



*REciprocal
maieutic Approach
pathways enhancing
Critical Thinking*



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1. PRE-PILOTING PHASE: TRAIN THE TRAINERS

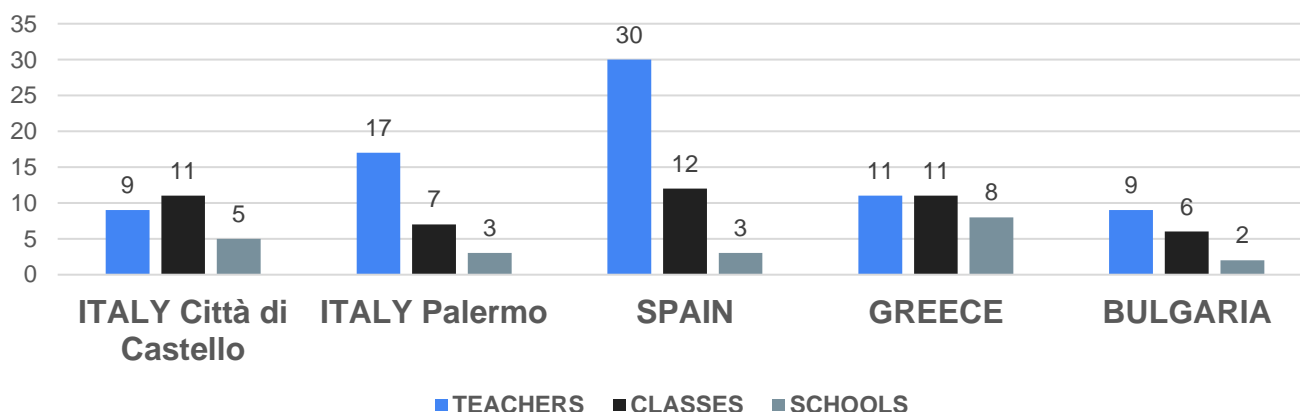
Unlocking Educational Potential: The Pre-Piloting Phase of the REACT Project

The training for trainers was conducted in each implementing country, focusing on equipping educators with the skills and knowledge necessary to facilitate REACT workshops effectively. The sessions were designed to be interactive and provided trainers with the tools to foster critical thinking and the Reciprocal Maieutic Approach among students.

The trainings took place between October/November 2022 (plenary sessions to involve teachers, meetings with schools' principals and local Educating Communities) and March 2023 (final sharing events, plenary sessions for evaluation of the training, extra meetings with teachers to tailor the piloting on real classes' needs).

An integral part of the Pre-Piloting phase was the evaluation of the training sessions. Feedback was meticulously collected to refine the training processes continually. This feedback highlighted the training's success, evidenced by the participation of a significantly higher number of teachers than initially anticipated, nearly doubling our target. The enthusiastic participation and positive responses underscored the value and relevance of the training provided.

TRAIN THE TRAINERS IN NUMBERS



1. PRE-PILOTING PHASE: TRAIN THE TRAINERS

Highlights from the REACT Project's Pre-Piloting Phase Across Europe

Italy – Umbria and Sicily Regions: the Italian segment of the REACT train the trainers, realized both in Città di Castello and in Palermo, was characterized by proactive engagement with school leaders and educators through both formal and informal meetings. This phase focused on adapting training materials to fit the specific needs of Italian schools, reflecting the project's emphasis on flexibility and local relevance. The trainings, which were expected to last 4 hours, were extended to 8/9 hours in both the cities due to the enthusiastic response from teachers. This adjustment allowed for a more thorough exploration of the REACT methodologies and ensured that teachers were well-prepared to implement these techniques in their



1. Pre-piloting phase: Train the trainers

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Greece: In Greece, the training sessions were hosted in the ICT laboratory of the 1st Junior High School of Corfu, emphasizing a hands-on approach to learning. The Greek team meticulously prepared materials in the Greek language, which facilitated a deeper understanding and engagement from the participating educators. These sessions were enriched with discussions about the thematic areas of the REACT project, ensuring that the training was not only informative but also directly applicable to the educational settings of the participants.



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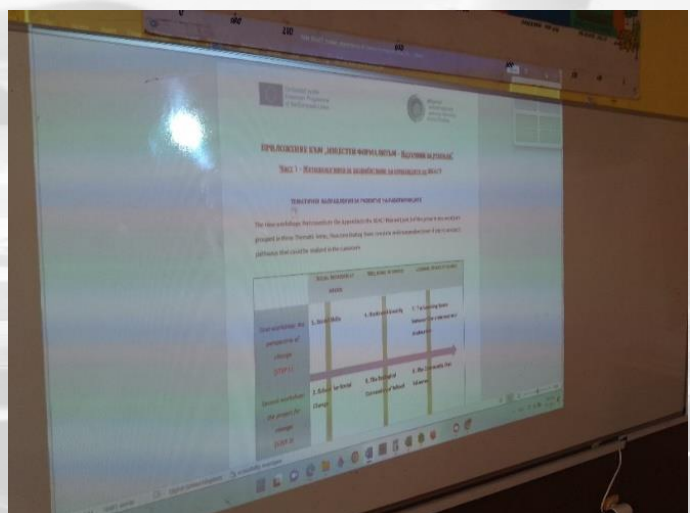
Spain: Spain's training phase was intricately planned to coincide with the introduction of the new national education law, LOMLOE, which posed both challenges and opportunities for the REACT project. Training sessions in Zaragoza and Segovia and focused on helping teachers align the REACT methodologies with the new educational standards. Despite the demanding environment, the training effectively equipped teachers with innovative tools to enhance student engagement and critical thinking, underscoring the adaptability and relevance of the REACT project in responding to contemporary educational reforms.



1. PRE-PILOTING PHASE: TRAIN THE TRAINERS

Highlights from the REACT Project's Pre-Piloting Phase Across Europe

Bulgaria: In Bulgaria, the focus was on integrating the REACT project into the community by involving not just teachers but also parents and local organizations in the training sessions. Conducted in Pernik, these sessions were aimed at creating a holistic educational experience, fostering a community-wide approach to learning. The training emphasized practical application, preparing educators to use the REACT methodologies in diverse classroom settings and to engage various community stakeholders in the educational process.



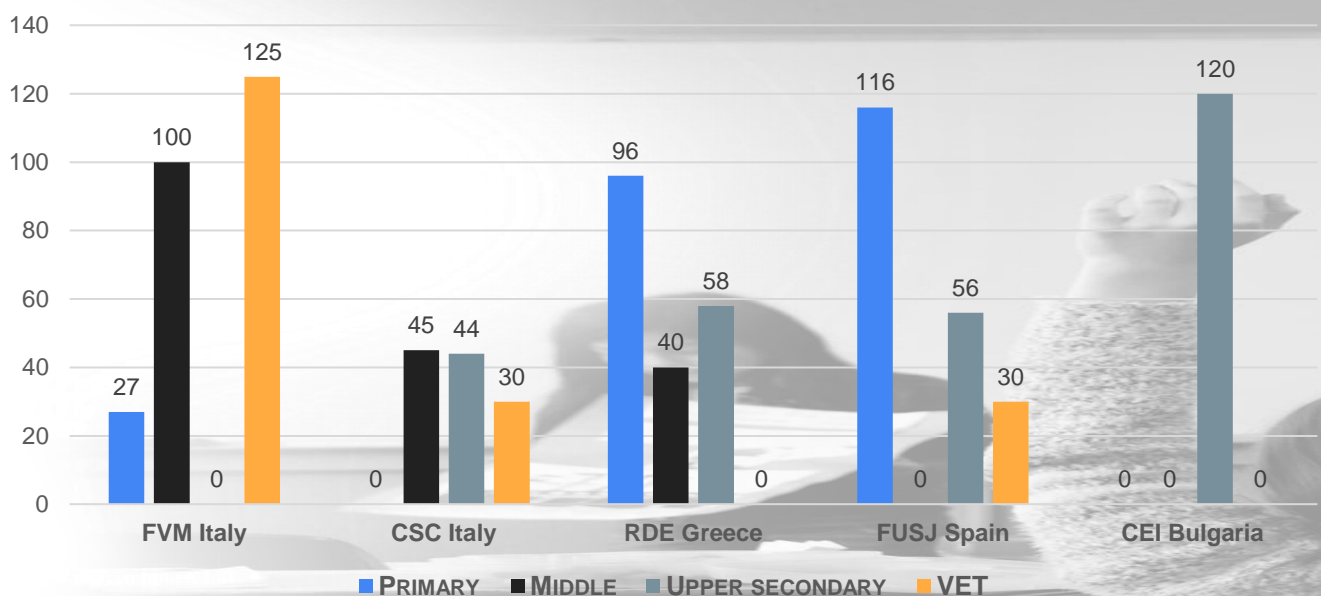
2. PILOTING PHASE: THE LABORATORIES

Broad Participation Across Europe

Following a comprehensive pre-piloting phase, the REACT project moved into the critical piloting stage, implementing innovative educational strategies across several European countries and reaching approximately 900 students. It was pivotal in testing the effectiveness of the training and methodologies developed during earlier stages. The piloting phase saw active involvement from schools in Italy, Greece, Spain, and Bulgaria, engaging a diverse array of students from primary to vocational education levels. This broad participation underscored the project's appeal and relevance across different educational settings.

The duration of the piloting stage was on average 4-6 months. Special piloting sessions were organized as well in Germany by AGRAF with some University 1st year students who will become teachers.

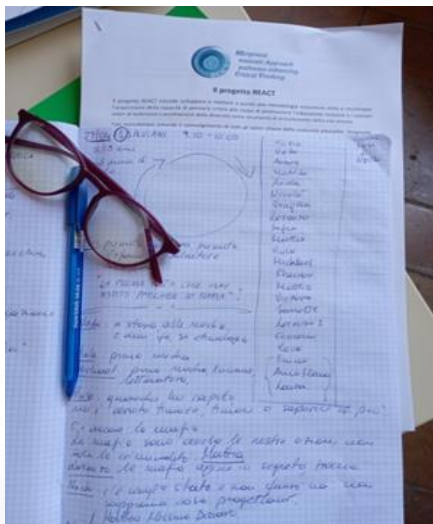
STUDENTS INVOLVED PER PARTNER & PER TYPE OF SCHOOL



2. PILOTING PHASE: THE LABORATORIES

Dynamic Educational Activities

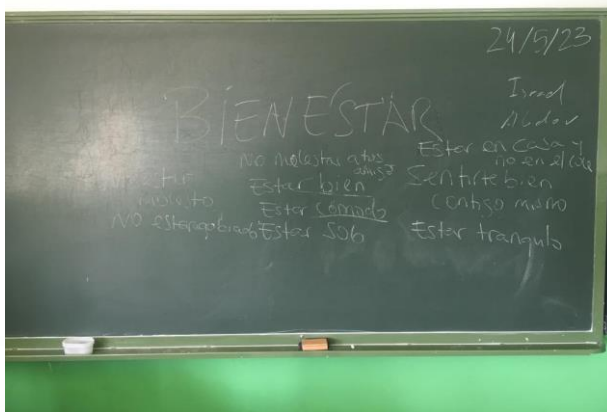
The Schools in Italy initiated the piloting with activities designed around the Reciprocal Maieutic Approach, encouraging students to explore critical thinking in practical scenarios. Similarly, in Greece, the training facilitated by RDE embraced local educational nuances, creating a tailored approach that resonated well with both teachers and students.



2. PILOTING PHASE: THE LABORATORIES

Adaptation to Local Needs

Spanish participants navigated the complexities of integrating REACT methodologies with new national education standards, demonstrating the adaptability of the project's framework. In Bulgaria, the piloting phase focused on community engagement, incorporating feedback from a wide range of educational stakeholders, which enriched the learning experience.



2. PILOTING PHASE: THE LABORATORIES

To summarize

Feedback and Adjustments: The phase was not only about implementation but also about refinement. Feedback collected during this stage from all stakeholders was used to tweak the methodologies, ensuring that they met the practical needs of the schools and contributed positively to the educational outcomes.

Successful Outcomes and Future Directions: The piloting phase confirmed the effectiveness of the REACT project, with teachers and students expressing high levels of satisfaction and improved educational outcomes. The insights gained from this phase will guide future implementations, promising a sustained impact on educational practices across Europe.

