

Module 2

ACTIVE TEACHING methods



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Description of the module

Rationale

The active methods in education can be looked at as an alternative to the class/lessons system. We present here the steps and phases of the methods and give examples of how to use the elements in planning an educational activity. The traditional methods of teaching on all levels of education cannot properly provide the essential potential of intellectual progress in the ability of students to incorporate new ideas, knowledge and technologies. The creative project method, like no other method gives an opportunity to wisely combining the theory and practical use of knowledge in real life. Besides that, the creative project method allows to deepen self-confidence of students, their self-realization, helps them understand the importance of group work. The project method marks a serious role in cooperation in the process of completing creative exercises, forms research skills. This method not only holds educational function but also teaches how to self-educate. In addition, we present a simulation method that could be applied with success along with the creative project.

The module aims to

- present active teaching methods suitable for all subjects and fields of education
- emphasize the role of creativity in the development of the individual potential of the student

The module aims to contribute to the innovation of flipped classroom teaching practice. We present the methods that activate, motivate, inspire students and help them to develop skills required in the labour market. We hope to deliver methodological material regarding student-centred teaching methods for the development of „21st Century Skills”.

After completing the module each educator will be able to set a scenario based on active methods that could be collaboratively developed with the educational institution community to ensure high quality teaching practices focused on the success of the students.

Active Methods in Education. The Concept.

To learn more about the concept watch the video:



Teaching Methods for Inspiring the Students of the Future | Joe Ruhl | TEDxLafayette

<https://www.youtube.com/watch?v=UCFg9bcW7Bk> Last access April 24, 2020

Learning objectives

Knowledge outcomes

At the end of the module participants will:

- be familiar with the project method and simulation method
- have an insight into the main characteristics of the creative project and simulation method
- have an overview about the possible practical application of the creative project method and simulation method in the flipped classroom formula

Skills outcomes

At the end of the module participants will be able to:

1. better understand students' needs and characteristics;
2. define learning outcomes for the curriculum;
3. define the learning and teaching context;
4. develop or revise a curriculum based on the creative project method while setting the learning goals and outcomes for the course;
5. evaluate and improve curricula;
6. conduct the course based on active teaching methods

Competences

Area 1 - Professional engagement

Organisational communication, Professional collaboration, Reflective practice

Area 2 -Digital resources,

Selecting, Managing, protecting and sharing

Area 3 - Teaching and Learning

Teaching, Guidance, Collaborative learning, Self-regulated learning

Area 4 - Assessment

Feedback & planning

Area 5 - Empowering learners

Differentiation & personalisation, Actively engaging learners

Area 6 - Facilitating learners' digital competence

Communication, Problem solving



Module content – Creativity-based education

1. Introduction -Technology of Creativity

According to the methodology defined as the Technology of Creativity and applied in the educational process during the study course, the creative project as an element of that methodology is meant for the Subject – not for the whole world. The project is subject-centred, always addressing someone. To talk about the project, we have to specify a problem or social issue affecting a person or the group of people – also treated as the Subject. The aim of the project is enhancing, improving the Subject or his/her reality.

This approach requires a high level of engagement on the part of students as well as their willingness to learn independently. It also requires a considerable level of passion and involvement on the part of the teaching staff. The projects may be suggested by the teacher, but they are planned and executed as far as possible by the students themselves, individually or in groups.

Students, as well as the teacher, have to define WHAT and for WHOM it will be developed as a final result. The project's outcome should be the answer for the real social or economic need and solve the problem. This method holds not only educational function, teaches how to self-educate, but also develops entrepreneurial and social (citizenship) skills which are fundamental for preparing young people for today's job market.

2. The Project Method

2.1 *The Origins of the Project Method*

Recently, the project method has become the most used education tool for conducting classes from different areas of knowledge. Despite some claims it is not a novelty, it is not meant to replace or discard traditional learning models. After all, the project-based learning has been used by the architecture student from 16th century Rome in the first modern Academy of Fine Arts. Even then it was considered a complementary form of education to lectures. Since then the definition of the project has been subject to many changes, but its core parts remained unchanged. The project method was “re-discovered” and defined as democratic par excellence by John Dewey and further approved by American philosophers and educators who followed him from the early twentieth century. What’s interesting, it was highly regarded by the Bolsheviks – Dewey’s concept was zealously implemented by the first peoples' commissar for education RFSSR Anatoly Lunacharsky. Ultimately the Soviet power considered it as dangerous – they realized that the truth this method teaches is freedom and not obedience. The meaning of this method was discovered once again at the end of the 19th century in the United States, which, as a result of extended access to practical further education, had experienced a real technical revolution, and the names of famous inventors (Alexander G. Bell, Thomas A. Edison, Nikola Tesla) was outshined by the eminent representatives of exact science. What’s more, the project was a perfect fit for American democracy – it was Alexis de Tocqueville, who in his fundamental work *Democracy in America* debated as to why do Americans value the practical use of science over theoretical one, and considered applied science as highly democratic. Because of that, it was Stillman H. Robinson who announced that project method can be used for raising someone “in democracy” – by relating to the experience of industry and production focused classes, it introduces students with self-reliance and cooperation, and also

for those best among students it creates a chance to move up in the social hierarchy, and by that fulfilling the idea of a self-made man.

It is most often assumed that the first person to introduce the term ‘project method’ as a pedagogical one was Charles R. Richards in 1900, however, it was only used in reliance on the American teachers conducting workshops on practical further education. A broader definition and understanding of the project method was proposed much later by the American pragmatic philosophers: John Dewey, William James. They stated that every form of intellectual activity should be directed towards solving problems, that are created as a result of our struggles to handling what we experience. Hence the standing that relative value of human ideas is determined by the number of ways that can be used.

As defined in the experimental Laboratory School of Chicago, led personally by John Dewey, the way of student development (personal growth) leads through experience, that is the process of gaining experience about the surrounding world and oneself. The leading principle of this didactic system was the “learning by doing” achieved by participating in different practices. According to Dewey, the process of education cannot be limited to simple information sharing –it should rather include the organization of the social process of experience though learning to think and act morally.[1]

The project method was later re-defined by Dewey’s disciple, academical math teacher, William H. Kilpatrick. In a broadly discussed work *The Project Method* from 1918 he stated that the project is defined as “An intended action performed whole-heartedly in a social surrounding”. [2] From such perspective, students should not start from acquiring general knowledge, which is later organised into broader knowledge, but rather another way around – they should first be introduced to theory (news) and the abilities in specific social circumstances, related with their everyday lives.

In this case, an important factor was not a practical aspect, or solving real-life problems, but rather an intent followed by motivation. After the First World War, the project method started to gain approval outside of the United States.

Methodology of the Creative Project Method at the University of Humanities and Economics Lodz, Poland (AHE w Łodzi)

In the traditional methods of teaching on all levels of education the initiative, preparation and content come mainly from the teacher. The project method is an educational, collaborative approach in which students acquire knowledge and skills while solving a practical problem. Like no other method, the project enables combining the theory and practical use of knowledge in real life. It allows students to develop self-confidence, self-realization, helps them understand the importance of group work. They are involved in the activity and the evaluation of the results and have control over their learning. The aim of the project method carried out at the University of Humanities and Economics in Lodz (AHE) is to increase the quality of teamwork and students’ ability to carry out a real-life project.

Definition of the Structure of the Creative Project

In the assignment, the maker defines what is the material (a starting point) and what is the result. It allows for different solutions and interpretations, helps to define what conditions the new state of reality the resulting work needs to fulfil. The subject's (maker's) area of activity is the way to complete the work. The maker can use different theories and concepts of activity, different experiences, and tools to complete the assignment, it is important to choose a solution that goes beyond standard ones. The above mentioned work can be created for the use of a third party, the client. In this case, it is the client that decides what requirements this work fulfils. The project should include the means for acquiring information on the client's needs and expectations.

Evaluation:

Objective effect - What is the result? Does it match the requirements of the end-user? In what aspects does it match the requirements and where it does not?

Subjective effect - What did the maker learn? Which aspects did he/she develop and what did he/she realize?

[1] See Dewey, John (1897) 'My pedagogic creed', The School Journal, Volume LIV, Number 3 (January 16, 1897), pages 77-80.

[2] See Kilpatrick, W. H. The Project Method, "Teachers College Record" 1918, vol. XIX, no. 4.

2.2 Applying Creative Project Method

The **learning objectives** you can target when applying the creative project method are:

- Enhanced ability to carry out project work,
- 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

Students design an activity which solves the problem outlined during the class. They are supposed to implement the outcome of their work. An example of the final product:

- an article to be published in newspapers and magazines
- setting up a dedicated website with research outcomes: ranking list of eco-friendly cars
- formulating bids and drafts for citizens budget in the city

- providing free training for companies
- providing activities for children
- producing a leaflet
- producing a theatre performance

One of the most valuable aspects of this approach is that it is based on real-life challenges or problems. Students are expected to think of creative solutions to the problem. It is also important to find some subjective outcomes – what we have achieved by this project for other people and ourselves.

2.3 Phases and Steps of Project Management

We present here the phases of the creative project method and give an example of how to use these elements in planning the activity. The model is flexible, it can be used both on a long and short term, and it can be easily suited to creative problem-solving – it is particularly useful during the development and accomplishment of environmental projects. **The method has been developed as the Creative Project Method at the University of Humanities and Economics in Lodz, Poland.**

The process

Begin a project with a clear understanding of why you want to start the project in the first place and what are your goals and the expected learning outcomes. Everybody in your team needs to be focused. Write down and describe why you started the project, what is expected and how this could be achieved. This document is essential to keep the development of the project on the right tracks. A well-framed challenge will help you to focus on your goals.

Make the first attempt to formulate the reason why you started the project and what you want to do in a single unambiguous sentence. Consider questions such as: What is the problem? - Who

has the problem? - What is the context? - What is the goal? Reflect on the expected outcome and discuss how this can best be achieved. The outcome will be a structured description of the problem and the outcome, together with a clear understanding of the project goals and how you plan to achieve results most effectively.

After framing your challenge, you can start to research new information for further inspiration.

The steps:

In the preparation phase, the teaching staff member provides topics and issues to be solved in specific subject areas. Required resources and equipment for carrying out the project method are based on research and knowledge of current issues in the specific field, and online work.

1. The teacher begins by giving a talk about a specific problem or challenge, for example, in the area of work/labour/job – finding a job, job migration, mobbing or burnout.
2. Students then team up, decide on the specific problem or challenge they want to tackle and make a work plan defining what they will do agreeing on deadlines for themselves.
3. Students then try to find creative solutions to the problem, searching for solutions that are new, non-standard and which are of beneficial to those affected by the problem/issue.
4. Students carry out their plan in practice.
5. Students share the results of the project with all the group.
6. Students evaluate the project.

During the process, as a task leader, the teacher acts as a mentor in the first phase, providing a framework, topics and issues to be solved in the specific area. During the second phase, the educator's role changes to one of a coach, stimulating students to make questions, to be creative in their solutions, helping them to make connections and overcome any possible obstacles.

It can be challenging for students to share work and be responsible for their part.

Step 1 - Preparation

The phase gives space for formulating the project problem – an idea for a creative project.

In a preparation phase the teacher provides topics and issues to be solved in specific subject areas. Required resources and equipment for carrying out the project method are based on research and knowledge of current issues in the specific field, and online work.

The Challenge

The teacher provides topics and issues that can be solved in specific areas. In this step, the teacher does not precede the project but is integrated into it. The students choose the project, they discuss what they need to know for solving the problem and learn the required techniques and concepts. They can talk about a specific problem or challenge in, for example – about finding a job, job migration, mobbing or burnout. This part aims to plan the change that the project will bring into reality. Students then team up, decide on the specific problem or challenge they want to tackle and make a work plan defining what they will do and agree on deadlines for themselves. Then they try to find creative, new, non-standard solutions to the problem that is beneficial to those affected by the problem/issue.

The project group

Forming a group of people who communicate and cooperate should include the part when they agree on a mutual contract. They define a schedule, so everybody knows his/her activities and responsibilities in the project and all the tasks are clear. A good choice for online collaboration would be using Trello. (Trello is a management and collaboration tool that helps to organize projects into boards. Trello tells you who is working on what, allows you to keep all the resources in one place and easily change the order of things to do on the list. It's simple, free and easy to use).

To know how the project will be evaluated, the participants should set the criteria – how they assess each other and what aspects will be considered by the teacher.

Elaborating the details of the project

Once the topic is agreed upon within the group, the students present the title of the project, the objectives, the form of implementation, the expected results – regarding the change in the reality or the Subject. After analysing the proposal, the teacher approves it – or not. He/she strongly encourages the students to discuss the project elements in groups, to develop plans and strategies to solve the problem. Participants can make a list (individually or in the group) of the most interesting ideas, and then choose those which are worthy to work on in order to carry out the project.

Step 2 - Implementation

The project is carried out according to the students' initiative and concept – they choose the tools for solving the project problem independently. Although the teacher is monitoring and evaluating the project constantly, he/she does not interfere, giving the students the space for their creativity and self-development. During the process, the teacher acts as a mentor, providing a framework, topics, and issues to be solved. Gradually the role changes to one of a coach, stimulating the students to be creative in their out-of-the-box way of thinking. As the process proceeds, the teacher has to shift more and more responsibility to the students. It can be challenging for students to share work and be responsible for their part but they should choose the most innovative, creative solution. Required resources and equipment for carrying out the project method are based on research and knowledge of current issues in the specific field. The teacher can assign group leaders, but students should decide who is responsible for the equipment, and distribute tasks to their colleagues. Time for reflection should be provided during all phases of the project, allowing students to evaluate their progress.

Phase of searching for creative solutions

The crucial part for the teacher is to present the task as an open-ended problem giving the space for many possible interpretations and assuming various solutions.

Creative project examples The students of Pedagogy Faculty conducted a workshop for kids at the community daycare centre during which participants created a story “Friends of the hedgehog” which was eventually published as a radio play and a booklet and given as a gift to the children at the local hospital.



1. Workshop for kids at the community daycare

The outcomes of the project:

Engaging the local society, finding sponsors, building the atmosphere supporting creativity and cooperation, gaining funds for the project, building bonds.



2. A group of students decided to renovate two rooms in the local orphanage.

The outcomes of the project: Finding sponsors, building the atmosphere supporting creativity and cooperation, gaining funds for the project, building bonds. One of the students started to work at the orphanage.



3. Easter meeting with the patients of the Red Blood Cell Foundation

The outcomes of the project: Engaging the local society, building the atmosphere supporting creativity and cooperation, gaining funds for the project, building bonds.

Step 3 - Evaluation

In this phase, all participants gather and analyse information about expected or achieved outcomes, draw conclusions and make decisions regarding improvements. The most important issue should be discussed by the participants assessing the work/personal gains.

The questions that should be asked: What are the values and profits for the project group and each participant? What skills did you develop? What competencies were developed - personal and social?

Improvement and changes in the project

In this part an important question should be asked: If you had the chance to repeat the activity what would you do differently?

Case study

Every year students of the Philology Faculty at the University of Humanities and Economics (AHE w Łodzi) conclude the semester with the issue of *The Curtain* (Kurtyna), writing articles, reviews, doing editorial and printing part of it. In cooperation and under the supervision of The Youth Culture Centre in Lodz, they watch spectacles during the Festival of Theatres, gather materials and work hard to finish their task before the event ends, to comment the plays for the audience.



4. The issues of *Kurtyna*, and students of Journalism faculty at work



Last access April 24, 2020 <https://www.ahe.lodz.pl/media/5771/kurtyna>

Students of Journalism and Social Media Faculty run AHE TV news channel and present video bulletin every week – they make interviews, edit material and publish it. They make decisions, act independently, and take responsibility for the results.

Watch the video-bulletin:



5. The video bulletin <https://www.facebook.com/dziksahe/videos/220074732767999>

Last access April 24, 2020

Students of Graphics Faculty compete to show their posters at the end of the year in the gallery outside of the University. The exhibition was held in the creative industries hub Art Inkubator in Lodz.

Watch the video of the opening:



6. The opening of the students' poster exhibition project. Last access April 24, 2020
<https://www.youtube.com/watch?v=pIgC57tT6Jk&t=27s>

Step 4 - Archiving - Competition

Archiving the project on the platform <https://metodaprojektow.ahe.lodz.pl> provided by the University of Humanities and Economics in Lodz (AHE) enables the access to the competition – a yearly event that aims to promote students in the following categories:

- Best Prosocial Project
- Best Prosocial Art Project
- Best Entrepreneurship Project
- Best Project Promoting AHE (the University of Humanities and Economics in Lodz)

The University provides a dedicated website for archiving students' projects and submission of the documentation is an obligatory procedure before obtaining the grade. Each member of the team responsible for the project gets the same mark.



<https://metodaprojektow.ahe.lodz.pl/> last access April 24, 2020

2.4 Creative Project Method - Support and Training for Educators

Every year the University (AHE) provides the training for educators to help them apply the creative project method. They can learn online in addition to the meetings at the University.

One of our primary educational aims is to make our students able to think independently so that they will face problems well prepared out of the school as well, they will use their knowledge and abilities for the sake of the environment and the society, to make them think creatively. For this, they need positive experiences gained in the course of the learning process, which are sources of energy and enthusiasm for them.

Watch this amusing video about the teacher at the University of Humanities and Economics giving a lesson on forms of lightsaber combat (a practical approach) while teaching English.

https://youtu.be/9M_mbkmlhhU last access on April 24, 2020

The meaning of creativity in the project work and the added values of the creative project method are:

- Developing creativity in the project work
- Discovering participants' true potential (the makers and the receivers) thus the development of passions and interests (resources and capabilities)
- Increasing imagination and defining the vision of one's development
- Searching and generating more effective, innovative ways of solving problems
- Crossing one's limits, breaking schemes, responding to challenges enabling critical thinking
- The multiplicity of experiences enabling a participant to notice different perspectives of phenomena and problems.

2.5 What are the Benefits of Creative Project Method

The advantages of this method in its educational, social and integrating potential are, especially:

- enabling the realisation of educational activities (with cognitive, educational and upbringing targets and also therapeutic ones in case of projects bringing the emotional satisfaction),
- developing the interrogative (way of) thinking, abilities of creative, concept, analytic character,
- forming the aesthetic sensitivity, achieving the emotional satisfaction,
- mastering one's intellect,
- mastering one's particular abilities,
- mastering the ability to group-work, co-operation and responsibility for one's own work,
- significance of a team-work adjusted to hobbies of particular team members,
- sharing the results of community work, - forming the democratic habits,
- upbringing the people respecting the rules of democracy and free elections,
- forming the moral attitudes, - developing the experimental mentality,
- developing the readiness to verify some traditions, values and belief transmitted from generation to generation, - facing the challenges and formulaic solutions,
- developing divergent thinking,
- going beyond one's possibilities, developing the transgressive thinking,

- enabling running the discussion and developing the ability of considering arguments 'for' and 'against',
- a human being lives in the society which is learning and the knowledge is not constant and stable but dynamic and inconstant,
- everybody can apply the research methods,
- there are no theological, metaphysical, political nor economic certainties which are considered as dogmas making a human being impossible to examine various aspects of existence,
- developing the critical thinking and 'borrowing' some ideas from other co-learners,
- making a decision with respect to the rights of majority and minority [1],
- the possibility to express one's opinions, thoughts, ideas regardless of the opinions and beliefs of the adults (PDF) Project method in educational practice. Available from:
https://www.researchgate.net/publication/321747866_Project_method_in_educational_practice [accessed Apr 22 2020].

Learn more basic information from the video:

<https://www.erasmustrainingcourses.com/project-based-learning.html> last acces April 24, 2020

[1] Maciej Kołodziejcki et al. / University Review, Vol. 11, 2017, No. 4, p. 26-32

3. An introduction to Simulation Method

The use of role-plays and simulations within higher education is not a new development. Examples can be found stretching back over fifty years across a variety of disciplines including law, psychology, business and politics. Both methods fall into a larger body of teaching strategies often-labelled 'active learning techniques'. This form of teaching also includes group discussions, debates, collaborative projects and internships. In essence this can include any method that asks students to help develop and apply their own knowledge (Shaw 2010).

Experiential learning such as simulation has been promoted as a means to challenge students' creativity. It has been used at different levels of instruction. Experiential learning encourages higher-order learning, which promotes critical thinking abilities and self-directed learning [1]. The

teacher can use the method for practical and theoretical learning, and students can be trained in simulated situations before entering the labour market. Simulation is an educational activity in which students experience a real work situation with the teacher as a supervisor. The teacher defines a scenario and parameters of the procedure and ensures that students understand the tasks before beginning. Playing the role allows them to gain experience, learn specific job and function, better choose a career path in the future.

The overall aim of this active teaching method is gaining knowledge and skills by interacting with a „real world” situation and environment.

[1] Kreber, 2001

3.1 Applying Simulation Method

When applying the simulation method, the following **learning objectives** can be targeted:

- 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.

Specific **learning outcomes** you can expect are:

- 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

Phases and steps of Simulation method

At the beginning of the course the teacher provides a scenario of the situation and tasks to be simulated in a real work environment. (It is on the teacher's part to find the working space). Students decide if they want to take part and which role they take. In the AHE case, it was a court trial in the space of the real court with students of the Law Faculty in the role of a prosecutor,

defender, accused and witnesses. (The judge was a real one). At the same time, it was a great opportunity for students' work assessment as they had to convince the judge with their arguments. High school students of the law class made an audience - which was agreed in advance. The case was documented (filmed).

Preparation phase

In the preparation phase the teacher is expected to develop a scenario for a learning experience and plan an assessment form of student learning through simulation - it is often more complex than with other methods. The students' task at the beginning is to do a research on the background of the situation to be simulated. During the course teacher provides a framework of the situation and the case scenario while supervising the research, assigning materials to study.

Students prepare in advance as much as possible, rehearsing the parts of the simulation that are predictable, gaining the necessary knowledge. During the simulation the teacher and the students discuss the development of the case, reflecting on their work and experiences.

Resources required for the simulation method are Internet-based materials during the course and consultations with the teacher. Students' engagement will ensure the success of the simulation.

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.

At the first meeting in 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 they take. In this case, the teacher, being a solicitor, invited students to see how the real court works. He had 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.



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 judge who kindly supports 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. Full documentation is available on Illustration 1.

<https://www.ahe.lodz.pl/news/13275/symulacja-rozprawy-sadowej-w-wykonaniu-studentow-ahe-w-lodzi>



Illustration 1.

<https://www.ahe.lodz.pl/news/13275/symulacja-rozprawy-sadowej-w-wykonaniu-studentow-ahe-w-lodzi>

Last access April 24

Watch the video documenting the simulation:

<https://www.youtube.com/watch?v=Yfq2qSwJmu8&feature=youtu.be> Last access April 24, 2020

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.

Watch the video:

<https://www.youtube.com/watch?v=Ua57yXxJscE> Last access April 24, 2020

3.2 What are the Benefits of Simulation Method

Simulation can improve students' skills and allow them to learn in a real or staged environment.

Students are able to gain a greater understanding of the procedures and problems relevant to the subject and learn from experience.

Simulation offers student participation. Rather than sitting through a lecture, students can practice what they have learnt and quickly learn from any mistakes. 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 allows them to understand exactly what they can improve.[1]

[1] (Moorthy, Vincent, & Darzi, 2005),(Brooks, Moriarty, & Welyczko, 2010) Retrieved from <https://simulatedtraining.wordpress.com/advantages-disadvantages-of-using-simulation-training/>

Assignment 2 - The Creative Project Method

After reading the content of this module, answer the questions related to the contents of self-learning on Creative Project Method and Simulation Method.

The questions on Creative Project Method:

1. Describe the creative project method concept
2. Complete the statement: The project starts with...
3. What is meant by student-centered teaching?
4. What are the phases of the creative project?
5. Which of the following statements is correct? In Creative Project Method you probably:
 - won't see teachers lecturing
 - won't see multiple choice quizzes.
 - won't see homework
 - might see any of the above
6. What are the factors of success in Creative Project Method?
7. What are the steps of Creative Project Method?
8. What is meant by evaluation of the project?
9. Write at least three characteristics of a creative project?

The questions on Simulation Method:

1. Describe the Simulation Method concept

2. Complete the statement: The simulation starts with...
3. What are the phases of simulation?
4. What are the factors of success in Simulation Method?

Submission

- Use the attached Word template (answer the questions). Size: 1-2 A4 pages
- Name the file (YourName_Module_2) and upload it.

Evaluation

- Creative Project Method 6 points
- Simulation Method 4 points
- Max. points achievable: 10 points

Attachments

1) Creative Project Template for students (example)

Year of studies:	Form of study:	Semester:	Group:
Faculty			
Course			
Teacher			
Title of the project			
The aim of the project			
Objectives:	<ul style="list-style-type: none"> ● knowledge ● skills ● personal and social competencies 		
The result of the project	<ul style="list-style-type: none"> ● material ● subjective / personal gain 		
Why the project was realized in a specific way: explain your choice			
Innovative aspect of the project			
Description of the project's content			
Project group		First name and surname	Index No.
			The role in the project

	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
Tasks and Deadlines	Task	Deadline	Cost	Person responsible
	1.			
	2.			
	3.			
	4			
	n			
Presentation of the final result / product	<ul style="list-style-type: none"> ● Presentation method ● Duration ● Place 			
Evaluation of the project				

Project documentation		Documentation method	Person responsible
	1.		
	n		
Resources			

Sample schedule

<i>Schedule (agreed with the project group on the first meeting)</i>		
Date		Activities
	I meeting – organizational meeting General description of the project, task assignment	Consulting by e-mail, f2f, by phone
	II meeting – presentation of the project, SWOT analysis	Consulting by e-mail, f2f, by phone
	Improving project, implementing project	
	Project implementation	
	III meeting – defending and evaluating project with the group and the teacher (10 min – the project should be presented in the most interesting way)	
	IV meeting – defending and evaluating the project with other groups (15 min each, the project should be presented in the most interesting way) Final grades	
Assessment criteria		

2) Evaluation and assessment of the project

Name and Surname:

Part I: Self-evaluation

Tasks that I completed independently:

.....
.....
.....
.....
.....
.....
.....
.....

The percentage value of my contribution to projects:

What I've learnt during the project:

.....
.....
.....
.....
.....

My final score is... (1 – 6) because:

.....
.....
.....

Part II. Evaluation of work in a project group

Who is in the project group:



Name/Surname	Completed tasks	Percentage of work contribution to the project	Score (1–6)
1.			
2.			
3.			
4.			
5.			

Self-evaluation (1 -6)

based on:

- a) importance of the subject
- b) preparation of the scenario
- c) research development
- d) forming of conclusions
- e) general score:

The score for participation in the project: cooperation, communication, helping each other (1 – 6):

Part III. Evaluation of other projects:

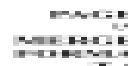
Project I

Title:

Presentation (attractiveness, readability, accurateness)

Project's value (–6):

Project's preparation (1-6):



Add remarks:



3) Evaluation and project's score – formative and summative assessment

Evaluation and project's score

While conducting the project, it is advised to use two types of assessment: formative and summative

Formative assessment is used as part of conducting the project. It is used as a tool to support the student's engagement by allowing them to express their needs in the area of curriculum, but also methods and tools used. This kind of assessment should help teacher and student alike to define the component marks of the student and identify the areas of knowledge and abilities for the student, that may be lacking. A teacher who uses the score from this assessment effectively should fit educational tools to the needs and expectation of a group, that he is currently working with. This assessment does not need to have an effect on the student's final score. Depending on the timetable and the complexity of the project the formative assessment can be used more than once, it can be used after the duration of one third and two-thirds of the time intended for the project.

Use of formative assessment in undergraduate education.

The assessment may be conducted in a form interview or questionnaire for the student to fill, and then discuss it with a teacher. In the case of a group, it is recommended to do a group discussion with the teacher. The formative assessment may include:

1. Were there any difficulties with the preparation of the project?
2. How does a student handle researching and using sources of information?
3. Does student participate in every topic brought as part of the module, also can he combine knowledge from different areas (topics, classes, different subjects)?
4. Does student possess the ability to deduce and formulate conclusions?
5. Can students use their knowledge in the real world?
6. Does the student possess the abilities of communication and teamwork?
7. Does the student know where he/she is headed (defined goals, effects)?
8. Does the student know what he/she wants to learn?
9. What is the level of motivation and student's engagement in the project?
10. Do students need help with conducting the project? What help would it be?

Students should prepare a detailed plan for the project and its schedule. It should be used as a base for making a formative assessment.

Summative assessment is made at the end of the project and should be used to verify, what learning outcomes were achieved and to what degree. The summative assessment does not need to check every defined outcome, only their representatives.

An example of a summative assessment in undergraduate education.

The assessment should have a written and oral part (entry form + discussion with the whole group participating). It should include the student's assessment, as well as an assessment of group and teacher. In the case of a group project, it is best to propose an assessment inside of the group.

The summative assessment may include:

I. Knowledge and understanding

1. What sources did the student use? (quantity, quality, thoroughness)
2. How did the student use the knowledge? (quality evaluation)
3. Did student choose the theory independently from the pool of available resources that described the task?
4. To what degree did the student show the ability to deduce and formulate conclusions

