



Pupils with difficulties

Kecskemét John von Neumann University (Hungary)
& INSPE de Bretagne (France)

Many teachers find Cooperative learning a way to consider pupils' diversity in the classroom and thus support those with learning difficulties.

This cooperative workshop wishes to raise awareness of cooperative learning principles by observing and analyzing learning situations. It appears that the added value of cooperative learning depends on mastering these principles and putting them into practice in classroom situations.

We will focus on learners with learning difficulties by showing and examining how learning groups handle the task, the varied participation of group members. We aim to examine how children involve less active group members to complete the tasks.

CONTENT

- Introduction
- Diagnostic exploration of the group - Online survey (Wooclap)
- Présentation of the principles of Cooperative learning and the tool used for the following group work.
- Group work: Observation and analysis of three different learning situations (mathematics, English, biology)
- Plenary: Sharing, pooling, and synthesis of the group work
- Questions and feedback
- Conclusion



Eva Ujlaky

College professor at Károli Gáspár University of the Reformed Church in Hungary

She graduated from the Kossuth Lajos University of Arts and Sciences in 1981 as a secondary school teacher of English as a foreign language and History. She has 15 years of experience in teaching her majors in different primary and secondary schools. Her Master of Education in TESOL is from the University of Leeds (Great Britain) in 1999.

She has been working in teacher training since 1993, teaching English as a foreign language and TEFL specializations. She has been the curriculum developer and course leader of the EFL to Young Learner specialization since 1996. Her books (Children's Literature Handbook and British Studies I) are taught in these courses. She is specialized in young learners' foreign language development. Her Ph.D. is on foreign language teacher education from Pannon University in 2006.

She has represented the College in several projects home and abroad, focusing on language development and language teacher education.





Catherine Guillemot

Teacher in didactics of languages and cultures, INSPE de Bretagne – UBO

Catherine Guillemot is also an English teacher in a secondary school. She started teaching in 2001 as a primary school teacher in a bilingual program until 2014. Since then, she has been teaching at the secondary school level. She shares her time between teachers' training and pupils.

A European Comenius project enabled her to discover the implementation of cooperative learning in 2013, and she has since started to implement it in her practices. The discovery of tools such as the Kagan structures was the first step. Her involvement in a certification process to become a trainer enabled her to deepen the theoretical field underlying cooperative learning. This research now accompanies her in the field of training and teaching.

At the core of her approach is the question of all learners' engagement so that they can all progress.