INSTALL

Innovative Solutions To Acquire Learning to Learn

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Want to learn more about INSTALL?

This is a short presentation aimed at providing you an idea of the methodology and tools adopted by the INSTALL training course with non-traditional university students

Objectives and aims

The INSTALL training course addresses to non-traditional university students, including students falling behind, and/or having a low academic achievement.

Through an innovative methodology, the INSTALL training aims supporting these students to improve their Learning to Learn competence, while encouraging them to be successful at university.
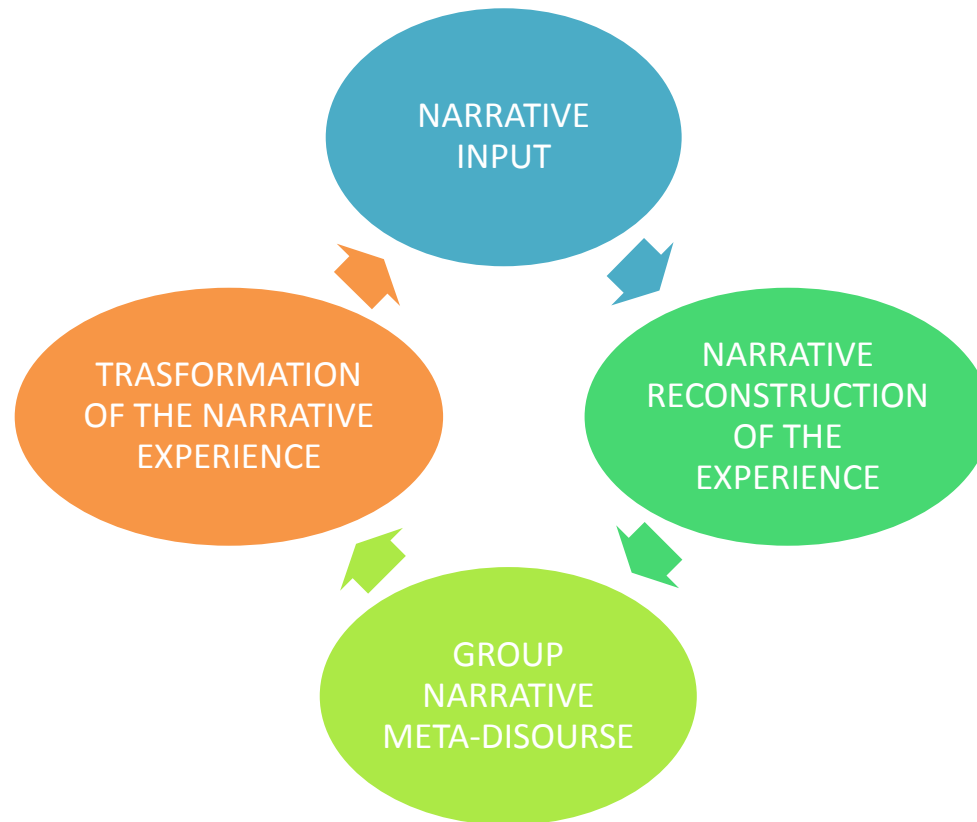
The 5 key"ingredients" in designing the INSTALL training course:

- **1° methodology (NMP)**
- **2° setting**
- **3° timing**
- **4° working tools**
- **5° evaluation tools**

1. Methodology

NARRATIVE MEDIATION PATH (NMP)

NARRATIVE INPUT

NARRATIVE RECONSTRUCTION OF THE EXPERIENCE

GROUP NARRATIVE META-DISOURSE

TRASFORMATION OF THE NARRATIVE EXPERIENCE

2. Setting

NARRATIVE GROUP (MAX 20 STUDENTS)

A MEDIATOR (PSYCHOLOGIST OR PEDAGOGIST) AS A NARRATIVE GROUP TRAINER (NGT)

A RESEARCHER EVALUATING THE EFFICACY OF THE COURSE

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3. Timing

METAPHORICAL MODULE

BODILY MODULE

ICONOGRAPHIC MODULE

THE TRAINING COURSE IS COMPOSED OF:
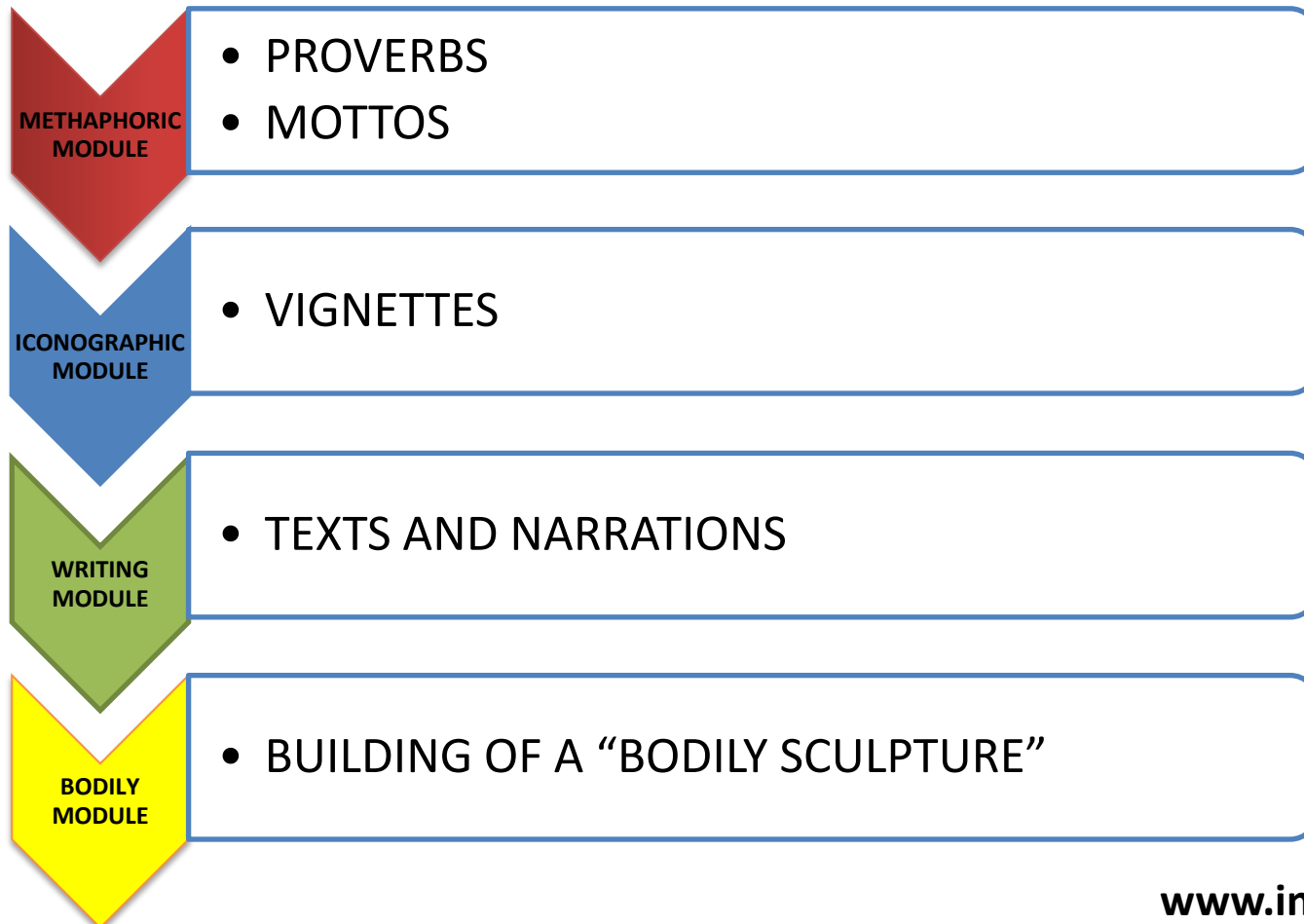- 7 MEETINGS LASTING ≈ 2 HOURS;
- 4 DIFFERENT DISCOURSIVE CODES/MODULES.

WRITING MODULE

4. Working tools

⇒ specific tools to support the students' reflective process on the university experience: the TOOLKIT FOR STUDENTS.

⇒ 4 different types of narrative input

METHAPHORIC MODULE
- PROVERBS
- MOTTOS

ICONOGRAPHIC MODULE
- VIGNETTES

WRITING MODULE
- TEXTS AND NARRATIONS

BODILY MODULE
- BUILDING OF A "BODILY SCULPTURE"

Metaphorical module/code

STUDENTS ARE PROVIDED WITH A LIST OF PROVERBS AND MOTTOS

TASK: *Students are asked to mark with a cross the proverb & motto which they consider that best represents their own university experience.*

examples

I will survive

Yes, we can

He who washes the head of a donkey wastes time, water and soap

Iconographic module/code

STUDENTS ARE PROVIDED WITH A NUMBER OF VIGNETTES DEPICTING SPECIFIC MOMENTS OF THEIR UNIVERSITY LIFE

TASK: *Students are asked to choose one of the protagonists of each vignette, draw a bubble, put themselves in the protagonist's shoes, and write in the bubble what the protagonist is thinking or saying in that situation.*

example

... AN ORAL EXAMINATION AT THE UNIVERSITY

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Writing module/code

- ❑ **Low point**
- ❑ **High point**
- ❑ **Decisional turning point**

Example of TASK:

Looking back at the university life of all students, it is possible to identify some turning points, episodes in which a student must make important choices and decisions. We invite you to identify a particular episode in your university experience in which you had to make a decision that resulted in a significant change in your way of thinking of yourself as a student. Please say what happened, when, who was involved, what you felt and thought in that situation, why you consider this a decisional turning point and what this episode says about you and about your being a university student…

Bodily module/code

TASK: *The group has to sculpt the university future of the whole group at the end of the training. You have about 20 minutes to decide together what to sculpt and how to sculpt. You can use only the bodies of all the participants, without using other objects in this room. [...] Then you have to remain immobile for about 20 seconds while we will take a photo of the sculpture represented.*

example

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5. Evaluation tools

Evaluation tools administered to students before and after the course:

- *Entry form*
- *Form evaluating reflectivity administered before and after the course*
- *Semantic differential administered before and after the course*
- *Questionnaire of satisfaction to be administered after the course*

Evaluation tools administered to trainers

- *Form of personal data for NGTs*

WHY IS NMP AN EFFECTIVE METHODOLOGY?

- ✓ It fosters a progressive cognitive and emotional involvement of the student in training, in relation to problematic issues in his/her university experience;

- ✓ It gives the opportunity to each student to begin thinking of him/herself as an active subject, capable of influencing effectively his/her university career;

- ✓ It encourages the students to find a group meaning in the narrated experience by activating different points of view;

- ✓ It combines the 4 narrative codes in order to increase an understanding of the meaning of the university experience and fosters the different levels of the reflective process;

- ✓ It supports the students to achieve success at university through the improvement of their transversal competences.