

LELLE Summer Camp

Summary on activities and findings

Aim of the Summer Camp

The aims of the LELLE Summer Camp was threefold: firstly, to discuss the achievements of the LELLE project with the project partners and to reflect on the tasks and the work process; secondly, to test-run the lesson materials on potential users and stakeholders (teachers, lecturers, trainer and students), and thirdly, to incorporate feedback and suggestions on the lesson materials for the final development of the LELLE Kit which would be presented at the International Conference..

The scheduled activities and result of the Summer Camp

A thematic approach was adopted to organise the summer camp. Each day had its own theme and focus: chaired and led by one project partner.

The outline of the day program is illustrated in Table 1.

Day 1: All partners and newcomers were welcomed, and the summer camp program and project management issues were discussed. In the succeeding days, the focus was on the three skills (critical thinking; problem solving; managing own learning process) and the same organisational structure was applied (see Table 1).

Day 2: The Open University of the Netherlands facilitated the critical thinking skill activities. After introducing the project achievements, they introduced how the critical thinking activities, the methods and measurement of the skill set were developed. A simulated class was carried out where participants were able to try out two critical thinking activities in the Mentor Training Material i.e., the decision making case scenario and 'The Professor'.

This was followed by a feedback session discussing the relevance and the applicability of the activities. In the afternoon, the group was divided into two: project partners worked on how to further develop and implement the changes to the lesson materials for the development of the LELLE

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Kit while the newcomers took part in a 'train the teacher' session where they prepared a pilot lesson for Friday trial-run.

Day 3: Wroclaw University of Economics led the problem-solving day activities. The concept of reflective learning as one of the key aspects was introduced and the relevance of the 'Deli Dilemma' activity from the Mentor Training Material was discussed. This was followed by a simulation workshop where participants tried out design thinking activity in pairs to find solutions to a challenge/ issue. After the feedback session, the afternoon sessions were structured similarly as the previous day.

Day 4: University of Pannonia facilitated the managing own learning process activities. Coaching was a support measure for students in the O3 phase of the project. The process of coaching and managing own learning process were introduced by providing hands-on activities and sample coaching procedures based on the Mentor Training Material (My learning Porfolio and Reflecting questions). In the simulation class, participants did a rope activity which aimed to trigger problem-solving, critical thinking and managing own learning process as well as team work and reflective learning skills. The afternoon was organised the same way as the previous days.

Day 5: The newcomer, the teachers, lecturers and trainers were involved in a demo-session on how to teach problem-solving and critical thinking to university students. During the try-out session, students were put into two groups where they had to build a straw bridge in a given time and also to prepare a manual on how to build the bridge. Then based on the manual, the other group had to build a bridge again. Observers were assigned to the two groups to make field notes on the building processes and to examine the problem-solving, critical thinking and team work skills.

This was followed by a 360 degree feedback session to discuss the authenticity, the usefulness and the applicability of the activity and the teaching method.

The summer camp ended with an operative closing part, where partners discussed what and how to change in the Mentor Training Material, and how to organise the LELLE Kit, what comments and recommendation should be included. Partners allocated the tasks and agreed on deadlines to be able to complete the project successfully

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Table 1 LELLE Summer Camp program¹

	DAY 1 Monday		DAY 2 Tuesday		DAY 3 Wednesday		DAY 4 Thursday		DAY 5 Friday
Host			OU		WUE		UP		
900-915 Morning 1			Intro to CT (E) (what have been done so far, what is this day about)		Intro to PS (E)		Intro to MOLP (E)		Tryouts (E, S) + Feedback
915-1000 Morning 2			Application & measurement know-how (E) (profiling, use of results, preparing for different learning goals, coaching)		Application & measurement, know-how (E)		Application & measurement know-how (E)		
1000-1015 Coffee									
1015-1200 Morning 3			Simulated class (E)		Simulated class (E)		Simulated class (E)		Closing (C) (ECN & UP)
			Feedback #1 (E)		Feedback #1 (E)		Feedback #1 (E)		
1200-1300 Lunch									
1300-1500 Afternoon 1	Welcome & PM issues (UP) (C)	Introduction for newcomers to LELLE (N)	Feedback #2 (C)		Feedback #2 (C)		Feedback #2 (C)		
1500-1730 Afternoon 2	LELLE Kit (ECN) (C)		KIT (ECN) (C)	Preparation (N)	KIT (ECN) (C)	Preparation (N)	KIT (ECN) (C)	Preparation (N)	

¹ Comments

Simulated class: feel free to use different methods and tasks, even those not in the Mentor Training Material
 Feedback #1 is about what happened in the Simulated class
 Feedback #2 is about how we can use the whole day in the KIT
 (C) Creme de la creme [partners] (N) Newcomers (S) Students (E) Everybody