



Erasmus+

NEWave in Learning - methodology for fast and effective learning

NEWAVE TRAINING CALL FOR PARTICIPANTS



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CALL FOR PARTICIPANTS for NEWave Training, Bulgaria, March, 2019
Participants can be from BULGARIA, MACEDONIA, ITALY and SPAIN
TRAINING process duration – from February to June 2019
Online learning – February 2019
Residential training: in BULGARIA
14-27-th. of March, 2019 in Smolyan, Bulgaria
Follow up (online learning, mentorship practice) April – June, 2019
Application deadline - 31.05.2018

Apply now / [Fill in the application form](#)



SUGGESTOPEDIA INSTITUTE
"Prof. Dr. GEORGI LOZANOV"

We would like to express our gratitude to our associate partner Suggestopedia Institute "Prof. D-r. Georgi Lozanov" in Bulgaria for the expert support. They will be involved in the preparation, implementation and evaluation of the training process.



➤ NEWave Training Overview

The „NEWave Training” (NEW-T) aims to prepare 45 experts from the education and training field to become practitioners of NEWave learning methods and interactive learning techniques (based on more than

40 years of research), in order to train, teach and empower other teachers, students and marginalized adults. The trained teachers and trainers will prepare, design and implement in their work NEWave in Learning methodology for fast and effective learning and measure the results.

NEWave in Learning is based on **Prof. D-r Georgi Lozanov's** work on suggestopedia, desuggestopedia and **reservopedia** and development of accelerative learning in the **past 40 years**. The suggestopedia became famous more than 50 years ago from a group experiment with adults who **remembered 98% of 1000 unknown foreign language words** for one day. From that time **hundreds of researches** develop, show and prove its results and **develop its methodology**. Now we have gathered all this **huge research** together we are putting it put **into practice** of adult learning and training. Be part of this **amazing journey** that will **transform your work**.

➤ Aims

What skills, attitudes, actions and experience will be developed during the NEWave Training (NEW-T) process?

Through the NEW-T process we aim at:

- Analyzing and constructing a **rich multisensory** training **environment**.
- Establishing **sustainable connections** between different **fields of knowledge**.
- Defining ways for identifying and **using** the various **Multiple Intelligences** and Learning styles
- **Designing** training programs based on **NEWave**.
- Preparing **activities** that will **enrich** and engage the learners. **Creating positive** and enriching **relations** between learners.
- **Developing confidence** and motivation that enhance sustainable learning and memory.
- Using art for **facilitating a successful learning** process.
- Using easy but **powerful strategies** and principles of **Accelerated Learning**.
- Identifying and using the **four stages** of the **Reservopedia Cycle** of learning.
- Using and **applying the four stages** of designing context-based learning and competences according to the **9 key competences**.
- **Defining, analysing and applying** the methodology of **reverse planning** and the **13-step model** for session design.
- Successful **application of NEWave in Learning** in educational courses for marginalized adults.
- Understanding, identifying and combining **evaluation** methods in the process of evaluation.

➤ NEW-T Outcomes

Which essential knowledge, skills and attitudes will be transferred and exercised in the learning process?

The participants will gain the following competences:

➤ Knowledge

- **Suggestopedic and accelerative** theories of the learning process.
- Principles of **suggestopedic** and accelerative learning.
- Psychological objectives and different styles of learning.



- **Experiential learning** and learning by doing.
- Motivation and **self- efficacy**.
- **Multiple intelligences**.
- Creating learning environment using **para-perception** and **unconscious** mind.
- Assessment of learning and **educational outcomes**.
- Connection with the European **Key Competences** and building competence.
- Switching **between teacher, trainer** and **facilitation** mode during the learning process.
- Group **processes and dynamics** under the humanistic methodology.
- **Powerful psychological, didactic and artistic** methods and techniques of the suggestopedic and accelerative learning.
- **Power of Art** in training and education.

➤ Skills

- Setting learning goals and **psychological goals**.
- Assessment of the **learning outcomes**.
- **Design** of training and teaching programs for adult learners.
- Effective and positive **suggestion and communication**.
- Effective **teamwork** and collaboration.
- Creating **effective** and **affective** learning flow and para-perception.
- Mentoring and **Coaching in the learning** process.
- Implementation of **suggestopedic and accelerative teaching** methods.
- Facilitating and conducting of discussions with **positive suggestion**.
- Giving instructions and **instructional design**.
- Creating a **powerful learning** environment for **suggestopedic** and accelerative learning.

- Assessment of **training needs** and pre-evaluation of the courses and programs.
- Creating and **adapting activities/games** and implementing them in different contexts.
- Using a **13 step model of design** and implementation of training programs.

➤ Attitudes

- To be a **humanistic educator** and trainer.
- **To inspire** future achievements.
- To communicate and suggest **positively** and encourage learners.
- To resist stress and use techniques for **self-development**.
- To encourage participation with **positive suggestion** and involvement of learners.
- To overcome **psychological** (emotional, logical and moral) **barriers** in communication.
- To improvise and **be flexible** in training delivery.
- To show openness towards **innovation** and creativity.
- To empathize and understand the **individual needs** of learners and address them.

➤ Identifying the Target Group

For which target groups is the training process suitable?

This training process is dedicated to teachers, trainers and education professionals working in the **field of adult education and training, vocational training and education** from **Bulgaria, Macedonia, Italy** and **Spain**. The program is for people interested in this new approach based on **40 years of**

research in psychology, cognitive science, brain research and artistic techniques. We aim to train professionals that wish to learn more about the development of **brain research** and the use of **psychology in the learning** process on a **very high level**.

Within the NEWave in Learning training programme, we create a training system for teachers and trainers that can be used in adult education throughout Europe and around the world. Using theories and tools that have proven effective in short-term result-oriented learning on various topics, and especially in the field of language learning, we contribute to adult learning methodologies at European level. The programme is designed for people who use innovative and accelerating teaching methods to develop competences involved in training activities and for people who are active in working on their personal development and training competences. The programme is designed for foreign language teachers, trainers, pedagogues, teachers and social workers with pedagogical education working on adult learning.

Priority will be given to professionals that **work with marginalized groups**, roma, immigrants and people with fewer opportunities.

What specific criteria the participants should accomplish?

Necessary prior experience of the participants:

- To know the **principles of humanistic** education;
- To have participated at least **twice in teams** of preparation, implementation and evaluation of teaching, training programs;
- To have **experience in the field of adult education** – organizers of learning projects and initiatives, educational leaders, mentors, coordinators, trainers;
- To have the potential and **desire to develop skills** of teachers and trainers and after completion of the training to **develop and conduct training**, teaching educational program for **marginalized and fewer opportunities** adults in their countries;
- To show **initiative and willingness** to deliberately run a process of self-improvement and learning;



- To be prepared to critically reflect on their skills, values and qualities as trainers.

Before enrolling in the training course, the candidates must pass the application process and evaluation to verify the above mentioned requirements. Applicants are asked to describe themselves according to the above mentioned criteria, to self-evaluate their experience and competencies and to express their motivation to participate in this educational process.

➤ Stages of the Programme

The NEW-T process is complex and demanding venture. We will support provide and give to all participant's the opportunity and environment for **personal** development, **knowledge** and development of **practical skills**. For this reason, we believe that the process of training and assessment of trainers involved in adult education and training should follow a **complex pattern**. The process covers **1-month** preparatory period, **14 days residential training** in Bulgaria and up to **4 months of follow-up** and **implementation** of the learning outcomes.

The initial selection process will be done by filling [application form](#). All future candidates will be evaluated by an Entry Level Test related to the topics and competences included in the learning process. After this, during the preparation phase, the candidates will be provided with theoretical information (books, videos, publications) that will give them opportunities to gain new knowledge and insights about the NEWave of Learning methodology. During this process a sequence of practical tasks will facilitate the learning process. The progress and performance of the participants will be monitored and evaluated throughout the phase and based on the results achieved in the tasks the final selection of participants will be completed. All candidates will be tested again with the same Entry Level Test which will define their advancement during the selection/preparatory phase.

➤ Preparation / before the residential phase of the NEW-T

During the preparation online-based learning tools (ICT) will be used. This will provide background information to the learners, establishing contact among participants and trainers and starting the process of personal preparation and learning.

Key elements of preparation phase are:

- Gaining knowledge about **suggestopedia**, accelerative learning and **humanistic approach**;
- Establishing the initial group of participants;
- Sending a questionnaire to assess the entry level of each participant;
- Provision of training materials – video, audio, books, publications from **NEWave of Learning methodology**;
- Passing through a series of **practical tasks** to assess progress;
- Final **selection** of participants.

➤ **Implementation / during the residential phase of the NEW-T**

The process of residential training starts with **NEWave Assessment interview** to assess the starting level and aims of each participant. During the training a wide range of tools that accompany the learning process will be used. First of all, residential training gives possibility for elaboration of theoretical knowledge developed during the preparation phase. Second, it is the moment to deliver and develop **specific sets of practical skills** related to trainers and teachers work (e.g. facilitation of debriefing, giving feedback, communication skills etc.). The process is based on the **golden proportion** logical flow of competency and learning development. It starts with creating the needed attitudes towards and the prestige of **humanistic approach** and **suggestopedia** in adult learning, accompanied by ethics of the trainer/teacher and perception of self-development. After this, knowledge about methods, practices and processes is developed.

Finally, **practical tasks** are given to be performed in the real social environment (in teams) and after that they are **analyzed** and **refined**. In order to become competent professional **teachers** and **trainers** in the **suggestopedic environment**, the learners **design** and **develop real** educational programs – based on their target groups' needs and **learning objectives**.

Key elements of residential training are:

- **Assessment NEWave** interview – to identify trainers/trainers aims, skills and behaviors;
- Social and **accelerative learning** – related to the **values** and principles of **humanistic pedagogy**, adult learning and training delivery;
- Performing **practical tasks** related to training theories and tools such as teaching-training-facilitation mode, session and lesson design etc.
- Refining the performed tasks through analysis and feedback;
- **Designing, developing** and **demonstrating** in practice a training session/lesson;
- **Design** of a complete learning process – as a final task to the group to demonstrate what is learned (identification of needs and target groups, preparation and design, create powerful environment, conducting sessions/lessons, evaluation of the results and follow-up).
- **Reflecting on experiences** through **desuggestive groups** – daily group reflection for evaluation of the learned so far and Self-evaluation with the support of various tools and methods.

➤ **Follow-up /** after the residential phase of the NEW-T Training

During the period after the training each participant will **implement educational** and training **programs** at their workplace/community of learners. During this process each participant will be supported by one of his colleagues. It's very important that the implementation will have to be done with **marginalized groups** of learners - migrants, roma, adults with fewer opportunities.

Key elements of follow-up are:

- **Design and implementation** of the learning process (program) – the steps described above, but in a real environment;
- **Evaluation** with assessment tools that will be provided in order to **measure** the results of the learning process;
- **Online learning** – additional materials for the specific needs of each participant;
- Webinars and **MOOC courses** – to increase qualifications;
- Mentoring, **coaching** and online support – provided by colleagues;
- Follow up **evaluation** activities – reports by the trainers/teachers, evaluation of overall achievement, final self-evaluation, and assessment centre (optional).

➤ Methods and Tools



The program is based entirely on **suggestopedia, desuggestopedia, reservopedia and accelerative learning**.

In suggestopedia/desuggestopedia and reservopedia we have three type of methods: **phsyhological, didactic and artistic**.

The methods selected for the training are based on the following principles:

- Active involvement and **calm concentration** of the participants – to stimulate their initiative;
- **Flexibility** of the learning process – to meet their specific training needs;
- Sharing best practices, **practical tools** and experience from more than **40 years of research**;
- Creating practical dimension of the learning process.

The participants in the program are placed in a **powerful environment** that requires their active involvement and high level of participation and expression. They have to cope with challenges and tasks using limited resources to make decisions and to track the results of their actions. Trainers guide participants to effectively interpret lessons from experiences and turn them into skills and attitudes needed for future work.

The Learning with Love principle helps participants to develop and exercise real skills that will be useful to them in the future.

All activities and working methods contribute to the process of **suggestive learning** and they are games - simulations, instructional and role-plays, debates, simulations, energizers, icebreakers, communication games, get to know each other situations, group discussions, guided practice, coaching sessions, creativity activities, reflection activities, music and **art** sessions, open space and many more. The training is focused on the personal development of the participants. The selected activities and methods will empower the teachers and trainers and will make them more confident, more motivated and more competent in **NEWave**

methodology. Thus, they will contribute to the social development, by transferring the experiences and the knowledge to their everyday work.

Besides the **humanistic learning principles**, which are familiar to many trainers, in this training new principles and instruments are included, such as implementing scientific research on **Love in Learning, the 7 laws of desuggestopedia**, Multiple Intelligences, **Psychology Objectives** – concepts that will enrich adult education.

The participants will be actively involved in every stage of the training. During the preparation stage the candidates will have to be active in creating the online learning materials, passing tests and completing tasks. During the residential training course they will have to create their sessions and will have a chance to make workshops and receive feedback. After the residential training the participants will become part of the mentoring process, they will share information with other participants, participate in online learning process and exchange materials. They will also be involved in the next activities in the process – design and implementation of trainings/teaching programs for marginalized groups, multiplier events etc.

➤ Follow-up Activities

What are the follow-up activities after the residential training?

According to the theories of the learning process every **new competence** has to be **practiced** to become sustainable and useful. To provide these elements, mentorship, coaching and peer network will be applied and they will be based on two main principles.

➤ Ongoing learning process for the learners

We are aiming to act and provide support to the participants through design and implementation of **real educational and learning programs in adult education** and theoretical inputs for deepening the knowledge. The tools that will ensure this are: online learning, mentoring and coaching from peers and experts, and support groups.

➤ **Participation in the next steps**

After the residential training each participant will design and implement learning programs for **marginalized groups of learners**. Involving learners in the wider framework of implementation of this NEWave in Learning model for interventions (from which NEWave Training of teachers and trainers is only one part) for creating a deeper understanding about the role of the educator in suggestopedia and adult education. During the project implementation the participants in NEW-T can be involved in different activities such as – job shadowing during the Training of adult learners, conducting on-line learning events for teachers, mentoring and assessment of learning outcomes of youth workers during their learning process, training design with other teachers and trainers for **preparation of workshops** for adult learners. All these activities can be supported and guided by peers and experts involved in the implementation.