

MATH AND MUSIC

Report

The first online training course aimed to improve teaching methods to support students with dyscalculia, specifically in the area of mathematics. With this training, we have not only covered the theoretical aspects of teaching but also the practical applications through short-term impacts, in-house trainings and webinars. With this report, we made the analysis of the short-term implementation of the course, as well as the proposed indicators for evaluating the effectiveness and innovation of the teaching.

Analysis of short-term impacts

The short-term impacts of the first training course are visible on several levels. First, our school immediately started applying the new methods within its teams. The trainings were aimed at adapting teaching strategies to support students with dyscalculia. Internal trainings allowed teachers to develop new tools and methods, thereby improving their professional practice.

Webinars with schools and organizations in the network have proven to be very useful for exchanging good practices and experiences. Participants actively shared their methods and strategies, which created an environment for collaboration and innovation. In this way, the training not only affected individual teachers, but also the entire educational community.

Indicators for evaluating the effectiveness and innovation of teaching

In the process of evaluating the effectiveness of teaching, two indicators were important: the progress of students with dyscalculia and the development of metacognitive abilities.

1. Progress of students with dyscalculia: We monitored the progress of students through pre- and post-course testing, which was key to evaluating the effectiveness of teaching. These tests were designed to assess specific math skills, such as basic operations and counting.

2. Metacognitive abilities: The assessment of students' metacognitive abilities, such as the ability to self-evaluate and reflect, was also an important indicator. Students

were given the opportunity to identify their strengths and weaknesses in learning, which further improves their self-awareness and engagement in the learning process.

Conclusion

The first online training course is a significant step forward in supporting students with dyscalculia. By analysing short-term impacts and applying innovative methods to support students, the course not only provided immediate results, but also created a basis for continuous improvement in the education system. The proposed indicators for evaluating the effectiveness and innovation of teaching serve as an important tool for learning and adapting teaching strategies to better support students with dyscalculia.