



“FLI CREATE” project
ACTIVE METHODS
STUDENT-CENTERED PEDAGOGY

November 17-19, 2020
online training by AHE Lodz, Poland
Part 2



Objectives:

To learn how to apply the active methods in education

To learn how to use a group work in designing educational scenarios

Methods:

Soft skills are useful for all participants and are an extremely effective way to build a collaborative work team.

We consider this part of the training as a great way for educators to improve their ability to inspire and motivate learners.

Integration - Training sessions for teachers helping to recognize potential of people and the institution they represent, the assignments are planned for recognizing educational strengths and resources. During the training we will use a group work, individual consultation, brainstorming, discussion, peer-evaluation.

All sessions will be held on **Click Meeting and ZOOM** (optional, depending on participants decision) and outcomes will be archived on the e-learning platform of Polish Virtual University www.puw.pl



14.00-14.15 Session Start - Welcoming participants, introducing them to the goals of the training and to the concept of Simulation method.

14.15-15.30 Integration - exploring individual resources of the participants. Exercises on creativity.

15:30-16:00 Break

16:00 -17:30 Online Group work with the leading trainer (All groups meet together).

Applying Simulation method - sharing ideas on opportunities in the educational work with others. Brainstorming and selecting the ideas for Simulation method. Evaluation of the session: Do I have clear reasons as well as a plan for using a Simulation method? (Sure you do!)



Applying Simulation Method

Learning Objectives

- Ability to collaborate and function in teams,
- Enhanced skills in communication, decision making,
- Increased sense of personal and social responsibility and citizenship at a local and global level
- Increased experience in the field of study and future work.



Ceativity Exercises

Task 1. (individual work)

Instruction 1: Describe your today's mood using a metaphor. Compare yourself to water and its state. Start with: I'm like...

(and because we are all very busy and hardworking, I'm giving you some hints: a puddle or see, rain, storm or fog or ice or something else ?



Applying Simulation Method

Specific learning outcomes:

- providing an experience as close to the "real work" as possible
- gaining knowledge and skills through experiential practice
- promoting the use of critical and evaluative thinking
- developing students' appreciation of community and culture



Applying Simulation Method

Competences

Professional engagement

- Organisational communication, Professional collaboration, Reflective practice
Digital resources,
- Selecting, Managing, protecting and sharing,
Teaching and Learning
- Teaching, Guidance, Collaborative learning, Self-regulated learning,
Assessment
- Feedback & planning,
- Empowering learners
- Actively engaging learners
Facilitating learners' digital competence
- Communication, Problem solving



What are the benefits of Simulation Method

- Simulation can improve students' skills and allow them to learn in a real or staged environment.
- Students develop hands-on and thinking skills, including knowledge-in-action, procedures, decision-making, critical thinking, and effective communication.
- Simulated learning can be set up at appropriate locations, and repeated as often as necessary.
- Feedback can be given to students immediately and allow them to understand exactly what they can improve.



Applying Simulation Method

Case study

In the University of Humanities and Economics in Lodz (AHE) the Simulation method was applied at the Law faculty in the course on Law proceedings.

On the first meeting at the university, the teacher proposed the situation and tasks to be simulated in a real work environment. Students decided that they want to take part and which role he/she takes. In this case, the teacher, being a solicitor, invited students to see how the real court works. He arranged the educational situation, asking for permission to run the class at the court. (The topic of the simulation depends on the professional background of the teacher and his/her connections).

Together they developed a scenario for a learning experience. At the same time, students were gaining knowledge about the rules of the lawsuit proceedings in the courtroom, about the facts or issues in the case that was in dispute.

Students described possible roles and decided who was taking responsibility for which part. They tried their roles during the classes at the university. They succeeded in the court playing the simulation.

After the event, at the university, they evaluated the simulation, reflecting on what they learned.

Applying Simulation Method

Case study



Illustration 1. Two students in the role of parties directly involved in a lawsuit: a prosecutor and a defendant playing their parts in front of the real judges who kindly support the educational situation. Both students were enjoying the simulation, especially the girl, insisting on wearing real handcuffs during the scene. Behind the camera stands a fellow academic recording the proceedings and making a documentary of the simulation.

Applying Simulation Method

Case study



Through role plays and teaching, you can get a better understanding of how some theoretical concepts work. Learning this way is much more fun than just listening to a lecture.

Applying Simulation Method

Case study





Passion Exercises

Why start with creativity?



Discussion on Active Methods

1. How could we, through the Simulation method stimulate creative development of students (creative thinking and activity, creative problem solving)?
2. In what way, in the project method, the teacher can inspire students to break the patterns and think outside the box? Is freedom of activity sufficient to achieve the goal?



Discussion on Active Methods

3. What exactly is the role of the teacher in the course based on active teaching methods?

4. How can we inspire students and motivate them to work? What is your experience? What good practice you can share?



Creativity Exercises

Task 2. (group work)

Instruction 1:

Link the ceiling with the floor using one A4 sheet of paper (the standard printer size).

Instruction 2:

Present your solution/s to other people.

Creativity Exercises

Task 3. (group work)

Instruction 1:

Develop the scenario for one simulation activity, beneficial for the students in terms of creativity, self-presentation, critical thinking skills, etc. Decide which parts of the work you can be prepare for students before the meeting. Do you consider the use of social media or conference platform (Zoom, Webex, Microsoft 365)?

Objectives for the teachers to:

- better understand students' needs and characteristics;
- define learning outcomes for the curriculum;
- definine the learning and teaching context;

Instruction 2:

Present your solution/s to other people.



The **Task** for **submitting** – **until** January 31, 2020

Task 1. (individual work)

Provide a scenario of the situation and tasks to be simulated in a real work environment

Task 2. (group work)

Instruction 2:

Advertise your team to the students as a “Fantastic teachers team” who are using the flipped class method with online Canva tool.



Thank you for your active work!

