

Riga State Technical School coordinate Erasmus + project
“Effective dialogue methods among the millennium generation and the teachers, employers”
 Co-funded by the Erasmus+ Programme of the European Union

FRAMEWORK FOR METHODS

1. Information about teacher/worker in school.

#makepersonal

Teachers/worker name, surname:	Seija Ruotsalainen
Position:	Teacher
2-3 about teacher:	
Check X if you add picture of teacher.	

2. Description for method.

#makeinteresting #makeflexable

Method name :	Simulation pedagogy
In what subject you can adapt this method:	During various study modules and courses, especially in health care and rehabilitation
Description in few sentences:	During the simulation, a real, genuine learning situation is created, for example concerning a home care client or a patient in the department
Description of process :	
1.	Before the simulations teacher and the students is go through the theoretical part related to topic, learning targets and, for example, a mini-lecture on ergonomics. In the beginning of the simulation, it is important to create a confidential atmosphere, emphasizing that intention is no to seek errors or failures, but learn new things.
2.	Students get introduced to a specific case and a brief description of the client's condition (e.g. a customer has fallen down at home...)
3.	Two students start planning of the case, prepare for the simulation and iterate the learning goals and objectives. The other students get ready and begin to follow the video simulations.



Riga State Technical School coordinate Erasmus + project
 “Effective dialogue methods among the millennium generation and the teachers, employers”
 Co-funded by the Erasmus+ Programme of the European Union

<p>4.</p>	<p>The teacher will still instruct the two students for the task and answer their questions. When the students are ready, the teacher in control room gives them permission to begin and the video starts. The simulation continues until the teacher tells it is finished.</p>
<p>5.</p>	<p>After the simulation, the student pair is thinking about the success of it and where they succeeded very well. The whole student group then meets in the classroom and have a feedback discussion about the simulation done.</p>
<p>6.</p>	<p>The discussion is led by a teacher, but the pair who performed the simulation evaluates their own performance and the teacher guides the discussion to a deeper reflection, and reminds of the objectives of the simulation. The students who have performed the simulation will have important role in the conversation and the teacher is more guiding and following (during the conversation students speak 70%, the teacher 30%)</p>
<p>7.</p>	<p>The other students of the group will participate in the discussion according to the teacher's instructions. The discussion is always highlighting the successes and what was good in simulation. Finally, the students think about what can be transferred to real working life situations.</p>
<p>8.</p>	<p>Finally, the teacher briefly summarizes the simulation and encourages the students' by highlighting their strengths.</p>