



Learner-centred teaching



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Content

- ✓ Traditional vs. interactive teaching
- ✓ Advantages of interactive, learner-centered teaching
- ✓ Role play
- ✓ Demonstration
- ✓ Constructive feedback



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Traditional vs. interactive, learner- centered teaching



We teach, but do they learn?

TRADITIONAL TEACHING	INTERACTIVE TEACHING
Teacher centered	Learner centered
Based on information delivery – instructive approach	Based on learning outcomes and competence achievement – constructivist approach
Teacher – delivering content	Teacher – facilitating learning process
Learner – passive receiver of knowledge	Learner – active participant in learning process
Focus on presentation and ex-cathedra teaching	Focus on interactive methods of teaching
Teaching precedes learning	Teaching and learning are intertwined
One-way communication: teacher to learners	Two-way communication
Authoritarian atmosphere	Democratic atmosphere
Result: theoretical knowledge with no optimal use in everyday work	Result: the ability to use gained knowledge in everyday work



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Advantages of interactive, learner- centered teaching

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- ✓ Engages learners
 - ✓ Increase learning efficiency
 - ✓ Enables the acquisition of knowledge at the level of application
 - ✓ Prepares learners for the real world
 - ✓ Develops critical thinking
 - ✓ Enhances creativity
 - ✓ Improves collaboration and working in team
 - ✓ Boosts intrinsic motivation
 - ✓ Enables teachers to assess learners' progress during the teaching/learning process – and adjust further teaching if needed
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Learning by doing

Talk to me.... and I will forget
Show me.... and I will remember
Involve me.... and I will understand
Step back.... and I will act



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Workshop focus

These three days we will tackle the following tools for interactive teaching/learning:

- Role play and simulation
 - Demonstration
 - Feedback
-



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Role play

When and
why use it

- ✓ For better understanding of interpersonal relationships
- ✓ For practicing professional communication in different forms – negotiation, persuasion, de-escalation...
- ✓ For better predicting behavior of other people
- ✓ For practicing decision-making skills



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Role play

How to do it

Prepare – explain the aims of the exercise, give general information about the mock situation, assign the roles, give specific instructions for every role

Perform – learners act and afterwards discuss the issues that arose during the acting, how the issues were solved, how they felt and what they think of their own performance

Evaluate – trainer gives feedback following the established criteria – e.g. decision-making, team work, safety issues...



Role play

What to have in mind

- ✓ All learners have to be actively included – even if they only observe
- ✓ Observers have to have specific tasks – for example, to observe body language, or professional communication, or safety issues...
- ✓ Trainer does not interrupt the performance if possible
- ✓ Feedback is of key importance – give it enough time and effort



Simulation

Similarities and differences with role play

- ✓ While role play focuses on the interaction between participants, simulation helps them address particular situation
- ✓ While role plays assume that participants take on different characters (roles), in simulations they generally act as themselves (e.g. border guards) in a fictionalized context
- ✓ Simulation typically includes props and tries to mock the real situation as much as possible



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Importance of feedback

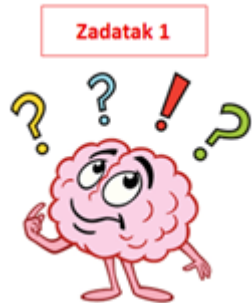
in simulation and
role play methods

- ✓ Feedback is when most of the learning takes place
- ✓ Facilitates self-reflection on concrete experience
- ✓ Supports learners to understand what is to be done and how to improve their performance
- ✓ It is a gift, not criticism



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Task for you



You will **design role play or simulation exercise** in smaller groups.

On the handouts:

- ✓ An example of simulation exercise, created for the FIRST-TAC project
- ✓ Template to fill with your role play or simulation



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Task for you

Task plan

10:30 – 14:15	Analyse the example of simulation exercise and design your own exercise in group 30-minute lunch break and 15-minute coffee break at convenient time for each group
14:15 – 15:00	Get feedback from the trainer and discuss details within your group
Day 2 8:00 – 9:30	Present your exercise plan to the whole class



Task for you

Group lists:

1. Name surname
2. Xx
3. Xx
4. Xx

1. Xx
2. Xx
3. Xx
4. Xx

1. Xx
2. Xx
3. Xx
4. Xx

1. Xx
2. Xx
3. Xx
4. Xx

1. Xx
2. Xx
3. Xx
4. Xx

1. Xx
2. Xx
3. Xx
4. Xx



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DAY 2



Day 2 agenda

8:00 – 9:30	Re-cap of Day 1 and presentation of role play/simulation exercises
9:30 – 9:45	Coffee break
9:45 – 10:30	Demonstration - introduction
10:30 – 14:15	Designing and making a video of demonstration exercise – individually 30-minute lunch break and 15-minute coffee break at convenient time for each group
14:15 – 15:00	Feedback from trainers – in smaller groups (same as Day 1)



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Demonstration

- advantages

- ✓ Appropriate for learning skills
- ✓ Direct and visible effects and feedback
- ✓ It can be filmed and showed in numerous iterations, in slow motion, with the repetition of certain parts...



Demonstration

- structure of
the exercise

Trainer:

Tell the learners what he is going to show and explains the context – importance of it, key points...

Show the learners – e.g. by demonstrating or with instructional video

Learners:

Do – practice what was shown while monitored by the trainer



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Demonstration

- what to have
in mind

- ✓ “Tell” and “show” without “do” treats the learners as passive observers
- ✓ Without “do”, trainer and/or learners might think learners have grasped the content when they actually haven’t
- ✓ Every learner has to have the opportunity to practice – as much as needed until the planned level of performance is achieved



Demonstration

- tips for implementation

- ✓ Show more complex procedures first in slow motion, i.e. broken down into elements, and then at a normal pace.
- ✓ Explain while you demonstrate.
- ✓ Make sure that every learner can see your demonstration – arrange them appropriately.
- ✓ While repeating the procedure, learners should be encouraged to explain it along the way - that way they will remember it better.
- ✓ Always correct the irregular performance of learners, but in a positive tone. It is best to focus on the correct action and not on the mistake.



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Demonstration

- to be remembered

Feedback is part of the learning process as well. Do not forget to review exercise!



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Task for you

You will **prepare and lead a demonstration of the skill** on Monday.

On the handouts:

- ✓ link to an example of demonstration video
- ✓ detailed instructions for preparing the video
- ✓ skill to be demonstrated and taught



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Task for you

Task plan

10:30 – 14:15	Analyse the example of simulation exercise and design your own exercise in group 30-minute lunch break and 15-minute coffee break at convenient time for each group
14:15 – 15:00	Get feedback from the trainer and discuss details within your group
Day 2 8:00 – 9:30	Present your exercise plan to the whole class



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DAY 3



Day 3 agenda

8:00 – 8:15	Re-cap of Day 2
8:15 – 9:00	Feedback introduction
9:00 – 9:15	Coffee break
9:15 – 10:45	Giving feedback – exercise in groups (same as Day 1 and 2)
10:45 – 11:45	Lunch break
11:45 – 13:15	Giving feedback – exercise in groups (same as Day 1 and 2)
13:15 – 13:30	Coffee break
13:30 – 15:00	Evaluation of the workshop



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Constructive feedback

- ✓ Valuable tool in raising and maintaining performance standards
- ✓ It is made of valid and well-reasoned opinion
- ✓ It includes both positive and negative comments
- ✓ It is given in friendly manner rather than an oppositional one
- ✓ **It is a gift!**



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Do's and don'ts in feedback

Do's

- ✓ Be timely
- ✓ Be specific
- ✓ Be open and offer suggestions
- ✓ Create the right environment
- ✓ Check for understanding and buy-in



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Do's and don'ts in feedback

Don'ts

- ✓ Make it personal
- ✓ Give feedback only when there is a problem and only about the negative sides of performance
- ✓ Criticize person – instead, address a behaviour



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Constructive feedback

How to be objective when giving feedback after complex performance – e.g. in simulation exercise?

✓ **Marking rubrics!**



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Marking rubrics

- ✓ helps to communicate the standards of the task to the learners and other trainers
- ✓ contains descriptors of the standards for a number of criteria



Marking rubrics

- ✓ The **criteria** – what learner needs to include in the assignment.
- ✓ The **descriptors** – a description of the criteria that outlines the levels of performance showing a clear progression between each level, e.g., between ‘excellent’ and ‘good’.



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Task for you

Your group will **give feedback** to the demonstration videos of another group. Each person in the group will get one video to assess and comment.

On the handouts:

- ✓ Marking rubrics to help you structure feedback



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Task for you

Task plan

9:15 – 9:45	Analyse the marking rubrics carefully – criteria and the expected level of performance. Watch the video and structure your feedback.
9:45 – 10:45	Giving feedback – first part of the group (2-3 persons)
10:45 – 11.45	Lunch break
11:45 – 13:15	Giving feedback – second part of the group (3-4 persons)



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**THANK YOU FOR
YOUR ATTENTION**