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IO2 – Induction to Pedagogy for NGO staff

Module 2: Improving your pedagogical skills, communication skills and pedagogical methods – Insights

Prepared by UPB

NGEnvironment

Foster European Active Citizenship and Sustainability
Through Ecological Thinking by NGO's

ERASMUS+ Programme – Strategic Partnership
Agreement No.
2018-1-DE02-KA204-005014

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Overview on Module 2:
Improving your pedagogical skills, communication skills and pedagogical methods

Module/Unit	Learning Outcomes – The learner will:	Indicative Content
Improving your pedagogical skills, communication skills and pedagogical methods	• Understand pedagogical skills • Understand and use the different types of communication • Be able to make educational decisions • Be able to communicate effectively	• Pedagogical methods • Course creation an didactics • Communication models • The development of support for NGO staff in starting and developing a business

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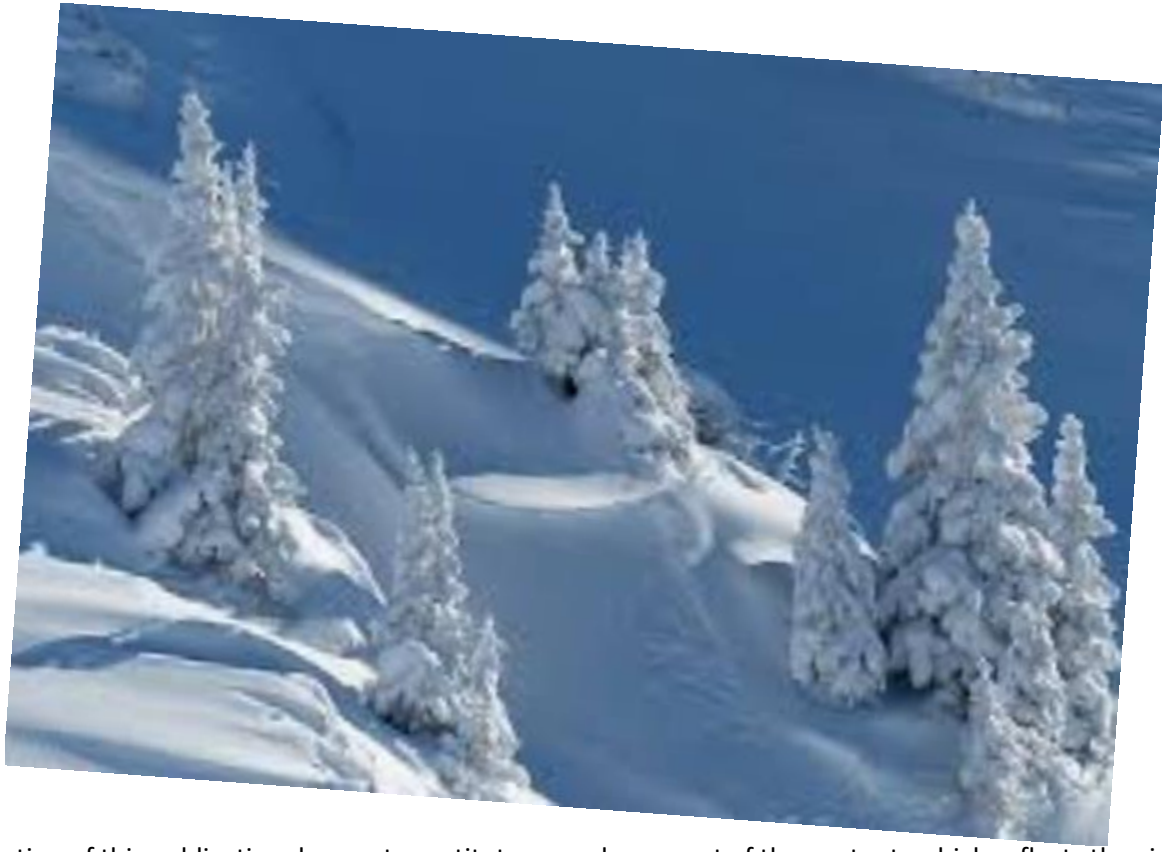
Task

- What´s the colour of snow?



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Task

- What´s the colour of a cloud at the summer sky?

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Task

- What´s the colour of a polar bear?

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- What´s the colour cream?

Task

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- What are cows drinking?

Task

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Had somebody thought about milk?

This is:

Priming

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- **Priming**:

  Influencing the processing of a stimulus in a way that
  a previous stimulus has activated implicit memory contents

- Priming activates positive associations in our mind.
- Priming creates positive associations with signal words or images.

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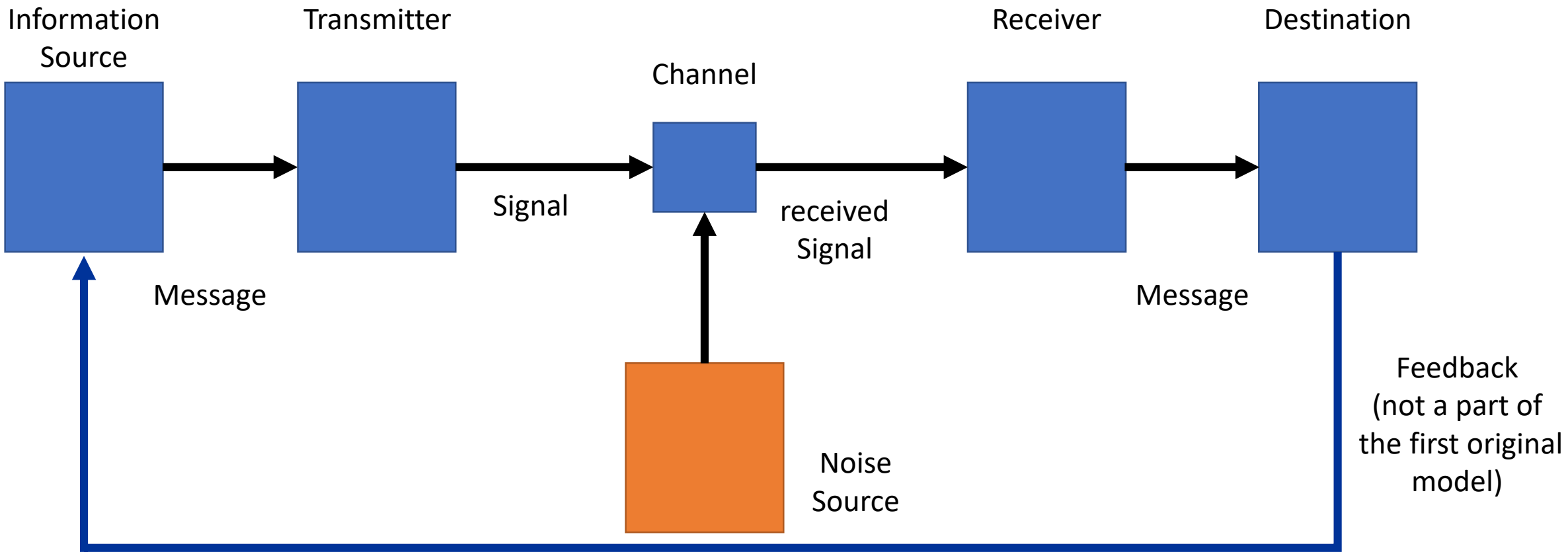
1 .2 Shannon Weaver Model – The Mathematical Theory of Communication



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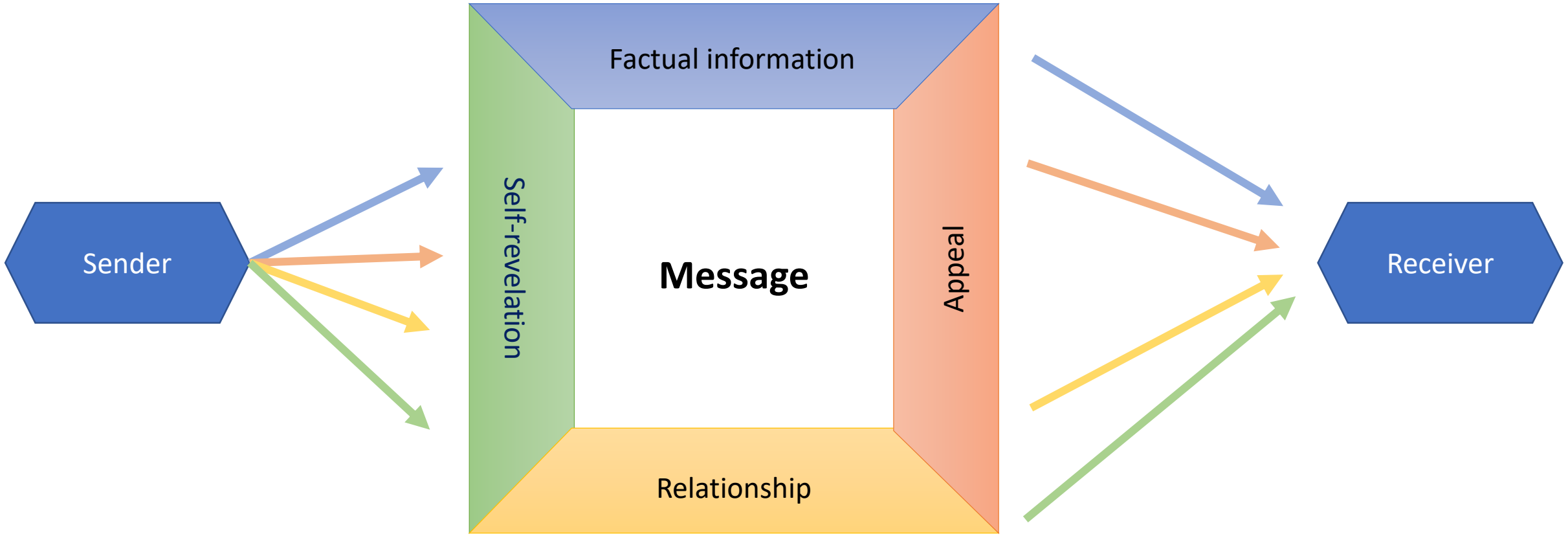
1 .3 The Approach of Schulz-von-Thun
4 sides of a message



Schulz von Thun, F. : Miteinander Reden. Störungen und Klärungen. Psychologie der zwischenmenschlichen Kommunikation. Rowohlt, Reinbek 1981.

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Task

Have a look at the following video.
After watching write down the most important aspects about the model of “4 Sides of a Message” and find an own example for a massage and show the four different sides and how they can be unterstood!

Share your ideas with the group.

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Communication Models

- Video: **Four Sides Model**
  Schulz von Thun

Task

https://www.youtube.com/watch?v=XzJ_7KACLfI

Brigit Weber – YouTube Standard Licence

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Learning Outcomes of Module 2

- Understand pedagogical skills
- Understand and use the different types of communication
- Be able to make educational decisions
- Be able to communicate effectively

Source: Roman Synkevych, https://unsplash.com/photos/B4Ngz_pdvz4

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Agenda for PART 1

1. Pedagogy? - A definition

- 1.1 Standards of Effective Pedagogy
- 1.2 Benjamin Blooms
  Taxonomy of educational Objectives (1956)
- 1.3 Benjamin Blooms new Taxonomy

2. Face-to-face Courses

- 2.1 Strengths of Face-to-face Courses
- 2.2 Creating courses
- 2.3 Creating courses – Blended Learning

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Agenda for PART 2

1 Pedogogical Methods – Seven Principles of Good Teaching Practice

- 1.1 Teaching Methods
- 1.2 Selected Overview on Teaching Methods
- 1.3 Benjamin Blooms new Taxonomy

2. Educational Decisions

- 2.1 Didactic model of decisions in and framing of education
- 2.2 Kolbs experiential learning cycle

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Agenda for PART 3

1 Communication Models–

- 1.1 The Shannon Weaver Model
- 1.2 The Axioms of Watzlawick
- 1.3 The approach of Schulz von Thun

2. Hints for working with other in communications contexts

- 2.1 Reactance
- 2.2 Instruments

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PART 4

The PRIMING Sequence

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2.2 Instruments

1. Non-verbal signals - "the nodding trick”

A short nod to own important statements breaks down internal defenses.

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2.2 Instruments

2. Body Posture - The head leans to the left

Persons who hold their heads slightly to the left are perceived as more sympathetic.
This breaks down internal defenses.

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2.2 Instruments

3. Speech pattern - visual language

Use images as an anchor for the brain.

1: *Real images* - use real images and representations in argumentation
2: *Include speech images and Metaphors*:

Example:
“The thing I want to show you is so easy that last week Mr. Muller from another company whom I showed it,too was so surprised that he stumbled against the table. "

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2.2 Instruments

4. Repetition and attention control

To say the same thing several times
Branding the message
This seems to be annoying but it is usually not perceived

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2.2 Instruments

5. Use the Moment of control

Don´t answer and act immeadeatly in a communication
Take about 1 or2 seconds time
Take a short breath durchatmen
And react then

This offers better solutions and helps to make your answer more adequate.

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2.2 Instruments

6. Use the I

Going out by yourself – say “I …”
Show your own perceptions

But beware: not every sentence starts with "I" –
The dose is the poison!

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2.2 Instruments

7. Put everything in a positive way:

Problem:

Words like “Not!“ or „No“ are badly perceived by the brain.

It is better to say:

„Please, slow down and be a bit quieter.“

than

„Don´t run around like this!“

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1 Pedogogical Methods – Seven Principles of Good Teaching Practice

- **Principle 1: Encourage contact between students and faculty.**
- **Principle 2: Develop reciprocity and cooperation among students.**
- **Principle 3: Encourage active learning.**
- **Principle 4: Give prompt feedback.**
- **Principle 5: Emphasize time on task.**
- **Principle 6: Communicate high expectations.**
- **Principle 7: Respect diverse talents and ways of learning**

Walker Center for Teaching and Learning: Seven Principles for Good Practice in Undergraduate Education. On the internet: https://www.utc.edu/walker-center-teaching-learning/teaching-resources/7-principles.php 15-05-2019)

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1 .1 Teaching Methods

"A **teaching method** comprises the principles and **methods** used by **teachers** to enable student learning. These **strategies** are determined partly on subject matter to be taught and partly by the nature of the learner."

Wikipedia: Teaching Methods. On the internet:
https://en.wikipedia.org/wiki/Teaching_method
15-05-2019)

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Teaching methods

Task

What teaching methods do you know?

1. Do a brainstorming and find at least 8 different teaching methods.
2. Each student writes down cards with the names of each teaching method.
3. Describe each teaching method with three sentences.
4. Each student writes the 5 most important characteristics (just one or two words for each characteristic) on cards and pin it below the card with the name of the teaching method.
5. Discuss the methods with the other participants.

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1 .2 Selected Overview on Teaching Methods

- Class discussion
- Story telling
- Presentation
- Crossword puzzles
- Panel discussion
- Simulation
- eLearning elements
- Fish bowl
- Role play
- Mind mapping
- Flow Chart creation
- Summary Construction
- Jigsaw method
- Diary writing
- Audio creation
- Class projects
- Murals and monatges
- Diagram interpretation
- Video creation
- Interviews
- Poster creation
- Word lists
- Case studies
- Idea drawing

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Task

Have a look at the following video.
After watching write down the most
important aspects about “Teaching Methods”!

Think about a teaching method you really like and describe it.
Write your description on a card.

Share your ideas with other learners.

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Teaching Methods

Task

- Video: **Teaching Methods for Inspiring the Students of the Future**

https://www.youtube.com/watch?v=UCFg9bcW7Bk

Joe Ruhl | TEDxLafayette – YouTube Standard Licence

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An example which we will need later!

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1.2 Benjamin Blooms Taxonomy of educational Objectives (1956)

See a similar version on Vanderbilt: Blooms Taxonomy. On the internet: https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/ 15-05-2019)

Brief explanations of these main categories
Appendix of *Taxonomy of Educational Objectives* (*Handbook One*, pp. 201-207):

- **Knowledge** "involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting."
- **Comprehension** "refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications."
- **Application** refers to the "use of abstractions in particular and concrete situations."
- **Analysis** represents the "breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit."
- **Synthesis** involves the "putting together of elements and parts so as to form a whole."
- **Evaluation** engenders "judgments about the value of material and methods for given purposes."

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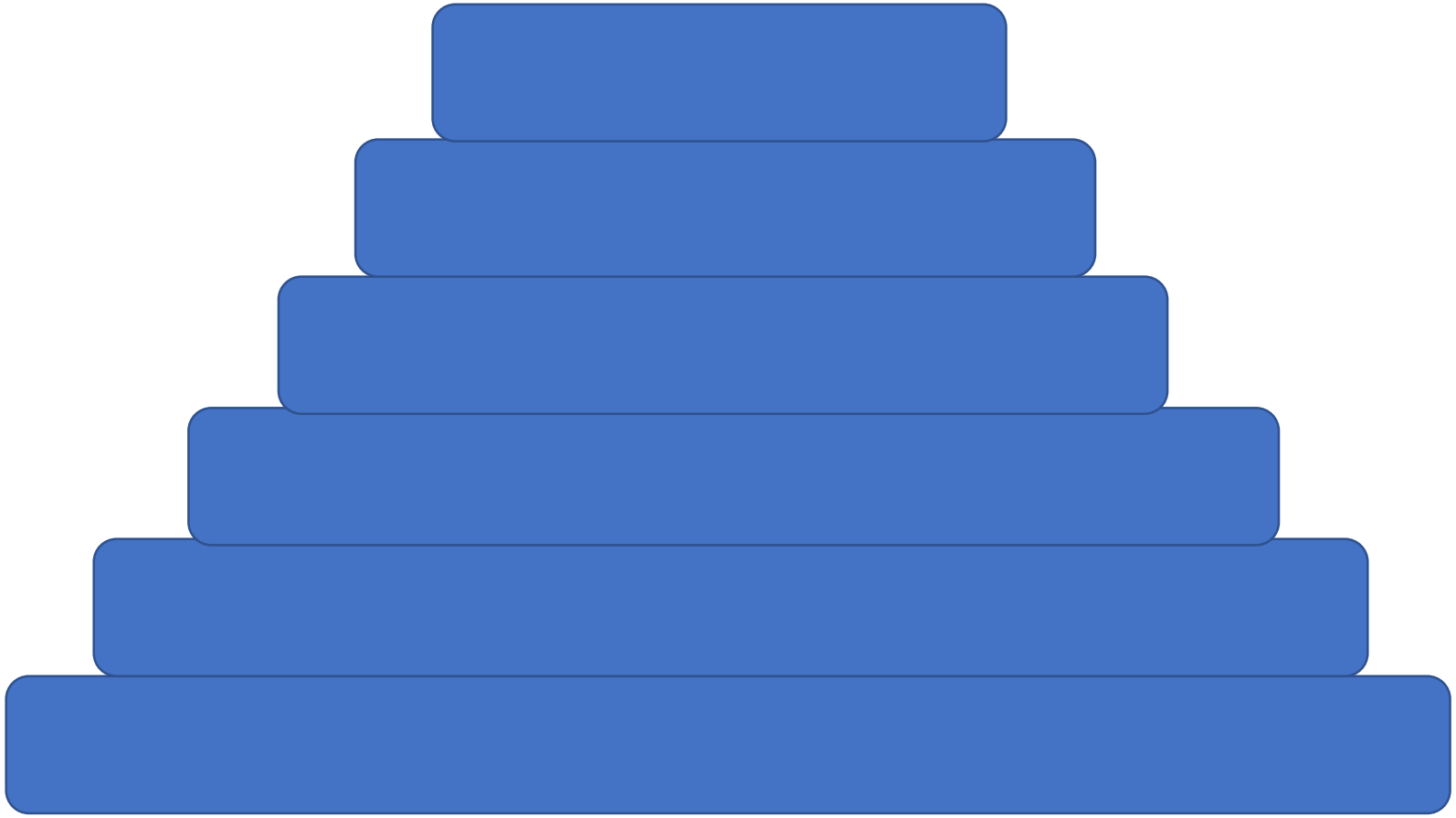

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1.3 Benjamin Blooms new Taxonomy

Vanderbilt: Blooms Taxonomy.
On the internet:
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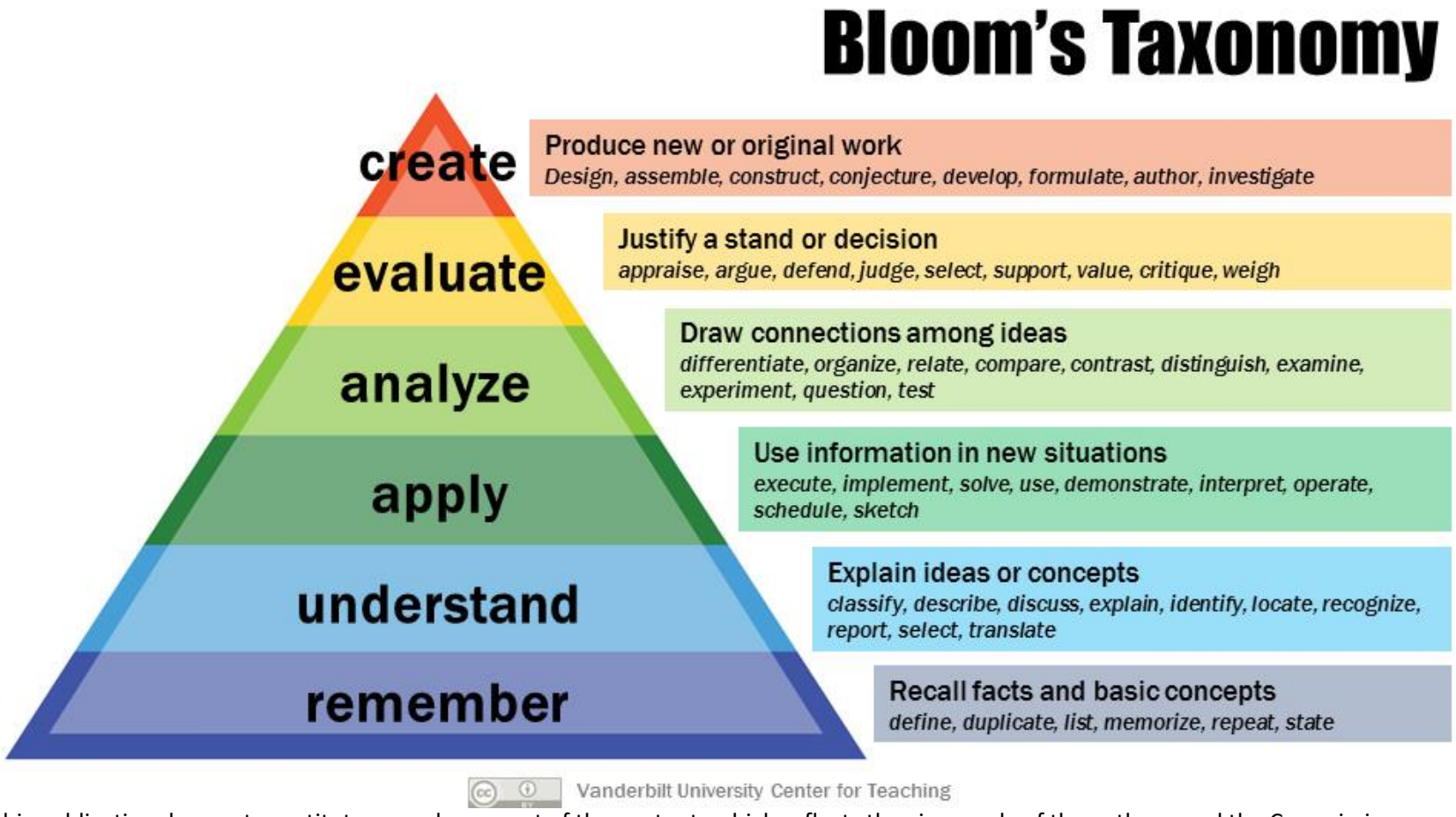

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Let´s create our own H5P task

- Open: https://h5p.org/

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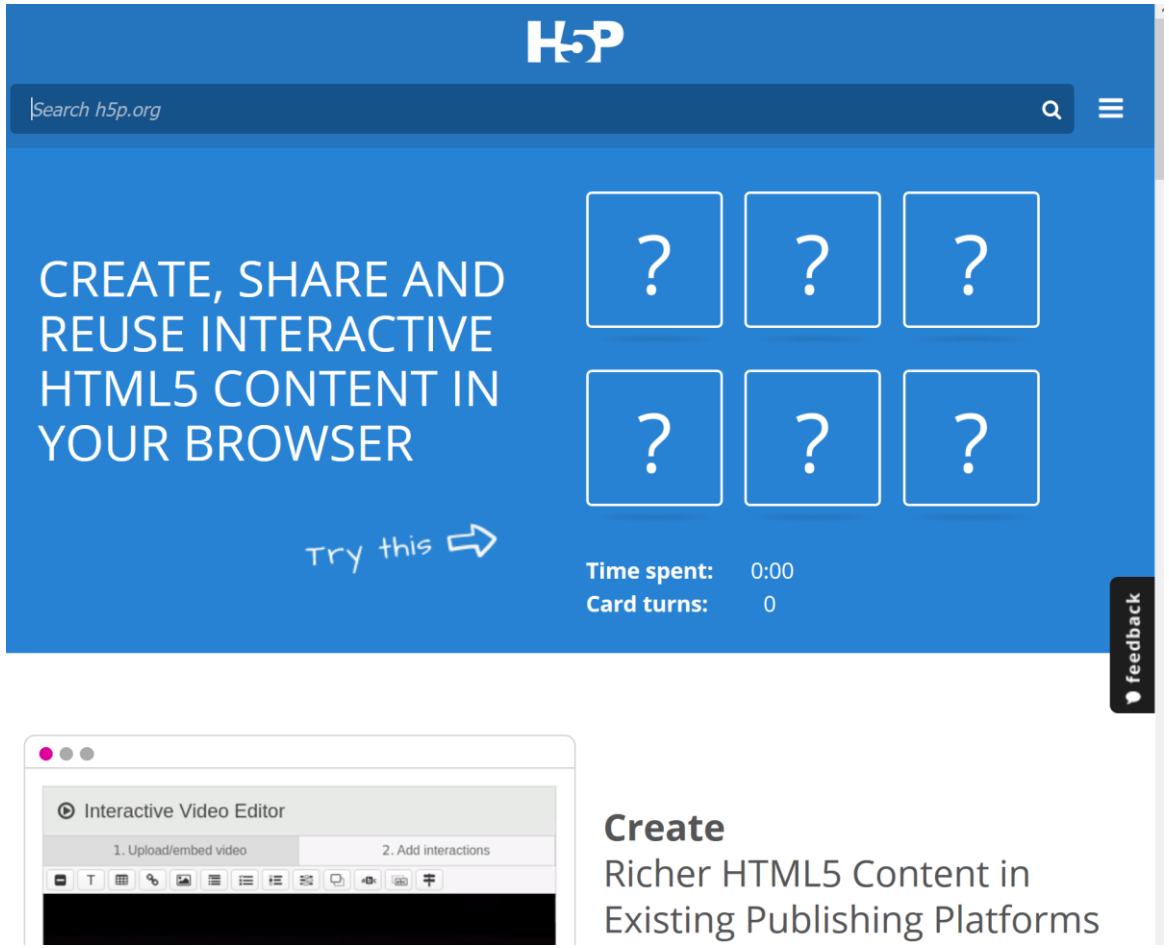
The H5P tool: Make learning interactive – Easy to do – Huge success



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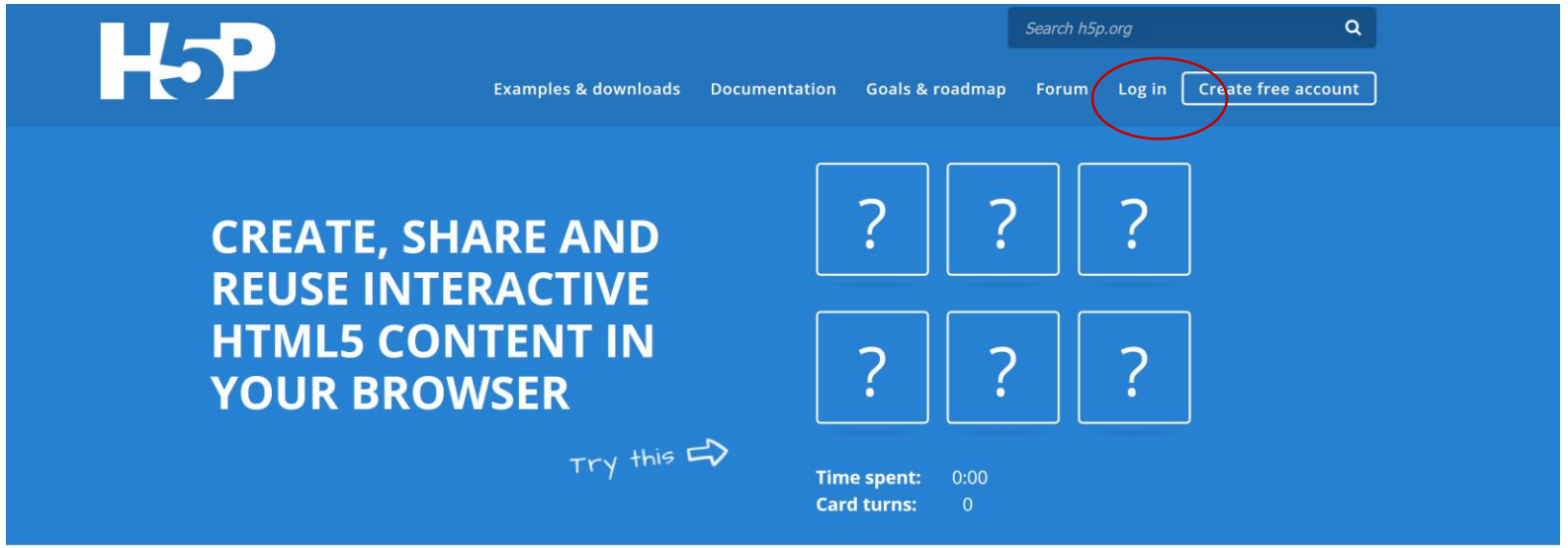
Log in



Create
Richer HTML5 Content in
Existing Publishing Platforms

Share
Content Seamlessly Across
Any H5P Capable Site

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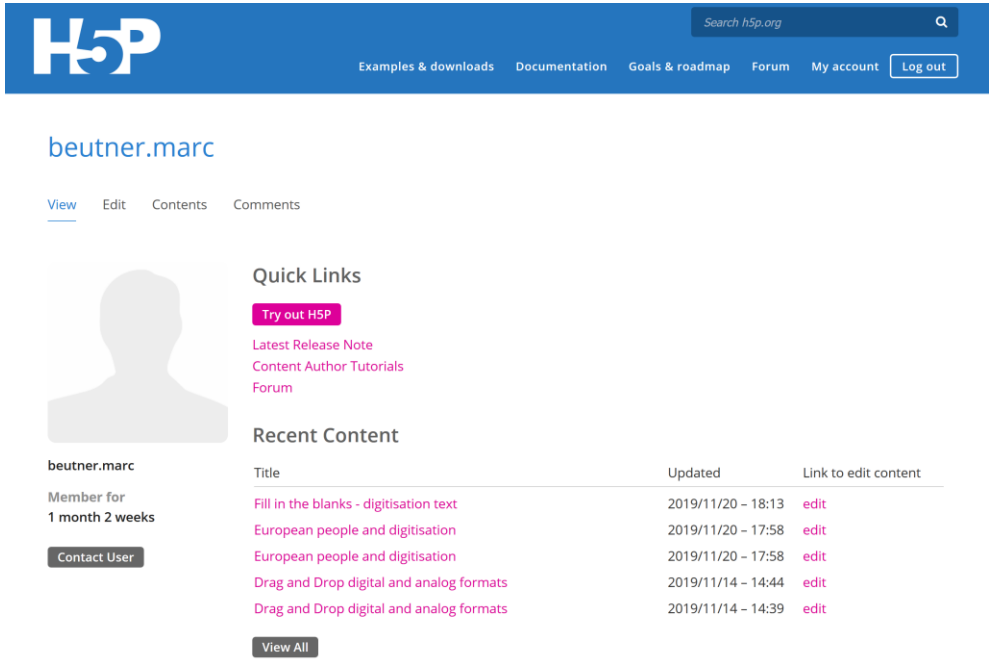

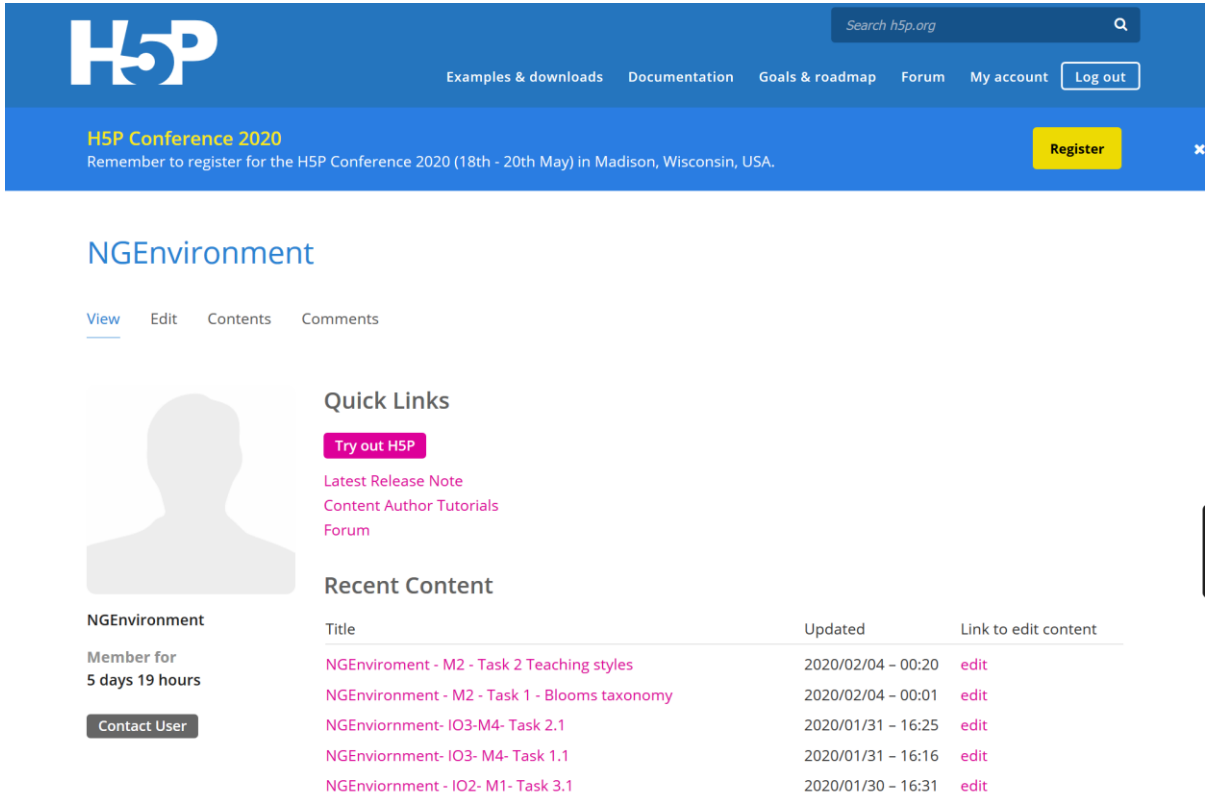

A single log in

A group log in

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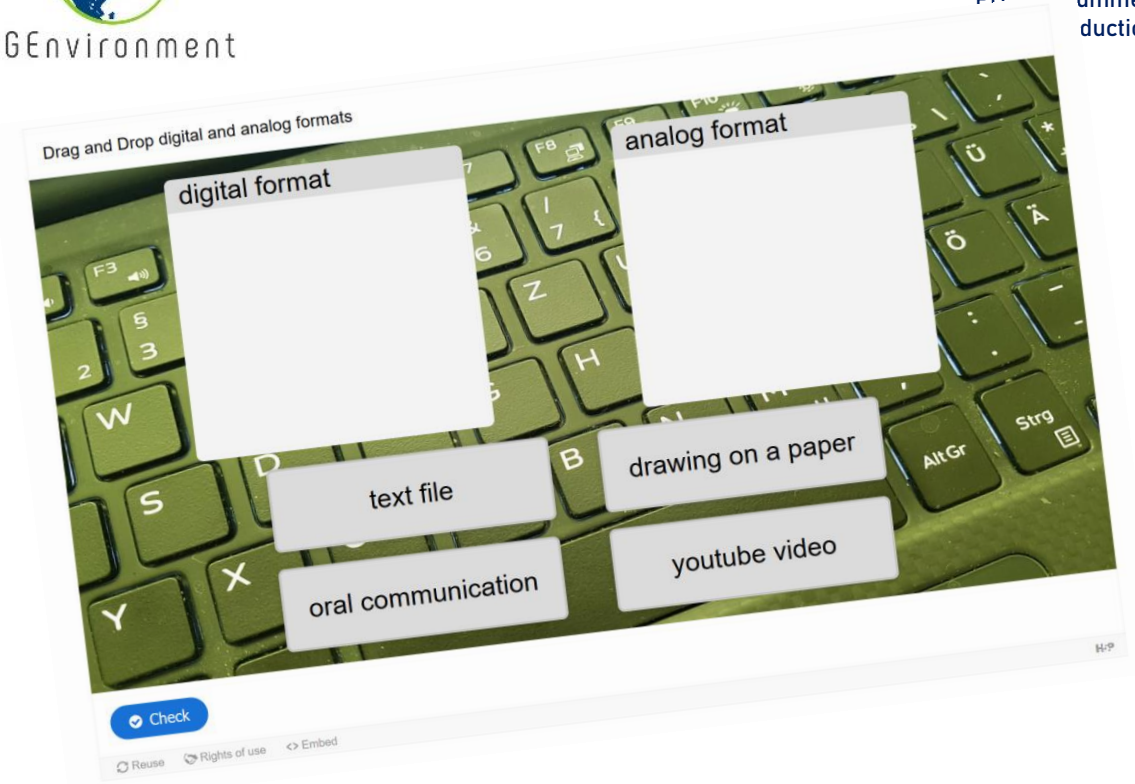
Some examples – Integrate tasks with just on click on ´embed´



40 different tasks
from fill the blanks
to multiple choice
to drag and drop
to video questions, etc.

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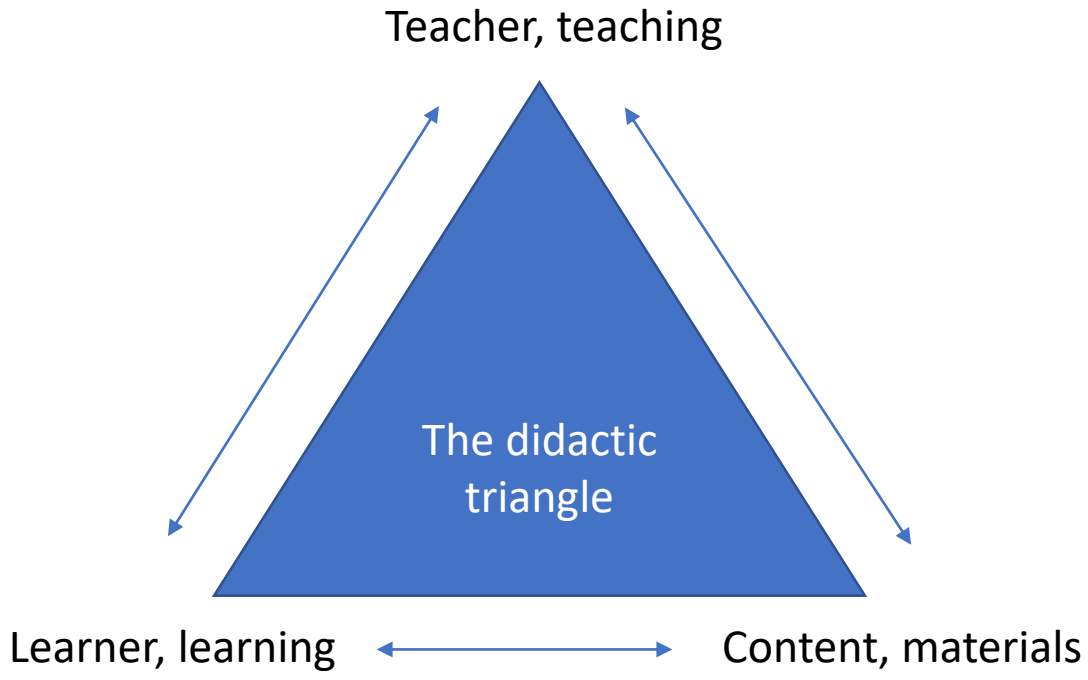
2. Educational Decisions

Decisions in the field of education are often

- **aim-related**
- **content-related**
- **method-related**



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Let´s create an H5P task!

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Thank you very much for your attention!

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NGEnvironment

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Through Ecological Thinking by NGO's

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Websites:
http://www.ngenvironment-project.eu/
http://ngenvironment.eduproject.eu/

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