able to: -perceive the importance of planning for the achievement of learning outcomes
3	Assessment of achievements	0	10'	Ex-cathedra 10'	Presentation of the instrument that is elaborated in the manuals <i>Slides 79-81</i>	3	Manuals TM and LM for ATTOC, Page 19	Participants will be able to: -perceive the need to apply appropriate instruments for evaluating student achievements
4	Presentation of a developed example	0	20'	Ex-cathedra	Presentation of a developed example <i>Slides 82-88</i>	1,2,3,4	Manuals TM and LM for ATTOC, page 20-25	Participants will be able to: -understand the holistic and innovative approach in teaching
5	Work in groups A task from the Manual LM for	0	70'	Roundabout –The trainer divides the participants into	Resources: Flip chart, paper,		Working material 1	Participants will be able to: - summarize the knowledge gained from the session

	<p>ATTOC is being developed by the participants.</p> <p>Presentation of the developed tasks</p> <p>Summarizing the developed examples</p>		<p>working groups:</p> <p>Group 1 Macedonia, Bosnia and Herzegovina</p> <p>Group 2 Serbia and Montenegro</p> <p>Group 3 Albania and Kosovo</p> <p>The trainer gives instructions for work.</p> <p>The groups are tasked with developing an example for the specific task.</p> <p>40 minutes are planned for group work, and 10 minutes for each group's presentation.</p> <p>ERI SEE will distribute 5 hammers, felt-tip pens and work material with a detailed example</p> <p>ERI SEE and trainers should be in each group supporting BUT NOT LEADING, just there to push if needed.</p>	<p>markers</p> <p>Slide 89</p>			
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				After the presentation of each group, the trainer evaluates the group work and gives feedback.				
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**III Material**

Flip chart,

Markers,

Paper on the stand

**IV Literature**

Teaching material for Agricultural technician of traditional and organic cultivation – ATTOC

Learning material for Agricultural technician of traditional and organic cultivation – ATTOC

Work-based learning for Agricultural technician of traditional and organic cultivation – ATT**3.4.2 Module 2 for teachers: Work-based learning**

# Module 2 for teachers: Work-based learning

## I Training structure

### **Session 1 General aspects of mentoring/work-based learning– 1h 40’.**

#### **Goals of Session 1:**

1. Understanding the process of learning through work and the role of the teacher for practical training and the mentor,
2. Identification of innovative approaches, principles and methods in the realization of the practical training of students,
3. Identifying the assessment and documentation of the learning-by-doing process,
4. Understanding the need for a pedagogical approach in practical training.

### **Session 2 Process of Work-based learning at Agricultural technician of traditional and organic cultivation -1h 20’**

#### **Goals of Session 2:.**

1. Understanding the processes of planning and realization of the practical training of students for the technologies of traditional and organic production,
2. Identifying the principles on which the process and the resources required are based,
3. Understanding the methods, the way of working, monitoring and evaluating the progress of the students in acquiring the necessary skills.



## II Training matrix

The training matrix is to be used by the trainer for implementing training for trainers. It will be shared with trainees for them to rely on them for the implementation of their trainings.

Slot	Description	Time		Method	Input	Goal	Source	Learning outcomes
<b>Session 1 General aspects of mentoring/work-based learning- 1h 40'.</b> <b>Goals of Session 1:</b> <ol style="list-style-type: none"> <li>1. Understanding the process of learning through work and the role of the teacher for practical training and the mentor,</li> <li>2. Identification of innovative approaches, principles and methods in the realization of the practical training of students,</li> <li>3. Identifying the assessment and documentation of the learning-by-doing process,</li> <li>4. Understanding the need for a pedagogical approach in practical training.</li> </ol>								
1	Work-based Learning (WBL)	0	10'	Ex-cathedra	Presentation Meaning and role of Work-based Learning (WBL) <i>Slides 94-97</i>	1	Manual WBL for ATTOC, page 5	Participants will be able to: -understand the meaning of learning through work and dual education
2	Role, rights and obligations of the responsible teacher for practical education and mentor in the company in the process of Work-based Learning (WBL)	0	10'	Ex-cathedra	Slide 66 Presentation Role, rights and obligations of the responsible teacher for practical education and the mentor in the company <i>Slides 98-100</i>	1	Manual WBL for ATTOC, page 6	Participants will be able to: -perceive the role, rights and obligations of the responsible teacher for practical education and the mentor in the company in the process of Work-based Learning (WBL)
3	Innovative approach to work-based learning and practice	0	10'	Ex-cathedra	Presentation Approaches that can be used <i>Slides 101-104</i>	2	Manual WBL for ATTOC, page 7	Participants will be able to: -understand innovative approach to work-based learning and practice

4	Principles/guidelines for the preparation and implementation of an innovative work-based learning process	0	10'	Ex-cathedra	Presentation Principles/guidelines used in the practical training of students <i>Slides 105-107</i>	2	Manual WBL for ATTOC, page 8	Participants will be able to: -understand the principles and guidelines for preparing and implementing work-based learning and practice
5	Innovative methods for work-based learning	0	10'	Ex-cathedra	Presentation Innovative and applicable techniques and methods that can be used in the practical training of students <i>Slides 105-107</i>	2	Manual WBL for ATTOC, page 9	Participants will be able to: -perceive the benefits of applying innovative and applicable teaching techniques in the practical training of students
6	Summative school and external evaluation of learning through work		10'	Ex-cathedra	Presentation Summative school and external assessment of learning through work. <i>Slides 108-109</i>	3	Manual WBL for ATTOC, page 10	Participants will be able to: -distinguish between summative school and external assessment of learning through work
7	Templates of documentation required for recording work-based learning and practical work		10'	Ex-cathedra	Presentation Forms for recording work-based learning and practical work <i>Slides 110-112</i>	3	Manual WBL for ATTOC, page 11	Participants will be able to: -distinguish between documents used to record work-based learning and practical work -perceive the need to record work-based learning and practical work.
8	Pedagogical approaches/challenges in the teaching process Question:	0	5'	Roundabout: The trainer is looking for volunteers to respond. If no one volunteers, the trainer asks 4-5	Resources: paper on the stand, markers <i>Slides 113-115</i>	4		For the trainer, to evaluate the previous knowledge of the participants for using the holistic approach in teaching in agriculture

	What challenges do we face when implementing work-based learning?			participants from different groups. An ERI SEE person writes them down on a flipchart.				
8	Pedagogical approaches/challenges in the teaching process A special emphasis on student motivation and communication styles when work-based learning.	0	10'	Ex-cathedra	Presentation Pedagogical approach in teaching. Slides 92-95 Slides 116-122	4	To provide links from where materials can be used or to prepare material	Participants will be able to: -perceive the need for using pedagogical approaches for dealing with challenges in the teaching process -understand the importance of motivation and communication in the teaching process
9	Rounding up the acquired knowledge Solving a Mentimeter test	0	15'	Roundabout: The trainer opens a test designed on Mentimeter. The test should also be projected on the screen.	Mentimeter designed test Slide 123			Summarizing the knowledge gained from the session

**Session 2 Process of teaching and learning at Agricultural technician of traditional and organic cultivation- 1h 20'.**

**Goals of Session 2:**

1. Understanding the processes of planning and realization of the practical training of students for the technologies of traditional and organic production,
2. Identifying the principles on which the process and the resources required are based,
3. Understanding the methods, the way of working, monitoring and evaluating the progress of the students in acquiring the necessary skills.

Slot	Description	Time		Method	Input	Goal	Source	Learning outcomes
1	Teacher planning for practical training	0	10'	Ex-cathedra	Presentation of the approaches in the planning of work-based learning <i>Slides 126-129</i>	1	Manual WBL for ATTOC, Page 12	Participants will be able to: -perceive the importance of planning for the achievement of learning outcomes in the process of work-based learning and practical work.
2	Required resources and students' needs	0	10'	Ex-cathedra	Presentation Necessary resources and the needs of the students <i>Slides 130-132</i>	2	Manual WBL for ATTOC, Page 13	Participants will be able to: -perceive the importance of resources and the needs of students in the process of work-based learning and practical work.
3	Presentation of a developed example	0	15'	Ex-cathedra	Presentation of the steps for performing the assigned task <i>Slides 133-137</i>	1,2,3	Manuals TM and LM for ATTOC, page 14-15	Participants will be able to: -understand the approach to the implementation of work-based learning and practical work of the teacher for practical training and the mentor.
4	Work in groups	0	45'	Roundabout – The	Resources:		Working	Participants will be able to:

	<p>A task from the Manual WBL for ATTOC is being developed by the participants</p> <p>Presentation of the developed tasks</p> <p>Summarizing the developed examples</p>		<p>trainer divides the participants into working groups:</p> <p>Group 1 Macedonia, Bosnia and Herzegovina</p> <p>Group 2 Serbia and Montenegro</p> <p>Group 3 Albania and Kosovo</p> <p>The trainer gives work instructions.</p> <p>The groups are tasked with developing an example for the specific task.</p> <p>20 minutes are planned for the work in groups, and 5 minutes for the presentation for each group.</p> <p>ERI SEE team will distribute 5 flip chart papers, felt-tip pens and work material with an elaborated example</p> <p>ERI SEE team and trainers should be in each group supporting BUT NOT LEADING, just there to push if</p>	<p>Flip chart, paper, markers</p> <p>Slide 138</p>		<p>material 2</p>	<p>-summarize the knowledge gained from the session</p>
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			needed. After the presentation of each group, the trainer evaluates the group work and gives feedback.				
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### III Material

Flip chart,

Markers,

Stickers,

Paper on the stand

### IV Literature

Teaching material for Agricultural technician of traditional and organic cultivation – ATTOC

Learning material for Agricultural technician of traditional and organic cultivation – ATTOC

[Work-based learning for Agricultural technician of traditional and organic cultivation – ATTOC](#)