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Module 2 - Learning scenario



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Introduction

In this document, you will find the learning scenario of Module 2.

A learning scenario is a simulation that recreates a real life situation or problem to be solved, so that you can put into practice the competences we want to develop. To solve it you will have to put into practice everything you have learnt in this module, according to the Learning by Doing strategy.

At the end of the exercise, you will be able to consult how to solve the challenge.

Learning scenario

Andrea is a C_VET trainer for a post graduate training school. Because of the world pandemic, all of the classes are now conducted by remote learning on the Zoom platform.

Andrea is noticing that almost the totality of her students are enduring difficulties in focusing on the proposed notions for the whole 4 hours of the course. Her students are all professionals working in management field, so they spend a lot of time in front of a computer, and the lacking of direct and physical engagement are deeply conditioning their attention level.



Andrea structured her previous classes using a standard frontal lessons where the teacher would act as direct mediator between the knowledge and the students.

To improve the effectiveness of her teaching is very much important that she starts integrating new pedagogical instruments, to put the students back at the centre of the pedagogical experience.

If you were in Andrea's situation, how would you proceed?

Can you help her?



Solution

STEP 1 - ASK FOR FEEDBACK

First, Andrea should ask for feedbacks on her teaching to the students themselves. This will enable her to understand her strengths and weak spots as teacher and, in the meantime, it will empower the students who'll feel again like a crucial part of the learning environment, and as their needs are taken care of. She can ask for direct feedback but, to bypass the emotional difficulties of a face to face confrontations, she may also produce a customer satisfaction control module.

STEP 2 - EVALUATING THE FEEDBACK

Next, she uses the feedback to re-think her teaching method. She should focus on the class needs, on what the students has pointed out as useful moment and most engaging pedagogical techniques.

STEP 3 - INTEGRATING THE LESSONS USING THE FEEDBACK AND THE PEDAGOGICAL NEEDS OF THE CLASSES

After reviewing the feedback Andrea must integrate her method with new instruments:

- Energy assessment: asking the class how they are doing that day, how they feel, if they are particularly tired or distracted. She may set the timing with



them (“Would you like to take break every hour? Or should we divide the class in to parts?”)

- Brain storming: to keep the attention level high Andrea may use the Zoom Whiteboard in which keeping note of the most meaningful sentences, observation and question’s proposed by the students. She may later use it to integrate the learning material. It’s also possible to let the students overtook control of the whiteboard giving them the governance of the sharing moment.
- Use of video: She may use videos from different open-sources site, to diversify the lessons and to ease the heaviness of the some educational moment.
- Keep asking feedback: Andrea must keep checking her performances, asking for feedback at the end of every lessons: “how you feel right now?” it’s always a good question to ask.

Summary

Focusing back on the students need, Andrea has the notions to adapt her skills set and method to the new e_training environment keeping in mind that the long-learning ability of every students (their concentration and focus) are strictly linked to their everyday life.

Andrea has to:

1. ask for feedback;
2. evaluating the feedback;
3. integrating the lessons using the feedback and focusing on the pedagogical needs of the classes.