NewView

CHANGING METHODS IN TEACHING MIGRANTS

Diversity and Didactics

Inspirations for teaching
heterogeneous classes

Education and Culture DG
Lifelong Learning Programme

Education
and
Training

www.new-views.eu

Diversity and Didactics

Inspirations for teaching
heterogeneous classes

The following organisations and persons have contributed to the development of this toolkit:

Why has this toolkit been developed?

Both practical experience and research show that the composition of vocation training courses has become increasingly heterogeneous. Participants come from different countries, have diverse education and socialisation background, and different language competences. This situation causes challenges both for teachers and for participants, particularly for those with migrant background. From the field of primary and secondary education such difficulties are well known and it is broadly discussed how good conditions both for pupils and teachers can be created. In adult education, however, such discussions can only very rarely been found. But here as well it might be challenging for teachers to organise teaching in a way that the applied methods reach the diverse range of students. Most obvious and intensely discussed are challenges related to the diverse level of host language competence among course participants. But teachers might also be confronted with other difficulties such as group dynamics processes different to those arising in groups with more homogeneous profile. For instance there might be discriminating comments or stereotypes which call for adequate interventions by teachers. Moreover it can be the case that course participants coming from different education systems are confronted with teaching methods unusual to them. This can have an influence on active course participation. Job descriptions and related professional rights and duties might differ between countries and cause bewilderment or dissonance in teaching and practice. Other problems might be rather hard to grasp, for example difficulties based on hidden differences which can not be named and thus cannot be solved. At the same time there can be a lot of hidden similarities which do not become visible because they are covered by more obvious differences such as mother tongue or colour of the skin. Another challenge occurring in some areas of vocational formation has to do with the employment situation of the teachers: In some contexts of adult education, teaching is done by freelancers who only come to the educational institution for individual lessons. On this condition, a continuous exchange with other teachers can take place only to a very limited extent.

The challenges for course participants are not less severe. Particular consideration has to be given to the fact that for migrant students it is a great achievement to successfully complete vocational training in a new country using a new language. To a great extent difficulties are due to teaching itself. For instance, expression and teaching materials might be hard to understand, the teaching style can be unfamiliar, and the speech speed too high. Moreover there are other less obvious challenges with regard to language, for example the discrepancy between professional language and colloquial speech. Apart from that, some migrants do not only have to face the experience that their professional qualifications and degrees are not accredited in the host country, but some also suffer disdain of their competences in general only because they might have limited skills in the host country's language.

How has this toolkit been developed?

The toolkit at hand is a product of the project „New View. Changing methods in teaching migrants" funded by the European Commission in the context of the Life Long Learning program Grundtvig. This project was carried out in four phases:

In **phase 1** teachers as well as course participants were asked which situations and problems in class emerge and which support they need in order to deal with them more easily in the future. Results can be categorised in five thematic areas which the respondents experience as challenging and for which they desire some inspiration: Language, processes of group dynamics, (hidden) differences and (hidden) similarities, learning styles and learning techniques, and the fact that teachers do not have enough opportunities of exchange with other colleagues ("lonesome warriors").

Phase 2 had the aim of adapting already existing and developing new teaching methods in order to meet the previously identified challenges in teaching. In close co-operation with teachers and experts, methodological adaptations and solutions were suggested. These exercises and suggestions are meant

to be for everyday teaching, they can be integrated into teaching without much preparation, and they provide creative inputs for many a new view.

In **Phase 3** these teaching methods were brought together in the form of a toolkit and edited and designed professionally. Moreover an interactive online platform was established in order to give teachers and other experts a possibility for exchange of experiences.

In **Phase 4** the toolkit was distributed via a so-called promotion tour to make it accessible particularly to those teachers who could not obtain this information at other events or on the online platform.

Migrants are frequently and increasingly present in vocational formation for nursing, healthcare, and social care professions as they find good opportunities for qualified and stable employment in this sector. Therefore the material has been developed for this type of training and education as an example. However, it can be used in all other kinds of courses in adult education.

Which issues does the toolkit put a „new view" on?

In the project „New View" a shift of the focus was carried out: away from a deficit orientation, e.g. from what participants might not be able to do, towards an appraisal and active use of the many competences of heterogeneous training groups. This is not about negating possible weak points of participants, but it is about reflecting how the one or other change of the teaching method could contribute to balancing these weak points. Students and their life context are actively included into teaching, previous knowledge and other competence are appreciated, and learning of both the content and the new language are supported. The professional handling of diversity has a substantial importance for teachers' job satisfaction, for the learning success of the students, and the quality of the educational system as a whole. Thus, the developed teaching methods and materials shall at one hand support teachers in handling the mentioned challenges and create as beneficial conditions as possible for their teaching. At the other hand, participants and in particular those with migrant background can benefit from being taught in an educational context which considers differences as an enrichment and not as a threat.

Who can use the toolkit?

Teachers from various educational institutions can benefit from the exercises and suggestions collected in the toolkit. The toolkit may also be helpful for prospective teachers during their training, for pedagogues in search of new ideas for practice, and for all „lonesome warriors" who – being employed as external teaching staff – might lack the possibility for exchange with colleagues.

How does the toolkit support my work as teacher?

The toolkit serves as resource book: The material is guided by the specific requirements of (teaching) practice, and all methods conform with the transfer of specialised knowledge. The toolkit is no collection of „cookbook answers"! All suggested methods have to be adapted according to the individual teaching situation (e.g. the number of students in class). For some sections the appendix contains additional examples and exercises which can be copied for teaching.

The toolkit can be handed out directly to teachers or to the management of schools and organisations or it could be presented at a place where all teachers and staff members have access to (e.g. library). An online version can be found at the New View Homepage (www.new-views.eu), where the toolkit will be available for download for free. The New View Homepage also contains an German independent and cross-institutional platform where teachers can exchange ideas and material with others.

What is the structure of the toolkit like?

The toolkit has five thematic sections:

- Language
- Hidden similarities, hidden differences
- Group dynamics
- Learning and teaching
- „Lonesome warriors"

The content is based on these issues and on questions emerging in everyday teaching. Teachers can browse the table of contents by a specific topic (e.g. group dynamics) and look for an exercise or method of this category. Another option is browsing for specific questions which the toolkit offers answers for. Each tool has been composed and described by the same system:
Topic, question, preparation time, working method, duration of the exercise, name of the exercise, challenge, description of the process, benefit of the exercise, material used. If necessary, specific demands on the teacher or specific effects of the exercise are indicated.

What else would we like to say?

The presented methods have been gone through with various teachers, proved in practice, and assessed with respect to practicability. Therefore we would like to express or gratitude to all teachers who during the project were willing to engage in this process, offered their critical feedback, and gave us suggestions and the necessary inspiration to develop this toolkit. After all, the methods

- bring fun, variety, and more feelings of achievement in daily work;
- open new views for the transfer of regular teaching content, and
- enable a more emancipated participation of different people in adult education.

We hope that we have been able to inspire you and that we have developed a product that opens new views for you!

Your New View team

Language

Language

Language can be considered as the most differentiated and comprehensive medium of human expression. With each word that is spoken we transport a meaning and thought behind and thereby our thoughts receive a form. Beyond that evident fact language has a social, historical, and political dimension: Language connects us with our socio-cultural roots, conveys our socio-political embedding, and thus influences societal cooperation. Beside factual information emotions and values are transformed via language.

If someone does not speak the language of the country of residence in a differentiated manner, the person possibly will miss important information or may not be able to express his/her own thoughts adequately. Moreover, not being able to speak or write a foreign language correctly is often interpreted as lack of education as such. This may lead to a feeling of deficiency in migrants which may additionally hamper language acquisition.

Long-term educational activities offer chances for upgrading language skills and for reducing language related uncertainties in order to bring out the hidden knowledge and to promote the potential of the student. This requires teaching material which offers different and variably applicable exercises. Moreover it is important to consider that though language is a means of expression it is not the key indicator of knowledge.

In this context, teachers might be confronted with various situations and challenges: Writing or understanding technical language may be difficult no matter if the person has migration background or not. Typical colloquial speech may differ from professional language requirements in class. Even if a student speaks the host country's language very well, it may be difficult for him or her to makes notes in class or pass written examinations; this problem often is not recognised as long as students do not write. Besides, teachers may realise language-related discriminations which happen directly or indirectly, consciously or unconsciously. This requires high sensitiveness and a clear position not to accept such acts.

In the chapter „Language", exercises and methods are offered which shall support teachers in dealing with these different challenges. They are helpful for all students – both migrants and non-migrants. Methods are introduced how terms and their different meanings can be taught; how materials and professional procedures can be demonstrated in a hands-on manner and how simultaneously technical terms be practised; how prior knowledge of students can be made visible in order to reduce uncertainties; how students can be supported in identifying relevant aspects in professional texts; how visualisation may promote the memorisation of terms, and how students can be supported in structursiing their thoughts and knowledge.
Additionally, teachers will find ideas how to assess the adequateness of their scripts: Due to a lack of resources some teachers use their teaching material for a long period of time, thus these materials are sometimes not as up-to-date as they should be (for example if they are not updated after a spelling reform). This may cause difficulties for students which can be avoided. Besides, teaching with new material may bring more fun and satisfaction for the teacher.

Thus, these materials offer suggestions on how to enhance the language competences of students and at the same time to exemplify a sensitive approach of language which is necessary when trying to support everyone's potential in heterogeneous classes.

How can I improve the vocabulary of the students and increase the level of comprehension for professional texts?

Preparation:	Working form:	15 to 20 minutes

Name:	Jigsaw
Challenge:	The correct spelling of professional language may be difficult for migrants and non-migrants.

Description

The teacher selects a text consisting of questions and answers, and cuts it in a way that the related questions and answers are left as jigsaw pieces. The students must find the matching pairs (questions and answers). The exercise can be done individually, in pairs, or in groups. The teacher may, apart from texts from technical books, also use other types of texts (e.g. operating instructions, instruction manuals for therapeutic measures).

Benefit

The students can get a quick overview of professional texts and learn to phrase questions properly.

Material

Technical texts, operating instructions, instruction manuals

Attention

Make sure that the texts are not too simple.

How can I check the vocabulary of my students and improve their spelling skills?

Preparation:	Working form:	2 to 3 minutes

Name:	**Anagram**
Challenge:	It is essential to know the meaning and spelling of professional terms in order to comprehend professional texts.

Description

The teacher creates an anagram card. The card is divided into two columns. One column contains all letters of a word in mixed order and the other columns contains a line where the proper word must be entered. The participants get the cards 4 to 5 minutes before the lesson ends.They may leave the classroom once they have solved the task. It makes sense to select terms which were used in the previous lesson.

Examples: ptationoccu – occupation, cleiveh – vehicle, thecater – catheter

Benefit

The students gain confidence when writing professional terms and practise their spelling skills.

Material

Anagram cards

Attention

The teacher should pay attention to the anagram content: Do the letters belong to the word to be found? Do the students know the words?

Do you want to give your students the opportunity to more easily memorise new terms?

Suggestion

New terms and their spelling and meaning can be more easily memorised if they are continuously present. Therefore it is helpful to write down new terms or expressions (e.g. words describing activities of daily work) on posters and display them visibly to everyone. Make sure to provide additional information on grammar and practical use, e.g. by visualising word formation and displaying associated verbs. This ensures that all students will be able to see and properly spell the word. The visualisation of new terms supports overall language skills and proper spelling. In addition, the practical relevance of the lecture will be increased, because the students must be able to properly spell all kinds of terms in their professional routine, e.g. for healthcare documentation.

Examples:
„catheterise"
„administer first aid"
"de-/hydrated"
"replace gear belt"
"check oxidation/catalyst"

Would you like to give the students the opportunity to memorise new terms more easily?

Preparation:	Working form:	⏱ -

Name:	**Term posters**
Challenge:	It is often necessary to use many new technical terms in a short teaching unit. The trainees often find it hard to memorise these technical terms.

Description

A new subject is backed up with a term list or glossary, jointly elaborated by the teacher and the students. For this purpose, a poster is displayed in the classroom and constantly filled with new terms (e.g. "validation"). The poster can either remain in the classroom or it is taken to the lessons by the teacher each time. The poster may be structured (e.g. according to term, meaning, context, related terms) or unstructured (the words are randomly written in different font sizes on the poster).

Variation 1:

Instead of the poster a book may be used. It is displayed as dictionary in the classroom. The book should have an alphabetical register in the margin, where the technical terms are listed in alphabetical order.

Variation 2:

The exercise can be repeated each time at the beginning and at the end of the teaching unit (at the beginning: new terms and/or repetition; at the end: What did we learn?). The participants are given two minutes to write new terms or terms from previous teaching units on the poster and thus to repeat them. As a result the teacher knows what is still unclear and can more specifically repeat the teaching content.

Variation 3:

An electronic dictionary is maintained in a folder on the computer.

Benefit

- Students' language skills improve continuously.
- The exercise enhances learning and participation.
- New terms can better be memorised through the presence of the poster.
- The participants become more involved in the learning process.
- The teacher has the oportunity to specifically point out and discuss unfamiliar terms.

Material

Poster and pens, book with alphabetic register.

Would you like to give the studentswho are non-native speakers of the teaching language the opportunity to visualise terms in their own native language?

Preparation:	Working form:	Two minutes occasionally within lessons

Name:	**Multilingual dictionary**
Challenge:	Students who are non-native speakers of the teaching language may find it particularly difficult to learn technical terms.

Description

The individual topics of the lesson are written down as keywords on a poster and the students are given the opportunity to supplement these terms by a translation into their respective native languages. These posters are displayed visibly in the room and each new technical term is completed by translations. Each language spoken by the students gets an individual poster.

Variation 1:
Glossaries of the various languages are maintained in a book.

Variation 2:
Glossaries of the various languages are maintained on the computer and published on the website of the school.

Benefit
• Language skills and technical skills will increase.

• The learning of technical terms will be facilitated.

• Respect for the variety of native languages will be enhanced.

Material
Posters, pens, space for posting

Attention

This exercise makes sense in classes with not too many language families. The students are supposed to get respect and attention for the fact that they are able to accomplish their education in a non-native language.
It is crucial that this glossary is really compiled for every additional language and not just for the most common language.

Would you like to build bridges between theoretical training and practical work?

Preparation:	Working form:	45 minutes preparation time, 1.5 hours in class (including follow-up in plenum)

Name:	Build bridges in scenic plays
Challenge:	In their work routine, students must frequently explain complicated issues in a simple way.

Description

Reflect from the teacher's perspective which technical terms from your lessons are relevant for professional routine. Professional language learned in the course must often be re-phrased for work life so that the patients/clients/customers are able to understand it. As an example three scenic plays with different types of texts are suggested here:

1. Care allowance notification (healthcare staff)
A client of domestic nursing care service receives a care allowance notification by mail. The care worker is presented the notification when arriving at the apartment of the client. The client wants to know what the notification says and/or whether he would get an increased care allowance. The care worker must advise the client that s/he should approach a social care worker to get answers on such specific questions. A group is playing this scene; one person is observing and gives feedback. Based on this example, the scope of responsibilities for nursing care services may also be discussed.

2. Invoice of the car repair shop (car mechanic)
The trainees form groups of two and play two different roles: car mechanic and customer. Each group gets the invoice of an extensive car repair. The customer inquires knowing the meaning of the technical terms on the invoice and what exactly was repaired. The observer group monitors how the car mechanic acts and gives feedback to the group.

3. Instruction manual (retail salesperson)
Again there are two roles: the salesperson and the customer. The technical terms in the instruction manual of a device have to be explained to the customer.

Variation:

Several groups may perform scenic plays simultaneously or one group plays in front of the entire class.
Make sure when forming the groups that you assemble heterogeneous small groups.

Benefit

- Enhanced learning success for the students through practical trials

- Reduced stress during the lessons

- Enhanced practical approach in the lessons

- Increased relevance and thus readiness of the students to follow the lessons because the practical approach is clearly visible

- Technical language is re-phrased into everyday language

Material

Observation protocols depending on the scene, instructions for role players.

Language

Would you like to have more fun with your own teaching material?

Preparation: | Working form: | 1 to 2 hours per step

Name:	**Self-correction of the teaching materials in four steps**
Challenge:	Time pressure in lesson preparation and long-term use of the same teaching material often result in scripts which are no longer up to date or are not sufficiently structured. Many of them are not prepared according to the latest spelling rules and make learning more difficult for the students than it could be. In many cases the teacher is not happy with the "old" material and would appreciate new ideas to make the lessons more interesting again.

Description

Step 1:
Use proper spelling in all your texts, presentations, and handouts. Update and review all material if necessary.

Step 2:
Place commas properly in all written texts of your teaching material. This will make it easier to recognise the sentence structure. Commas are important to comprehend technical language. This will avoid misunderstanding.

Step 3:
Correct any misprints.

Step 4:
Consider where illustrations might be helpful and how you could improve the structure of your script.
One idea would be to insert drawings, figures, flip-chart shots from your teaching experience, or tables in order to better illustrate the content of your material. Another idea would be to insert three questions at the end of each chapter, so that the students may check whether they have understood the content.

After you have applied these four steps, you may additionally review the material with a teacher of your trust.
This will give you new ideas for designing your lessons.

Nyttrværdi
- Spelling standards are adhered to.
- There is less need for explanations during lessons because the material speak for itselves.
- The quality of the material is improved.
- Misunderstanding through inaccurate material is avoided.

Material
Own material, flyers on new spelling rules, if applicable

Additional information
Not all steps must be made at once!

STATEMENTS ON COMMUNICATIONS

1. You cannot not communicate. **(Paul Watzlawik)**

2. People say conversation is a lost art; how often I have wished it were. **(Edward R. Murrow)**

3. Whenever two good people argue over principles, they are both right.
   (Marie von Ebner-Eschenbach)

4. The relationship is the communication bridge between people. **(Alfred Kadushin)**

5. The right to be heard does not automatically include the right to be taken seriously.
   (Hubert H. Humphrey)

6. To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.
   (Anthony Robbins)

7. You cannot shake hands with a clenched fist. **(Indira Gandhi)**

8. Two monologues do not make a dialogue. **(Jeff Daly)**

9. Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful. **(Albert Schweitzer)**

10. The beginning of wisdom is to call things by their right names. **(Chinese proverb)**

Would you like to design the first teaching unit in a positive way and thus lay the foundation for a constructive way of communication?

Preparation:	Working form:	1 hour

Name:	**10 phrases on communication**
Challenge:	You come into a new class or group and would like to establish a respectful way of communication with the students and also between the students.

Description

Find 10 to 20 controversial phrases on communication. Write them on cards. The students draw one or several cards and evaluate or prioritise the statements. Everybody is supposed to express his/her meaning on their selected quotations. Thus a discussion process is initiated on how to speak to each other and/or how the tone for the conversation within the group can be set in a positive mode from the very beginning.
Example: "You cannot not communicate."
(Paul Watzlawick – Austrian scientist)

Variation:
The exercise does not need not be made at a stretch or last an hour.
You also may pick a phrase from time to time and discuss it.

Benefit
- Positive opening scenario in class
- Communication within the group will improve

Material
10 to 20 quotations or phrases on cards

Would you like to convey the terms and their different meaning and applications in a playful way?

Preparation:	Working form:	⏱ 45 min

Name:	**Taboo**
Challenge:	Students often find it hard to find synonyms for words.

Description

In this exercise, terms from the lessons are supposed to be explained without using any specific foreign words. The rules of the well known game "Taboo" are used for this.

- The teacher prepares term cards (see annex).
- Two teams are formed, alternating with each other.
- One person explains a term written on top of the card to the own team and must not use any of the taboo words listed below on the card. The own team has to guess what the word is. The opposing team must take care that the others are playing by the rules.
- Every guessed term is awarded with a point. If a taboo word was used, you must turn to the next term and the group looses one point. The teams alternate until one team has scored 15 points.

The method can be used in preparation of examinations and for introducing the concept of „learning cards" (see chapter Learning styles).

At least 20 different terms in each group should be guessed in order to experience the fun of this exercise.

Benefit
- Learning professional terms
- Recognising contexts
- Multiple language variations

Material
Cards.

Attention
Pay attention to students with only little knowledge of the teaching language. The exercise may be too difficult for them.

Additional information
- Do not under-estimate the preparation time, because at first you have to prepare many cards.
- The time required in the lesson depends on the number of game cards.

to blanch

vegetables
boiling water
to overboil
boiling temperature
pot
to scald

coloration

color
hair line
permanent
colour
dyeing
chemistry

sink

washbowl
drainer
watertap
water
to sponge
to clean

colon

large intestine
intestinal tract
ascendens
transversum
descendens
sigmoideum

Would you like to give options how one can understand others without words?

Preparation:	Working form:	About 30 min when performing

Name:	**Read your eyes**
Challenge:	The ability to express oneself clearly and understandably is primarily defined by good language skills. The nonverbal communication is considered as being only of minor importance.

Description

The students work in teams of two. Person A plays an emotion and person B must guess it, mirror the emotion nonverbally, and find out what person A would like to express in this situation. This method gives access to very simply acting without language barriers.
A variation can be teams of three:

- Person A   shows an emotion
- Person B   reflects the (presumed) emotion
- Person C   reacts to it

Examples for emotions: "I cannot understand this text", "I have a stomach ache", "I feel lonely"; "I am thinking"; "I feel treated in an unfair way".

Benefit

- Nonverbal signals are better recognised and understood.
- Own nonverbal signals can be reflected.

Attention

The exercise is suitable for everyone - language skills are not required to understand the task. The exercise should avoid any body contact.

Would you like to illustrate specific materials and procedures to your students?

Preparation:	Working form:	15 minutes to 1 lesson

Name:	**A good recipe**
Challenge:	At times, the students know particular working materials or work steps, but not the specific procedure.

Description

Distribute various job-related and relevant and, possibly, some job-related but „superfluous" materials in the room. It is the objective to identify the relevant materials for the individual work steps and arrange them in the proper sequence.

For this, the participants are split up in small groups. Each group gets a different work instruction, different recipe, and/or different medical intervention with varying material requirements.

Examples for materials/ingredients:
Medical care service: dressing material, puncture material, surgical instruments, nursing aids
Hairdresser: flat iron, hair colour, brush, scraper
Repair shop: tongs, wrench, soft-head hammer, screwdriver

The exercise can be made individually or in small groups, in the classroom or outside (particularly at warm days).

The class is split up in groups and can compete against each other. Which group is first in completing the "recipe"?

Benefit
All materials (ingredients) are presented, can be touched and recognised, tasted and tested.

Material
Relevant and "superfluous" materials.

Attention
All necessary materials must be available. Particularly, if "superfluous" material is presented, the procedure must be well known.
As this is an exercise in motion it may cause noise in the classroom.

Would you like to improve the job-related vocabulary of your students?

Preparation:	Working form:	10 to 15 minutes

Name:	**Terms and objects from the working routine**
Challenge:	In order to be able to use technical language it is necessary to have a large active and passive vocabulary.

Description

The teacher brings several objects of everyday working life and writes the denomination of each item on a card. The participants select the cards matching the objects.

Benefit

- The participants get methodical tools about how to learn technical terms.
- The participants enlarge their vocabulary through different methods and approaches.
- Objects can be perceived through tactile and visual ways and, at the same time, the proper spelling can be acquired.

Attention

Take notice of the different level of the students' previous knowledge. Nobody should be ashamed of not knowing as much as others.

Material

Cards, objects of everyday working life.

Would you like to promote your students' skills in dealing with professional terms?

Preparation:	Working form:	10 to 15 minutes

Name:	**Say it and do it!**
Challenge:	In order to be able to use a language in a specialised way in a certain professional field, you need a large active and passive vocabulary. In different professions there are different professional terms.

Description

The teacher selects one person from the group with professional experience. That person gives instructions from a situation from work. The instructions are followed by all students.

Examples:

- Take off your shirt! Raise your arm! (health professions);
- Repair the brake! (engineer);
- Lower your head! (hair dresser);
- Bring these shoes in 41 from our storage! (sales person).

Through the wording of sentences and the concrete realisation of the instruction, lingustic skills and security in taking action are practised for working life.

Variation 1:
Students build a circle. One person starts with expressing an instruction and directs it to the person next to him/her. Then the person follows the instruction and invents a new instruction for the next person.

Variation 2:
This exercise can also be done the other way around. Each student receives 2 to 3 cards containing instructions and follows them. All other students – who do not know which instruction is written on the card – try to guess which instruction it may be and try to formulate it.

Benefit

- Practise correct wording of sentences, figures of speech, and other expressions from working life

- Practise respectful wording of requests and questions

Material
Cards

Attention
Take notice of the different level of the students' previous knowledge. Nobody should be ashamed of not knowing as much as others.

Are you looking for ways to help students understand contents of professional texts?

Preparation:	Working form:	20 to 45 minutes (differs from text to text)

Name:	**Mark and highlight**
Challenge:	Professional language can lead to misunderstandings both in migrants and non-migrants.

Description

The teacher looks for a one-page professional text and prepares different exercises.

These can be A-Exercises in which different solutions are possible and students are asked to actively participate, or B-Exercises in which only one solution is correct.

The teacher can choose whether a text poses one or more challenges to students.

A-Exercise:

1. Title for a paragraph: Students look for one title for one or more paragraphs.

2. Ask a question: The teacher marks 4 to 5 sentences and students have to pose a question to these sentences.

3. Explaining a term: The teacher chooses 4 terms from the text and students have to explain their meaning in their own words.

B-Exercise:

4. True or false. Students mark correct sentences with T = true and wrong ones with F = false.

5. Mixing sentences: The teacher mixes 8 to 10 sentences from a coherent part of the text; students have to bring these sentences into the right order by numbering the sentences; the first sentence can be provided by the teacher if necessary.

Exercises can be done in pairs. Results from A-Exercises can be presented from the pairs who worked on them. B-Exercises can be presented by the teacher and students are asked to compare their results to those of the teacher.

Benefit
Learning to understand professional texts with different methods

Material
Copies of texts for all students.

Attention
Pay attention that texts do not overlap. This can make the exercise harder.

Would you like to promote correct writing of professional language which is needed for working life?

Preparation:	Working form:	-

Name:	**Fill the gap**
Challenge:	In some professions it is particularly important that professionals are able to write specific terms correctly.

Description

The teacher prepares texts with specific language which is needed in a specific profession and leaves gaps in the text. The students have to complete the text. The results are discussed in plenary work afterwards. Each student controlls his/her own text and checks if he/she has found the correct terms.

Variation 1
Prepositions and endings of words are deleted, the root of the verb stays but has to be completed by students.

Variation 2
The first letter of words in deleted. Students have to fill the gaps with capital or small letters.

Variation 3
Punctuation marks are deleted.

Variation 4
Professional terms are deleted.

Benefit
Students acquire security in correct writing of phrases and professional terms.

Material
Copies of texts for all students

Attention
All texts should be up-to-date and should be related to future working life!

Would you like to assist students in learning new terms and professional language?

Preparation:	Working form:	20 minutes

Name:	**Bring back the words!**
Challenge:	Understanding professional terms can be difficult for both migrants and non-migrants.

Description

The teacher prepares professional texts in which specific terms are deleted and replaced by gaps. Students have to find the missing terms.

The deleted terms should easily be found by reading the whole text and understanding the context. To support students, missing terms can be listed at the end of the text. The results are then discussed in class.

Benefit

New professional terms can be memorised more easily if they are integrated into the learning context.

Material

Copies of texts for all students.

Attention

All texts should be up-to-date and should be related to future working life!

Would you like to reduce insecurities by making existing know-how of students visible?

Preparation:	Working form:	5-6 minutes

Name:	**Refreshing knowledge**
Challenge:	Introducing new topics in class can lead to insecurities.

Description

The teacher provides one word from the relevant issue/topic. Students form in small groups and collect all knowledge they already have about the issue/topic.

Variation 1:

The teacher provides a picture (e.g. of a first-aid kit). Students collect all information they have about the object on the picture (e.g. the content of a first-aid-kit).

Variation 2:

Students write a list of topics which are related to the word or picture. All lists displayed in class. The teacher can take the existing knowledge of students into account in teaching.

In all variations terms and lists need to be discussed in plenary work. The relevance of the (sub-)topic for the overall topic needs to be made clear.

Benefit

A good introduction to a new topic could reduce insecurities.

Attention

This exercise can be used for all new topics in class. Take notice of the different level of the students' previous knowledge. Nobody should be ashamed of not knowing as much as others.

Would you like to promote active working in class and at the same time refresh your students' knowledge?

Preparation:	Working form:	🕐 10 minutes

Name:	**Look what we have learned!**
Challenge:	Sometimes students are not concentrated but emotionally or cognitivly distracted.

Description

Students split up in 2 groups and sit behind each other in a row. One person from the group gets a piece of paper. The heading is a topic which has already been introduced in a previous lesson. The task of the students is to collect knowledge about this topic.

- Each person writes down an information on the paper and then passes it on to the next student.

- Each information should only be written once on the paper.

- The information does not have to be written in the right order. Information can be placed anywhere on the paper.

After finishing one turn, one person reads the content of the whole paper to the class. The teacher can give feebdack if the information is correct or not.

The exercise can be done at the beginning and at the end of a lesson.

Variation
The exercise can also be done with pictures.

Examples:
One group is given a picture of a motor of a motorcycle, the other group a picture of a motor of a car.

One group is given a picture of a first-aid-kit, the other group a picture of different rolling walkers.

Benefit
A good start into a lesson can enhance motivation. Students refresh their memory of what they have learned and receive immediate feedback from the teacher if they have understood the topic of the lesson.

Additional information
Take notice of the different level of the students' previous knowledge. Nobody should be ashamed of not knowing as much as others.

Do you want to promote your students' ability to pronounce professional terms and phrases correctly and at the same time practise reactions to situations?

Preparation:	Working form:	15 minutes per exercise

Name:	**How to say it**
Challenge:	The usage of professional language can not only cause difficulties for students in written language but also in oral language.

Description

The teacher chooses situations from daily work which could be seen as challenging by students.

Students go together in pairs and prepare the roles for a conversation related to the issue: appropriate questions, answers etc. Each group has five minutes for preparation. Then the texts are recited in class. All students listen and take notes: Which aspects have been well solved? Which suggestions for improvement can be made?

Example 1: Prescription in a pharmacy

A patient wants a drug against influenza but she does not have a prescription. The pharmacist explains that is is not permitted to give away drugs without prescription. She offers to give the patient a different drug. The patient is annoyed and angry.

Example 2: Complaint in a shoe shop

A customer ordered a special pair of walking shoes. Unfortunately the shoes have not been delivered in time by the producer. The customer is angry because he needs the shoes desperately and because he cannot wait for the delivery.

The customer has to buy a different pair of walking shoes and asks for a discount.

Variation:

A clearly structured sequence for the conversation is provided for the students.

Benefit

Students receive more security in pronouncing professional terms in difficult communication situations where they are needed in professional life.

Attention

Please note that all conversations and situations as well as the feedback in the plenum should take place respectfully.

Do you want to support your students in filtering relevant information from professional texts?

Preparation:	Working form:	20 minutes

Name:	**What is relevant?**
Challenge:	For many students it is challenging to understand the content of a text when is contains long and many subordinate clauses. Identifying the meaning of copula (linking expressions) in subordinate clauses can be difficult especially when words are specific and uncommon.

Description

The teacher takes a text which has to be studied for next exam and prepares a set of questions:

- What is the main topic of the text?
- Which other topics are covered in the text?

Students are asked to read the whole text and then to mark and underline all topics, e.g. main theme in blue, sub-theme 1 in red etc.

Variation

In order to make the text visible to all students, the teacher can project the text onto the wall. Then a section of the text can be worked on together.

Benefit

Students learn to filter relevant information from a professional text.

Attention

All texts should be up-to-date and should be related to future working life!

Preparation:	Working form:	10 minutes; variation: 15-20 minutes

Name:	**Learning and repeating words**
Challenge:	Reading and understanding professional language needs a huge active and passive vocabulary. Continuous work is needed to extend it.

Description

The teacher displays cards with different terms on a pin board and gives other cards with definitions to the students. Each student receives one card. The students have to pin their card with a definition to the appropriate term on the wall.

This method can also be used for practising exams questions. Students have to find the right answer to a question.

If someone does not find the right term (or question) to the definition (or answer), this student can pick a different card. The number of cards should be larger than the number of students.

Variation:

The teacher prepares a working sheet with two columns:

- The left column contains terms or questions.
- The right column contains definitions or answers.

Students connect terms and definitions with lines. The results are evaluated in the plenum.

Benefit

Continuous up-date of students' vocabulary

Material

Cards with terms and definitions

Attention

Be careful that you do not put too much pressure on the students to find the right solution. Allow students to walk around freely in class in order to create a relaxed atmosphere.

Would you like to support your students in structuring their thoughts and knowledge?

Preparation:	Working form:	10-15 minutes

Name:	**Mind map**
Challenge:	Understanding causal relations can be challenging.

Description

Students build teams of 3. The teacher hands out a sheet of paper with an empty mind map on it (see other page).

You can repeat a topic you went through the lesson before (example: appendicitis). This term is written in the middle of the mind map and symptoms of the disease are written in the circles around it. The next set of circles is filled with the reasons for these symptons etc.

The logic can also be reversed: "I have a headache" can be in the middle circle. In the outer 4 circles possible trigger factors for a headache can be filled in. All members of the team discuss the contents and the logic of the circles together.

Variation:

The mind map can also be used as a method to get students to think about a topic, e.g. at the beginning of a new lesson. Students then note everything that comes to their mind with respect to a certain topic.

The mind map can be extendes if necessary.

Benefit

Students learn to structure their knowledge about special topics.

Material

Copies of empty mind maps and colourful pens
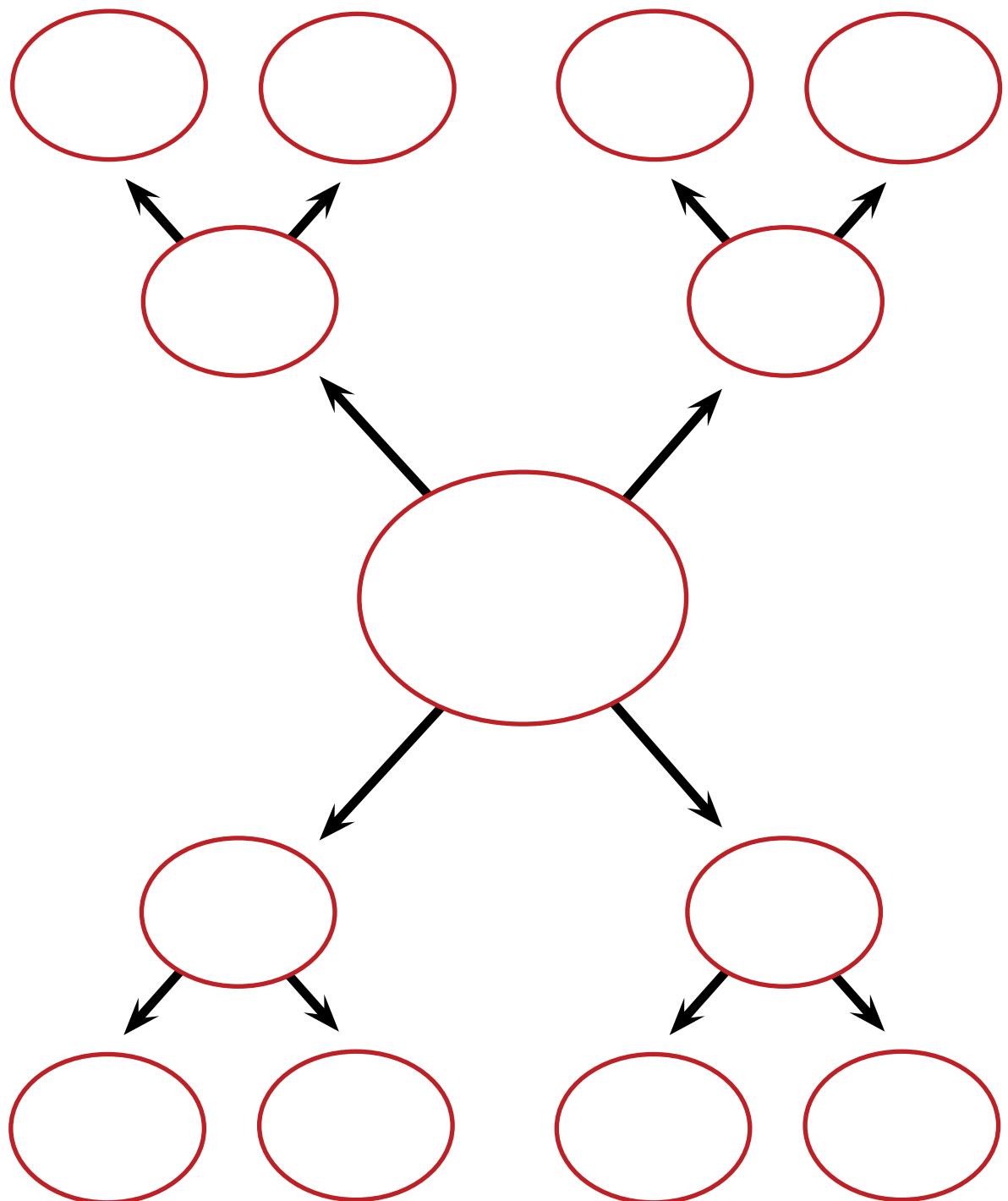
Do you want to introduce students to idiomatic expressions and sayings which they need for professional life?

Preparation:	Working form:	20 minutes

Name:	**Your and my idiomatic expressions**
Challenge:	Different languages and cultures use different idiomatic expressions and sayings. There are expressions that are only used in common speech and there are common speech expressions that get a new meaning through word-by-word translation.

Description

The teacher chooses 5 or 6 idiomatic expressions and sayings and presents one true and one false meaning. The task of the students is to find out the true one. In addition to explaining the meaning of the idiomatic expression or saying, possible situations are discussed in which the expression might be used in professional life. Examples: "To keep an eye on someone"; "I am counting on you"; "To get grey hair".

Variation:

Students look for idiomatic expressions and write them down. Afterwards the meaning in discussed in the whole group. This excerise is particularly interesting with a group of participants from different backgrounds and with mother tongues and might lead to surprises when students see that their idiomatic expressions are not as different as they might think.

Benefit

- Increasing knowledge about common speech expressions
- Reducing word-by-word translations
- Awaking interest in students for idiomatic expressions

How can working material and working processes be taught at the same time?

Preparation:	Working form:	30 minutes minimum

Name:	**Step by step**
Challenge:	For students it might be difficult – especially at the beginning of their work life – to remember the working steps in their correct order.

Description

In this exercise, the steps of a working procedure from professional life are taught in the right order. Students are supposed to remember the correct sequence of steps in order to be able to apply these steps correctly in working life.

Preparation:

All steps of a working procedure are written on cards. Each sequence has a color. For example, there are five yellow cards with the working procedure "measuring blood pressure", but each of these five cards contains another step of this working procedure (see next page). Pay attention to produce as many cards as there are students in your class.

Game:

Each students gets a card. All other cards are placed on different tables. Students have to find the other cards that fit into their working procedure and bring these cards into the right order. As soon as all groups have found the right order, the solution is presented to the whole class. The teacher can – at the end – give feedback.

Variation:

In addition to the steps of a working procedure there could be cards with respective material that is related to one specific working step.

Examples of cards can be found on the next page.

Benefit

Students get to know complex working procedures and relevant material for each working step.

Material

Cards with steps of the process

Attention

For this exercise good skills of the teaching language are a prerequisite.

Additional information

The preparation time should not be underestimated since there may be a lot of cards to produce.

Measuring blood pressure Put equipment on stand-by	**Dyeing hair** Customer counselling
Measuring blood pressure Put patient in right position	**Dyeing hair** Explanation to customer
Measuring blood pressure Explain procedure to patient	**Dyeing hair** Select color
Measuring blood pressure Attach blood pressure meter.	**Dyeing hair** Customer counselling
Measuring blood pressure Material: Blood pressure meter	**Dyeing hair** Material: Color tables

Hidden similarities, hidden differences

Hidden similarities
Hidden differences

When adults with different first languages and educational backgrounds learn together, some intercultural learning processes arise. They should be created with awareness, because they have an inevitably impact on the learning process and the learning success.

In this context, the iceberg model serve as a metaphor: As with an iceberg, some elements of culture are visible while others might be hard to see, only a small proportion is above the surface. For example, language, music, art, traditional clothing, or eating habits form the visible part of culture. Thinking, cognitive concepts, ways of life, role models, settings, etc. are invisible elements of culture. Even the understanding of time and space can vary among cultures. On the contrary, there are many similarities that connect people across cultures, such as the love for music or literature, enjoying sports or nature, just to name a few.

Intercultural learning requires, first to look beyond the surface within oneself and then to enter in an open dialogue with others. It requires a fundamental respect for the fact that people think, feel, perceive and act differently, and that this is not worse just because it is different.

In ethnically and culturally heterogeneous training groups these challenges emerge in a particular way. Often people from other countries are categorised by nationalistic frames and not seen as individuals. There can be less attention to what people bring with them with respect to interests, preferences, and characteristics regardless of their origin, rather there is a focus on the visible part of their culture. This might lead to intolerance, discrimination, and a deficit oriented view to others, in particular to "foreigners". Teachers and training participants are confronted with apparent differences which need to be tackled with in a solution oriented process. Different school systems in the countries of origin may result in differences with respect to acquired knowledge and skills: For example, nurses could be taught more knowledge about the chemical composition of certain preparations in one country, whereas in another country they might have better knowledge on wound care. Also previous experience with learning and teaching methods, patterns of interaction between teachers and students, gender roles, legal rules and regulations, duties and obligations of a particular activity, and much more – all hidden aspects – can differ. Above all, these hidden aspects in particular can lead to uncertainty and cause feelings of inequality, discrimination, or frustration, or lead to negative group dynamics in class.

In the chapter "Hidden similarities, hidden differences" exercises are offered to overcome the obvious aspects of culture. Patterns of thinking, stereotypes about people and their lifestyles are to be questioned. The priority is not what apparently seems to separate training participants, but what unites them. The widely held notion of culture is to be extended because we are all part of different cultures and have a cultural identity. This has been and is continuously influenced and established by many different aspects such as family, ethnic, moral, geographical, religious, political, historical, and social factors.

The prepared exercises and methods offer suggestions on how you can right from the beginning give your participants the opportunity to know each other in a comprehensive way and maybe find common grounds. They show how to enhance empathy for others, how to turn the focus on what people like at each other, and how to stimulate a process of seeing others as distinct people with individual habits, values, attitudes, and customs. There are also suggestions on how to build knowledge about foreign traditions and cultures, and on finding out how certain professionals fields are defined in different countries. These questions in particular draw attention to "hidden differences". If somebody does not know that there are differences, for example, with respect to rights and obligations involved with a particular profes-

sion, and if they differ from what one knows from their own country, then nothing can be clarified. Thus, teachers should be open to ask questions and to encourage the class to pose questions as well. Knowledge helps! Knowledge and information help to understand each other better and promote a cross-cultural open learning environment. Seeing and presenting differences as an enrichment and not as an obstacle is a good basis for a good work in heterogeneous groups.

Have you ever made the experience that job descriptions can be different?

Preparation:	Working form	10-20 minutes

Name:	What do I have to do, what can I do, and what I am allowed to do?
Challenge:	In different countries, job descriptions and related competences can be different. This fact may lead to feelings of insecurity.

Description

The teacher prepares a given job description.
Examples for trade and industry:

- The tasks of a mechanic are the following:...

- The tasks of a carpenter are the following: ...

Or in health care:

- The tasks of a nurse are the following: ...

- The tasks of an assistant nurse are the following: ...

Students read the course descriptions, migrant students take notes of the differences to their country of origin. After that all the students discuss the issues.

Benefit

Knowing professional responsibilities, duties, and competences can prevent possible tensions at the workplace

Material

Copy of job description for all the students

Additional information

This method can be applied for all emerging hidden differences.

Hidden similarities, hidden differences

Would you like to draw the students' focus on each other's good characteristics?

Preparation:	Working form:	10-15 minutes

Name:	„I like that you……"
Challenge:	Often migrants are regarded with nationalistic attitudes: They are not seen as individuals but rather as somebody from a different nation. This leads to intolerance and discrimination, and migrants may be considered to be less valuable people.

Description

Students form pairs and says at least 3 good things about each other.

If the students do not know each other well yet, they can ask questions in order to find positive characteristics, e.g.:

- Tell us please how your friends would describe you.
- If an ad campaign would be made about you, what would be worth emphasising?

Afterwards the pairs introduce each other to the group according to the information collected.

Variation:
Another option is preparing a written description about each other which will be displayed in the classroom.

Benefit

- Drawing the focus on positive aspects
- Better self-awareness
- Getting to know each other better
- Increased tolerance in the group

Has it ever happened that your students were not familiar with measurement units?

Preparation:	Working form:	5 minutes

Name:	What measurement unit do you use?
Challenge:	Units of measurement can be different in different countries. This may cause difficulty and confusion.

Description

The teacher displays an empty chart which display regular measurement units of the respective country.

The first column contains the local measurement unit. In the following columns all students note the measurement units of their countries of origin and the factor for conversion. The chart will serve as a conversion tool in the future.

- In many countries distance is measured by kilometres, while in others the mile is the common measurement unit. Accordingly in the chart it will be include that 1km = 0,61 mile.

- Weight is measured by kilograms in Hungary, while in China the unit is called Tael. Therefore it will be noted that 1kg = 26 Taels.

Benefit

Visualising will support the understanding and remembering of measurement units.

Hidden similarities, hidden differences

Would you like to extend your views about other cultures and traditions?

Preparation:	Working form:	1 lesson

Name:	Holidays and celebrations
Challenge:	Some people tend to make judgements according to national stereotypes without having any information about the other's individual life, values, background, and customs.

Description

In this exercise students and teachers will learn about others' cultural background (traditions, preferences etc.)

Phases:

- Collecting information about celebrations and holidays: e.g. Christmas, Ramadan, Shabbat

- In groupwork each group presents one of these events. The group must prepare for the presentation.

    - Group "A": Christmas (tradition, food, customs...)

    - Group "B": Ramadan (tradition, customs, end of Ramadan...)

- Further issues can be discussed, e.g.:

    - What do I like the best about that celebration or holiday?

    - What would I miss the most if I was not able to celebrate the event as usual?

Presentations are held for the whole class.

Version 1:

At the end of the school year students have a festival together. Students bring traditional food and drinks according to their backgrounds and may also wear national costumes.

Version 2:

Traditions for special occassions (wedding, birth, school graduation) can be discussed.

Benefit

Similarities become visible and differences receive appreciation. Cohesion and mutual understanding can develop.

Attention

The tasks should be integrated in the educational process so that students do not have to use too much of their free time for preparation.

Would you like to bring the legal framework of working conditions, professional tasks, and responsibilities closer to your students?

Preparation:	Working form	15 minutes

Name:	**Legal framework**
Challenge:	Professional tasks, obligations, responsibilities, and also salaries are different in each country. Lack of information about these issues may lead to feelings of discrimination or frustration.

Description

The teacher collects information on working conditions and competences according to relevant legal regulations (e.g. job description, salary schemes, regulations on shift work, pension conditions, form of employment, like public, private or self-employment, necessary licences and registration, medical licences, etc.)

Students read the information and can ask related questions.

Benefit

Knowledge about the framework of a professional field is developed.

Material

Photo copies of the information for each student

Attention

The teacher hands out the information and advises the students where they can find further information. The teacher is not obliged to have an exact answer for each and every related question.

Hidden similarities, hidden differences

Would you like to strengthen the empathy of your students?

Preparation:	Working form:	20 minutes

Name:	**How does the other one feel?**
Challenge:	People tend to neglect others' individual experiences as they are too preoccupied with their own thoughts and feelings.

Description

1. Students are asked to imagine themselves in another person's situation (e.g. as a patient, a customer, or even an animal), think about their possible relations, and tell how they would feel in the given situation.

2. Students write their thoughts and ideas on moderation cards. Cards are then collected.

3. The cars are clustered according to similar issues. Students who have noted similar ideas form small groups. The groups present their ideas to the others.

Benefit

The method helps to develop empathy and to reveal hidden aspects in class.

Material

Moderation cards.

Would you like to get to know your students in a specific and differentiated way right from the beginning?

Preparation:	Working form:	10 to 15 minutes

Name:	**Getting to know each other with a group-mirror**
Challenge:	Often migrants are regarded with nationalistic attitudes: They are not seen as individuals but rather as somebody from a different nation. This leads to intolerance and discrimination, and migrants may be considered to be less valuable people.

Description

1. A chart is prepared on a flipchart paper. The rows contain questions, the columns the names of the students.

2. Questions about hobbies, likes and dislikes, previous studies etc. are written on cards and displayed .

3. Now the students write the answers on separate cards and fit them in the appropriate playe in the chart.

4. When the chart has been filled, students look for others who they have similar experiences, preferences, dislikes, etc. with.

5. Students who have something in common form small groups and have a chat about the given issue.

The contents of the chart may vary.

Benefit

The method helps the individual and the group practise self-awareness and perception of others. The students get to know each other and find similarities and common aspects right from the beginning. The method can be used for supporting the integration of outsiders.

Material

Flipchart paper, cards, pens.

Hidden similarities, hidden differences

Name	Barbara	Peter	Adam	Sarah
Hobby				
I like:				
I do not like:				
My favourite dishes are:				
My mother tongue is:				
How many sisters do I have?				
What did I want to become when I was a child?				
…				
…				

Hidden similarities, hidden differences

HID **8**

How can you present the diverse and full character of a person?

Preparation:	Working form:	1 lesson

Name:	**I have many faces**
Challenge:	People often do not recognise other persons' full character but they tend to identify them with one feature only.

Description

In the chart students can show that they emphasise different sides of their personalities in different contexts and situations. The characteristics are complementing each other, creating a complex image of each person. The exercise reveals similarities which otherwise might have remained hidden.

The task should be done by interviews in pairs or small groups.

Benefit

Students realise how diverse and complex the other's personality is; they get to know each other better and do not reduce each other to their nationalities.

Material

Chart.

Attention

Good skills in the teaching language are required for this exercise. It is helpful if the teacher has knowledge about group dynamics but it is not a basic condition for the exercise.

Hidden similarities, hidden differences

	Name	What music do I listen to with…?	What languages do I speak with…?	How would … describe me?	…
Parents / family					
Friends					
School mates					
Colleagues					
…					

How can the self esteem of students be strengthened, even if their qualification is not formally recognised in the host country?

Preparation:	Working form:	30 minutes

Name:	**Assets**
Challenge:	Qualifications are often not formally recognised in other countries. This can hinder employment opportunities of migrants and also affect their self esteem negatively.

Description

Each student individually makes a list of the following issues:

- **What am I competent in?**
- **What can I do well?**
- **What do I like to do?**

In pairs or small groups students emphasise competences and skills that are important and relevant in their future professional work. These are included in the "assets lists" which are displayed in the classroom.

Benefit

Mutual recognition of competences and interests makes students feel competent and more confident. They can see themselves from a resource oriented point of view, not from a deficit oriented point of view.

Material

For the "assets list", a form has to be prepared which looks like a company share (see attachment). Alternatively a coloured A4-size sheet can be used.
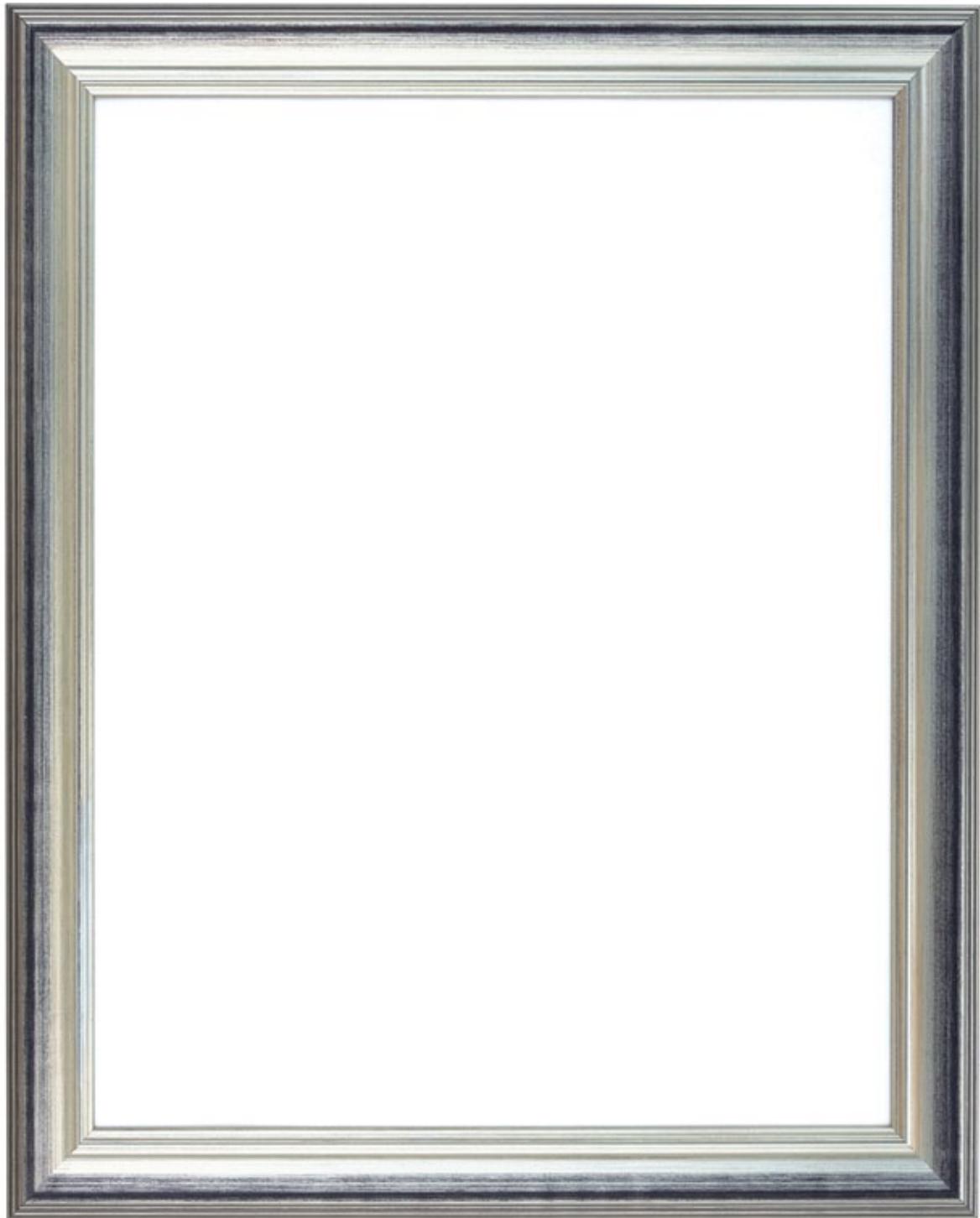
Group Dynamics

Group Dynamics

Group dynamics are both a blessing and a curse as they reflect behaviours, values, and attitudes that arise exclusively from the interaction of several people, namely a group, and do not – and cannot – arise within individuals in the same way. They can both foster pro-active and solution-oriented behaviours and establish, or set in motion defensive, problem-focused, and destructive practices.

In order to be able to speak of a "group", an essential and adequate prerequisite is goal-oriented inter-action. In adult education groups the common goal is to achieve a qualification. Firstly, individual persons ("I") come together in order to learn together ("We"). Progressing from "I to We" and subsequently becom-ing "I to a functional group" requires the clarification of common goals, rules, and roles. The content and the emotional aspects of the participants, but also social relations and processes of the individual devel-opment have an influence on the behavioural role and the role-taking of individual persons, on the devel-opment of a group structure, and on the formation of group standards and behavioural norms (what has to be done, what has not to be done). As a rule, a group initially undergoes five phases in its structuring: *Forming, Storming, Norming, Performing, and Re-Forming*. Forming describes the phase of becoming ac-quainted to each other and building trust. Storming is the name for the conflict-ridden phase when goals and rules are disputed. In Norming, decisions and agreements on certain goals and rules are made. In the performing phase, the tasks and functions of the group are carried out. Re-Forming denotes a phase of "stock-taking" and if necessary the re-orientation and re-shaping of previously made agreements. The important thing is that all phases are passed through. Often there is a desire to skip the Storming phase as there are reservations towards the active addressing and resolution of conflicts. However, in such a case only the smallest common denominator for collaborative work will be maintained, while unresolved conflicts continue to go on.

In education groups, particularly in those where the participants learn together over a longer period of time, group dynamics processes have continuing effects. They are determined by the changeable personal interests, emotions, goals, values, standards, perceptions, attitudes, and the professional and social skills of the individual group members. Likewise – even if less obvious – they are influenced by the interests and tasks, the goals and expectations of the teaching staff. Group dynamics processes – how-ever they operate – cannot therefore be denied; they are simply there.

A group, whose members are for example very interested in having good learning outcomes and com-mit themselves very much to this goal, will mostly also produce greater learning successes. On the other hand, teaching staff are often confronted with different difficulties. For instance, individual groups within the class can make constructive interaction difficult, or prejudices and stereotypes prevent positive col-laboration. Sometimes the conversational tone is thoughtless and mean, and condescending remarks are made about colleagues; the motivation of the whole group can decline or can turn to reluctance if some members show indifference; feedback to professional questions can be given in a harsh and derogative way and can decrease the respect of colleagues lastingly; the culture of conversation can be poor if colleagues do not let each other speak out or immediately judge what is said.

In adult education where the learners very often meet only once or twice per week in class and at times have no teaching staff with whom they can consult, the opportunities to positively influence processes may well be limited. But exercises can be carried out which can have an influence on the behaviour of the group. If however great difficulties arise, such as the exclusion of or discrimination against a group member, it is very important to take care that interventions in group dynamics processes are always initi-ated. No teacher is able or ought to initiate any intervention that is not desired by the group itself. Further-more, the members of the teaching staff are themselves part of the group, although with a different role, and would therefore change their function if they intend to take the position of a moderator or mediator.

In this case external consultancy is advisable, which simultaneously offers very important protection for the teaching staff themselves.

The exercises mentioned above demonstrate the possibilities of how education participants can develop their own group rules, how good interaction must be shaped, how gridlocked groups and group compositions can be loosened up, how the diversity of a group and its individual members can be represented, how appreciative feedback can be given, or how an educational group can be released after a demanding teaching session with a positive sense of a common purpose.

Group Dynamics

Would you like to loosen up the bonds between gridlocked subgroups in your classroom?

Preparation:	Working form:	20 minutes

Name:	**Building something together**
Challenge:	Gridlocked subgroups block constructive work in the classroom.

Description

The students form 4 subgroups by counting (1; 2; 3; 4: all students with number 1 work together etc.). Each group gets the task to build something with unusual material (e.g. a figure, a bridge etc.). Afterwards the groups present their work:

- What is it?

- Who built it?

- What is the name of it?

- How was it made (Did we just start working or did we make a plan?)

- What do we want to express with it?

The best object wins a price.

Benefit

Common activity promotes a sense of belonging together and brings a positive influence into group dynamics.

Material

For each group: scissor, paper, ruler, glue, pens, and aditional material such as cork, drinking straws, box of matches, cardboard, or other

How can the heterogeneity of the students become visible?

Suggestion

Introducing oneself to the class mates enables contact and confidence, and above all it gives a first impression about how heterogeneous we all are. We have many interests and talents, and everyone of us has passed many stages of life already. Tolerance and understanding for each other can increase.

By reflecting of your own CV and the CVs of the fellow students this diversity becomes visible. Moreover you get an impression about various aspects of students' biographies. Presumptions and stereotypes can decrease.

How can the heterogeneity of the students become visible?

Preparation:	Working form:	1-2 hours

Name:	**My life as a movie**
Challenge:	Presumptions and stereotypes can make it difficult to get close to each other.

Description

Every student receives a poster with the task to make (draw) a poster of a movie (title, lead actors, genre...). Then all students introduce the posters to each other. The students are encouraged to ask each other questions. As a variation the posters are not drawn, but designed as collages. This takes more time. At the end the posters are displayed in the classroom which makes the heterogeneity visible to teachers of other subjects, too.

Benefit

The students increase their knowledge about each other and encounter aspects which are usually hidden behind stereotypes.

Material

Paper (A3), pens, optionally old journals, glue.

Attention

Teachers should make clear that heterogeneity and not creativity is the focus of this task. They should make sure that every poster receives the same amount of attention.

Group Dynamics

Do you want to come to an agreement about how to get along with each other?

Preparation:	Working form:	30-45 minutes

Name:	**Agreements**
Challenge:	In some training groups you might encounter a disregardful tone of discussion in the group which lacks respect and might lead to bullying.

Description

1. The students split in three groups and collect on a poster all aspects that are important for them with respect to their common learning and working.

2. The posters are presented in the plenum.

3. The teacher clusters the most prominent aspects.

4. Each group is given the task to formulate a certain amount of communication rules.

5. The results are discussed in the plenum.

6. Everybody signs the rules of the group and the poster is displayed visibly in the classroom.

Benefit

Students are more careful with each other and treat each other respectfully.

Material

Posters

How can a group of students be released with a positive feeling after a demanding teaching session?

Preparation:	Working form:	10 minutes

Name:	**Turn**
Challenge:	After some demanding lessons or tasks both students and teachers might becomes tired or exhausted.

Description

A blanket is put on the ground. All students stand on the blanket. Now they have to turn the blanket around without students stepping away from it. It can be done in between a hard unit in class or at the end.

Benefit
- Activation of physical resources
- Strengthening group cohesion
- Having fun together
- Creating a positive group feeling

Material
Blanket

Attention

This exercise can easily be done in a group with limited skills in the teaching language. In most of the cases the group achieves to make the turn and therefore has the good feeling of being successful. However, during the turn the students have intense physical contact – make sure this all right for every member of the group.

Would you like to show your students the importance of giving feedback in a respectful way?

Suggestion

Feedback rules

It is not easy to give or receive feedback. Sometimes feedback might hurt, cause defense, or appear humiliating. No one likes to be corrected. Dealing with emotions openly might have to be practised as well. A feedback situation is often tricky, therefore it is important for all people involved to obey certain rules. For turning feedback into a benefit, the following roles are useful:

Requested

The receiving person should want the feedback. He / she should wish to learn something about him- or herself.

The feedback could start with a question: "I have noticed... Would you like a feedback about this?"

Describing

The person who gives the feedback should first describe the observed behaviour (neither judge nor look for possible motives).

Important: Positive aspects are mentioned first (this increases the willingness to listen to the following points).

The shift to critical aspects is introduced with AND... (a BUT destroys the positive aspects mentioned before).

Specific

The feedback giver should describe the observed situation as precise and specific as possible.

It is helpful to phrase "I / ME" sentences, instead of "YOU" sentences.

Adequate

The aim of feedback is to provide something helpful for the receiving person in order to better understand the reactions he or she causes in the enviroment. It does not serve aims of the feedback giver.

Prompt

Do not try to give or receive a feedback a couple of weeks later, but do it immediately.

Would you like to show your students the importance of giving feedback in a respectful way?

Preparation:	Working form:	30 minutes

Name:	**Giving feedback**
Challenge:	It is not easy to give or receive feedback.

Description

The teacher thinks up every-day conflict situations.
For example:

- A colleague writes incomplete reports and complicates the professional progress.

- A colleague treats some team member in a disrespectful way.
The teacher explains the feedback roles before starting with the exercise.

With the example of the imagined conflict situations giving feedback can be trained in pairs. There are two roles: The feedback giver and the feedback receiver. The person receiving the feedback puts him- or herself into the mental state of seeeing the feedback as a gift. This person listens carefully. The person giving the feedback asks the receiving person, if he/she is interested in a feedback about a situation observed.
Feedback is given in the form of "ME"- and "I"-statements:

1. „I observed that.../ I noticed that..."

2. „I thought that / I felt like..."

3. „My reaction was..."

4. „I would find it helpful if..." (give examples of improvement)

Rules for receiving feedback: ONLY LISTEN!

- Do not justify, vindicate, or "strike back" verbally.

- Questions that contribute to a better understanding are welcome.

- Thank for the feedback at the end.

- Decide for yourself what you want to accept and what you do not accept (= self-responsibility of the receiver).

Benefit

The students learn to give feedback in a respectful way.

Material

Printed feedback rules.

Suggestion

FISH! motivation
The world-famous Pike-Place-Fish market (www.pikeplacefish.com) is part of the Pike Place Market in Seattle, Washington. John Yokoyama bought the fish market in 1965 and was looking for a concept to motivate his employees.

Motivating slogans can bring enjoyment in the training so that students do not just sit around in the classroom waiting for the day to pass by. The slogans can be discussed (in small groups or in the plenum) and visualised on posters. They should be remembered particularly on especially long and exhausting days or after lunch break.

LOVE WHAT YOU DO!
Learn to love what you do – even if at the moment you might not be doing what you love.
For many of us, working life seems to be something you have to go through in order to be able to enjoy the rest of life. But we spend too much time at the workplace to waste it like this. Working time is used fruitfully when we enjoy it. If we have to work (here), we might as well have as much fun during the day as possible.

PLAY, HAVE FUN!
Some people think that playing is the opposite of work. You either play or you work. At the work place, usually people play only secretly. Playing is perceived as non profitable, non productive, and useless. But the opposite is true. Playing works for you. It makes your day more enjoyable than it would be without playing, and it really helps you fulfil some of the harder tasks which would otherwise only be agonising.

GIVE JOY TO OTHERS!
One way to share joy with others is to have fun yourself and let others participate. For most people it is difficult to withdraw from a pleasurable atmosphere, especially at a place where seriosness seems to be expected. When you feel bad and you meet someone cheerful and friendly, some of that person's energy is passed on to you.
Did some of the following ever happen to you? You had a miserable day, were in a bad mood, or angry. And then there is a dog in front of you wagging its tail, or a child smiles at you. Did you feel better then? Did you smile? This is what "giving joy to others" means.

BE PRESENT IN THE MOMENT!
It is an art to focus completely on the moment and on the person you are dealing with right now. To be present means giving your full attention to a task or individual. It is a full integration of knowledge and behaviour.
When eating your next meal, take the time to consider the taste of your food for a couple of minutes. Do not think about how busy you are.
Listen to a friend, a member of your family, or a colleague with full awareness. Free your brain from everything superfluous and fully concentrate on your conversation.

CHOOSE YOUR ATTITUDE!
Choose your personal attitude.
You might realise if you really want to play, pass joy to others, and be present in the moment. Sometimes. In other circumstances you might not notice it. Some people think they have little control over their attitudes or moods. You simply feel a certain way, e.g. because others just treated you badly.
But you always have a choice how you do your work, even if you can not choose your work. The responsibility for everything you do lies within yourself.

For further information see the literature references.

Would you like to give students a chance to express themselves, if they usually do not?

Preparation:	Working form:	20 minutes

Name:	**I want to be heard, with softness!**
Challenge:	Some students are louder than others. They tend to interrupt the quieter students and do not let them finish their sentences. This can be a great distraction and frustrate the quiet students even more.

Description

1. The students sit in a circle.

2. A known topic (story, question) is discussed.

3. An object (a ball, a stick, a stone) gets passed from one person to the other. The person holding the object is the one who talks.

4. The amount of time for the speakers can be limited. Or it can be agreed on the rule that they have time to talk until the stone gets warm in their hands. So they have the choice to decide themselves when the stone is warm enough to be passed on to the next student.

Benefit

- The balance of force in class can be influenced.
- The students experience tolerance and empathy.
- Quiet students get a chance to express themselves.

Material

Ball, stick, or stone

How can difficult situations be discussed without questioning the individually chosen solution?

Preparation:	Working form:	10 min ore more *(depending on the complexity of the question)*

Name:	**Solving problems together**
Challenge:	Some aspects of group dynamics like integration, segregation, tendencies, and control have a great influence on the work atmosphere.

Description

1. A student introduces a practical problem. Only the problem gets told, not the individual solution that was chosen for this situation.

2. A short break for reflecting possible solutions follows.

3. The whole class now offers solutions how to solve the problem and discusses them with the teacher.

4. The person who encountered the problem gets alternative solutions without having to justify the decision he or she made.

Benefit

The participants learn from each other and discuss problems without being blamed for a lack of knowledge in some parts. Therefore they become more sensitive for possible conflicts.

Would you like to increase transparency about your role as a teacher for yourself and others?

Suggestion

Remind yourself in difficult situations what your task as a teacher is and where your limits are. You can display a poster on this issue in the classroom or discuss it with your students. Furthermore you can discuss the role of the students and group members in the course.

Examples:

YES, this belongs to my tasks as a teacher:

- Providing education and development opportunities
- Perceiving abilities and talents
- Transfering skills
- Initiating thinking processes and support them
- Moderating group dynamic processes
- Being a role model and an inspiring example
- Offering professional competences
- Having the courage to admit that I am not omniscient

NO, this does not belong to my job as a teacher:

- Being a secretary (assistant)
- Being expert for everything
- Working as a therapist
- Functioning as a foster mother or father
- Being the author of the students reports
- Taking every blame someone projects upon me
- Harmonising every difficult situation
- Always showing understanding for everything

What could be discussed:

- Do I have to be a moderator?
- Do I have to teach learning strategies?

Lonesome Warriors

Lonesome Warriors

The sector of further education faces a need for becoming increasingly professionalised which – among other things – further leads to higher demands for vocational and advanced training, for example in health professions. More advanced requirement profiles calls for a continuous adaptation of the teaching staff, not only to inhomogeneous classes, but also to changing and advancing curricula. Additionally the administrative support of teaching rises and due to this fact the educational and reflective work of teachers may not receive sufficient attention. Directly opposed to these concerns, teachers currently have to deal with unchanging structural conditions which make teaching difficult. One example: Many teachers focused on adult education are not regularly employed with an educational institution; instead, in many cases they are hired on a project and fee basis only. Therefore they do not have a team they can work with among the regular staff, in many cases the professional exchange with other teachers is missing completely. Teaching material has to be developed by the teachers themselves under time constraints and rarely compared with other teachers' offerings of the same or another subject. Teachers feel left alone particularly with their preparation work, with difficult decisions such as marking, or with pedagogic reflection, hence the term "Lonesome Warriors". This joint reflection of teaching material or of pedagogic concepts is of prime importance. More often than not problems between external and regular staff arise because the missing communication usually leads to a lack of information exchange and discussion. In this context, solidarity and team development are requested, and really required. Practical exchange of teaching material, scripts, or texts can facilitate every day work life and effort of teachers and open a space for development and discussion.

Quite often teachers in adult education appear "invisible": Their valuable contribution to the future work of the students they instruct is barely realised and thus receives little appreciation. In the following, exercises and ideas by these "Lonesome Warriors" will be presented in order to overcome feelings of isolation in teaching. Instead of perpetuating the impression of being alone, a feeling of being joined in this specific situation could support the involved teaching staff. This could also work against the feeling of having to "reinvent the wheel" over and over again.

The benefits of a professional exchange among teachers would be manifold. Some are mentioned here:

- Coordination of methods and content in the sense of an interdisciplinary collaboration

- Advancement of networking and communication between teachers in adult education

- Fostering work-life-balance by reducing isolation in everyday work life (particularly of external teaching staff)

- Improvement of the quality of teaching by knowledge management

- Ensuring the satisfaction of both trainees and teachers

- Optimising resources with respect to the preparation of courses

Lonesome Warriors

Do you have the feeling that your script is not up-to-date any more and has not been evaluated by anyone so far?

Preparation:	Working form:	3-4 hours for variation 1 and 2; 1-2 hours for variation 3 and 4

Name:	**Reflecting my script with others in 4 variations**
Challenge:	In quite a number of schools or educational institutions a lot of teachers are not regularly employed but are only hired as free lancers' with a contract for one (or more) class(es). These teachers are less integrated in the vocational institution, have fewer contacts with other teachers, and lack possibilities for discussion about teaching content or methods. Enthusiasm about one's own teaching is the basis for successful teaching. In this tool possibilities are presented to get feedback on one's own teaching material.

Description

Exchange your teaching material for one class with another teacher you trust.

Variation 1: If you do not have a lot of time and still want to improve your teaching material, swap your material with another teacher (of the same subject or a different one). Give feedback to one another in a restricted time period (e.g. 2 weeks).

Variation 2: If you have more time and want more detailed feedback on your teaching material, ask a teacher to take part in your class. The teacher then sits in the back row of your class and observes your teaching style with a set of defined criteria: contnet, processes, didactics etc. After the class both teachers sit down and you receive constructive feedback. Then change your roles.

Variation 3: If you do not feel comfortable with having a teacher in your class there is the possibility of getting feedback from students and to let them evaluate your script. Distribute the script after a class and let them know, which kind of feedback you are looking for and in which form (oral, written). Give your students some time to give you feedback.

Variation 4: If you do not want to involve all students in the evaluation, then give your script to 2-3 students in your class who are not as challenged as others are by your teaching or who already have a lot of experience and are thus ahead of others. This way they have a special role in your class. By doing so they also learn a lot. To evaluate something, also means to deal with the contents of a class in depth.

Benefit

- to improve scripts in content, in structure and in didactics

- to enhance the quality of the script and the teaching style

- to promote exchange of experience between teachers about the content and way of teaching

- unique feedback and quality assurance

- to find new sources of inspiration for teaching

- to give students who are less challenged than others a distinguished role

Do you miss exchanging experiences with other teachers?

Preparation:	Working form:	6 hours

Name:	**Independent Platform for Teachers in the health and social care sector**
Challenge:	Teachers do not have a lot of time and structural possibilities to exchange experiences. They do not regularly benefit from the material und know-how of other teachers. There is no independent network of teachers, where exchange of teaching material is made possible.

Description

If possible advance the exchange of teaching material, crosscutting content and the general exchange of opinion between teachers in your institution in quarterly discussions or regular meetings, via an online platform or a yearly teacher's conference. The attendance of such a meeting or a conference should be paid time for the teacher. To enhance attendance, make sure the meeting or conference takes place during regular working hours.

Benefit

- Promotion of interdisdiplinary networking

- Encouraging networking and enhanced communication between teachers in the health and social care sector

- Promoting a well balances work-life balance through the reduction of teaching isolation in working life (especially for not fully employed teachers and free lancers)

- Improvement of the quality of teaching through self-management and knowledge-management

- Increased satisfaction of teachers and students

- Optimization of resources when preparing teaching lessons

Lonesome Warriors

Do you as the manager of a vocational institution have the feeling that you do not know a lot about the quality of teaching in your school? Do you want to improve the quality of lessons and teaching styles in your school?

Preparation:	Working form:	6 hours (once a year)

Name:	**Recommendation for institutions: Improving didactics for teachers**
Challenge:	Teachers do not have many possibilities to exchange opinions about didactics and improve their teaching style with other teachers during their working hours. Didactical knowledge is rather seen as prerequisite to teaching. This kind of knowledge still has to be kept up to date regularly.

Description

Offer a free seminar on didactics for teachers once a year in your institution or school. In the seminar didactical questions are answered, like: How can I format my material the best way? How can I phrase questions for exams? Which techniques are there to present a topic? etc.

Didactical methods are then improved. Also, the variety of methods already used by teachers in your institution or school become visible and teachers talk about their different teaching styles. The quality of vocational training can therefore be enhanced. Teachers are additionally motivated to try out new didactical methods and to respond to different learning styles of students (visual learning styles, acoustical learning styles etc.)

Benefit

- Improvement of teaching quality through self-management and knowledge-management
- Increased satisfaction of teachers and students
- Optimization of resources when preparing teaching lessons

Additional information

A trainer specialised in didactics in vocational training should be found for the teaching of the seminar.

Would you like to create your lessons more in step with actual practice? Would you like to reflect lingual requirements for your students in your class?

Preparation:	Working form:	6 hours

Name:	**Comparison list for lingual requirements in my class**
Challenge:	Many times lingual requirements in vocational training and working life are not identical. What needs to be orally explained in training needs to be written down in working life or what needs to be heard and understood in working life only has to be written down in a lesson. This exercise gives the teacher a framework in order to specify which lingual requirements the lesson has. It makes a comparision between training and working life.

Description

Reflect the neccessity of language requirements for your lessons - for example in written texts or dialogues during training and working life. Reflect which of them are relevant for your class.
• What do students need to be able to write?
• What do students need to be able to say?
• What do students need to be able to understand
• What do students need to be able to read?
Also consider which requirements students do NOT have to meet. This creates relief on the side of the teacher and reduces the pressure of perfection on the side of the students.
An example would be to consider which type of texts your students actually need to write in everyday working life: appeals, notes (from telephone calls), protocols, documentation of health care services etc. Another example would be to consider which type of texts students actually have to understand when they work: instructions by a doctor, commands per telephone etc.
For this purpose you can use the framework on the next page.

Variations of this excercise:
• Fill in the framework for every single class you teach and exchange it with another teacher you trust.
• Fill in the framework for every single class you teach and talk about it with your manager/the manager of your school or vocational institute.
• You could also write halfa page on the relevance of the next lesson on the basis of the framework and hand this half page out to your students to increase relevance.
• You could also give examples from your own working life experience why this or another content is especially relevant for the students.

Benefit

• Increased relevance of the lesson for working life
• Reduced stress to fail an exam in your class
• Larger degree of transparency of the relevance of your class for working life
• Higher motivation of your students to pay attention in your class and to contribute
• Relief for teachers since the list may come to the conclusion that your contents are not as relevant for working life or that not all contents are relevant for working life
• Better prioritizing of contents in your class is the possible

TRAINING			
What do students need to be able to write?	What do students need to be able to say?	What do students need to be able to understand?	What do students need to be able to read?
e.g. reports	e.g. own opinion	e.g. frontal presentations	e.g. legal text
What do students not need to be able to write?	What do students not need to be able to say?	What do students not need to be able to understand?	What do students not need to be able to read?
e.g. protocols	e.g. instructions for medicine intake	e.g. telephone call in emergencies	e.g. health care documentation

EXAM			
What do students need to be able to write?	What do students need to be able to say?	What do students need to be able to understand?	What do students need to be able to read?
e.g. open questions on a topic	e.g. explaining a process	e.g. case studies of a client	e.g. exam questions
What do students not need to be able to write?	What do students not need to be able to say?	What do students not need to be able to understand?	What do students not need to be able to read?
e.g. case studies of a client	e.g. definitions	e.g. …	e.g. …

WORKING LIFE			
What do students need to be able to write?	What do students need to be able to say?	What do students need to be able to understand?	What do students need to be able to read?
e.g. notes	e.g. explain an emergency situation	e.g instructions	e.g. handwriting of others
What do students not need to be able to write?	What do students not need to be able to say?	What do students not need to be able to understand?	What do students not need to be able to read?
e.g. report on a training situation	e.g. latin terminology of body parts	e.g. ingredients	e.g. scientific articles

Do you feel like your lessons always follow the same course of action and you need new ideas to brake your routine?

Preparation:	Working form:	6 hours

Name:	Sharing a lesson - Visit my class and I'll visit yours
Challenge:	Often sharing a lesson with another teacher leads to new ideas for one's own teaching. The best way of doing so is to visit a lesson of another teacher and vice versa with a concluding feedback conversation between the two teachers.

Description

Ask a teacher you trust to come and visit your lessin and to observe your teaching style. If the teacher you choose is a teacher of the same or similar subject, you might get more professional (content) feedback. If the teacher is from a completely different subject or background, you might get a totally new perspective on the contents of your teaching.

Hand out a list of observation criteria to that teacher and talk about his/her observations after the lesson. From this feedback conversation you receive valuable and structured hints for your teaching. A list of observation criteria has to fit your subject but could contain the following questions:

- What comes to your mind when you see the teacher's positon and posture in class? (positive and negative observations)

- How appropriate are the teaching methods? (positive and negative observations)

- How does the teacher bring the practical relevance of the contents across to the students?

- How does the teaching material look?

- etc.

Benefit

- Improve teaching material

- Increase quality

- Promote exchange of experiences

Attention

The best way to do this is to visit each other's lessons. Both teachers should know each other well and should be able to deal with criticism and praise.

Teaching & Learning

Teaching and Learning

There are different approaches and ways to learn. Everyone has personal preferences and methods for learning. Although it is useful to vary learning strategies, the focus should be on to the preferred learning styles on order to learn effectively and quickly.

Learning styles refers to individually different ways and options of learning. Linked with this are the teaching methods used and offered in class which should enable optimal learning.

The different learning styles are based on different sensory channels: For example there are the visual-visual learners, who acquire knowledge by looking at something. Auditory learners learn best what they can hear. And there is a mixed form; these learners have no preference and seeing and listening are equally important. Tactile / kinesthetic learners prefer to "feel" the course material. Learners who achieve the best results if they like their teachers and colleagues and if they are in a good learning atmosphere, are contact or person oriented; they are called social learners.

- Methods for the more "visual type" include that the students see the written words and can use images when things are described. Spreadsheets, graphics, and charts are important for these learners.

- Methods for the more "auditory type" include the oral repetition of technical terms and topics. Discussions in small groups or in class, oral interpretations, and CDs can enrich the education of these learners.

- Methods for the more "kinesthetic type" include role plays, project work, and experiments that can be integrated into the course. Objects from the practice can be brought into the classroom to support these learners.

- Methods for the more "social learning type" include activities in small groups, creating a relaxed learning environment, group work teaching, and various opportunities for exchange between teachers and learners.

- Thus, for learning there are different sensory channels available and all should be addressed in the classroom and employed if possible.

Particularly in mixed groups with students from different education systems, with different educational experiences and different knowledge, there are many situations in which the teacher is required to provide teaching and learning methods suitable for the current needs. For examples, the learning content of a training course might vary not only in different countries but also between schools in the same country. In case of difficulties, new circumstances, uncertainties and/or cultural differences the learning motivation may decrease. This can not only reduce the learning achievements of individuals but have a de-motivating effect on the entire class. Sometimes, even the repetition of specific topics might be boring for some, but necessary for other. Furthermore, it is always important to support and encourage those who remain passive and avoid forms of interactivity and verbal expression. This is true particularly for those learners who are shy or have some difficulties with the teaching language. For others, in turn, learning alone might be frustrating and these students need motivating methods that encourage learning with others in a way which is as diverse as possible.

The methods of this chapter provide suggestions on how to repeat course content by involving different sensory channels; how to reduce the feeling of being overwhelmed which can occur with large amounts of teaching content; how skills about a certain topic can be assessed; or how the learning in the group can be promoted. In addition, background information about different learning styles is provided and a learning test is presented. Not at least, teachers will also find an exercise with which they can verify if

their teaching methods meet the needs of their students.

The exercises in the "Learning and teaching" chapter therefore consider on the one hand the needs of students with different learning styles, and on the other hand they provide ideas for teachers how to put this in practice.

Do you know the 7 myths of learning?

Suggestion

Myth 1: While studying, some parts of the body always have to be in contact with the chair.

Myth 2: The more attention you pay the more you learn.

Myth 3: The most efficient form of teaching is a well-structured lecture-style presentation.

Myth 4: You will remember more if you only listen.

Myth 5: The harder you study the more you will remember.

Myth 6 : Pleasure is not important for learning.

Myth 7: The only person who has the right to teach is the expert.

All 7 myths can be opposed by facts:

Fact 1: The more you sit in one position the less you can concentrate.

Fact 2: You will remember most if you speak, write, and move.

Fact 3: We only remember 10-20% of what we only have heard.

Fact 4: We remember 80-90% of what we have done. In order to learn something efficiently we have to talk about the issue with others.

Fact 5: We can study best when we are actively involved in the learning process and enjoy it.

Fact 6: We can study best when we have a sense of achievement which motivates us for meeting new challenges.

Fact 7: We are all on the best path to become experts in a profession or a certain field. The more knowledge we share with others the more we will learn.

Teaching & Learning

How can we recapitulate the teaching content using different sensory channels?

Preparation:	Working form:	30-45 minutes

Name:	**Learning stages**
Challenge:	There are several sensory channels available for studying; all of them should be used in the teaching process whenever possible.

Description

For each course unit the teacher prepares different learning stages. Each stage should involve another sensory channel (auditive, haptic, cognitive).
The tasks are clearly set in advance to avoid confusion.
Students complete the tasks; the results are discussed in class.

Example:

Students work on a situation in a car repair garage

Stage 1: The problem with the car is reported by telephone; students note the questions to be used in the situation.

Stage 2: One person arrives at an accident where the tyre of the car needs to be replaced. The student completes the task.

Stage 3: Another student prepares the invoice for the work (replacing the tyre, material, transfers, etc.).

Stage 4: Students add the names of the tools to pictures.

Stage 5: A telephone call reporting the accident is played to the students; students take notes of the relevant and important information.

Benefit

Learning stages are pleasant, bring variety, and offer advantages for all students.

Material

Appropriate material for the learning stages

Would you like to help your students to learn step by step in order to reduce stress and mental overload?

Preparation:	Working form:	20 minutes per week

Name:	**Sub-goals and little steps**
Challenge:	Adapting to new circumstances, unusual teaching methods, and other differences between the country of origin and the host country can cause feelings of insecurity and decrease students' learning motivation.

Description

Teacher and student set up individual interim targets for required achievements:

- By when should which course unit be repeated?

- At which point do certain difficulties occur and how can can be resolved?

The teacher offers different methods of checking progress to the student: for example more frequent (weekly or two-weekly) checks by the help of answer sheets. The results of the assessment should not be marked but the teacher should discuss the progress with the student and acknowledge the achievements. There is a written agreement on interim targets and on the chosen methods.

Additional information
Even without using traditional assessment methods teachers and students have a commitment which they can consequently follow.

Benefit
This method motivates students who tend to get stressed in a long-term learning process and by the quantity of the material and therefore might tend to give up. The teacher regularly checks learning achievements in order to mitigate the student's worries about learning results. As knowledge gaps are revealed in time, they can be corrected.

Material
Depending on the learning goals

Attention
The rules must be clearly set and followed, otherwise applying the method can cause extra workload for the teacher.

Teaching & Learning

Would you like to provide the opportunity for your students to ask their questions in time and also to learn from other students' questions?

Preparation:	Working form:	30 minutes

Name:	**Exploring difficulties**
Challenge:	Issues that students do not understand may negatively influence further progress and success in learning.

Description

The students collect information about a given issue by listing the most important learning content.

Students write down their questions.

The class including the teacher sits in a circle. In the middle of the circle there are paper sheets of different sizes. Students now think about what might hinder their learning sucess. They write their questions on the paper sheets; the size of each piece of paper symbolises the size of the problem. Afterwards these questions are dicussed with the fellow students under the teacher's guidance; the sequence of the topics is determined by the size of the problems.

Benefit

The method helps students and the teacher express their fears, doubts, and difficulties. Working together on these difficulties helps overcoming them. Students benefit from learning from each other and from discussing open questions.

Material

Paper in different sizes, pens.

Would you like to discuss the students' expectations and impressions about the course in order to reduce related worries and/or to clarify non-realistic ideas?

Preparation:	Working form:	🕐 30 minutter

Name:	**This is what I imagine, but is it true?**
Challenge:	At the beginning of a training course it is useful to discuss expectations and worries.

Description

The teacher takes a piece of wrapping paper and divides it into two parts: on the left side a tree, on the right side an axe is drawn. Students are invited to think about the following questions:

- What do I expect from this course?
- What do I wish at the end of the course?
- What subjects am I the most happy about?
- Which parts of the course material worry me the most?
- What is the greatest challenge for me in the training course?
- What help do I need to overcome my worries?

Students write down their individual expectations on green cards. Red cards will be used for their worries, dislikes, or anything that they do not want or feel stressed about. Each card contains one idea or thought. Green cards are fitted on the tree, red cards are placed on the axe.

Afterwards the class discusses the content of the cards together: The focus is on reducing the fears and worries (symbolised by the axe) and on checking unclear or unrealistig images. The aim is to be able to omit the cards on the side of the axe.

Benefit

Realistic and non-realistic expectations as well as fears and worries can be expressed and distunguished.

Material

Wrapping paper, Cards, Pens, markers

Attention

When applying the method the teacher must be aware that students normally expect their requirements to be met. In order to avoid disappointment the teacher must make it clear what (s)he can and cannot do, what the given time frame allows, what competences (s)he has, and what the educational aims, school regulations, and other conditions allow.

Additional information
The method can also be used to check and assess insecurities with respect to previously learned content which helps to determine what sections needs to be repeated.

Do you know how much your teaching methods meet your students' needs?

Preparation:	Working form:	15 minutter

Name:	**Feedback chart**
Challenge:	Some students may remain passive, avoid taking part in interactive activities, or refrain from verbal expression – mostly if they feel shy or have language barriers as it can be the case in students with migrant background. Teachers may have difficulties in finding out how students cope with the learning content and whether the applied teaching methods are appropriate for the students' needs.

Description

Each student is given a sheet with a chart (see attachment).
The first column contains aspects of the teaching form (course form, material, etc.) The next 3 columns are marked by emoticons. Students can tick the relevant boxes of the chart to express their opinions about the given aspect. In the last column they can make comments or suggestions regarding the teaching process.
The charts are collected and afterwards a person summarises the opinions and tendencies. The teacher takes notes and may also see the charts.

This activity helps the teacher to adjust the teaching methods and the students to express their feelings and opinions.

Variation:
Each student is given a chart; the first column contains the name of the previous course unit (e.g. hygiene). In the second column students can make comments on what they liked and what they did not like – assessment is done as in the first example.

Benefit

The teacher finds out which methods fit best for the students' needs and thus contribute to a positive learning success. Moreover, the teacher hears which aspects the students have difficults with and where repetition would be appropriate.

Material

A chart for each student

	🙂	😐	🙁	Suggestion
Work form				
individual work				
group work				
pair work				
class work				
Material				
…				
…				
…				
Homework				
…				
…				
…				
Other				
…				
…				
…				

Hygiene	I prefer that…
	I do not like that…
First aid	I prefer that…
	I do not like that…
Other	I prefer that…
	I do not like that…

Are you looking for an opportunity to find out about your students' previous knowledge and skills?

Preparation:	Working form:	10 to 15 minutes *(the teacher needs more time)*

Name:	**Collection of knowledge**
Challenge:	Contents of a training course might differ between countries and also between regions.

Description

Each student writes down 5 aspects they know about a given issue on a piece of paper. The sheets are collected in a box. The teacher can clusters them and display them in the classroom.

Benefit

Teachers can get a picture of the students' knowledge level about a certain topic quickly.

Material

5 cards or sheets per student

Have you ever experienced that students may have difficulties in written language even when they have good speaking skills?

Preparation:	Working form:	5 minutes for checking per documentation

Name:	**Filling in professional documentation**
Challenge:	Students' spoken and written language skills may differ. Particularly proper spelling, reading of handwriting, and taking notes in the lectures may be challenging for some of them.

Description

The teacher prepares professional documentation forms and explains to the students what they are expected to fill in. The teacher shows a filled documentation form of an anonymous person/case. The students' taks is to fill in the documentation properly.
The taks can be given for homework. The teacher assesses the forms and gives feedback to the students.
Professional documentations can be for example:

• Nursing documentation

• Stock registers

• Problem report sheet

Variations:

As assessing and correcting the documentations takes a lot of time, they also can be checked and corrected in the classroom. Students form groups of four and discuss the documentation and related questions or issues which afterwards can be answered in class.

Benefit

• Students benefit from this exercise because it is highly practice related.

• Teachers can help students improve their writing skills and also their professional knowledge.

• When writing becomes automatic, further studying will be easier for students.

Material

• Filled, but anonymous documentation (without name, address, etc.)

• Empty documentation forms

Teaching & Learning

Would you like to help your students overcome the feeling that the amount of teaching material never ends?

Preparation:	Working form:	5 minutes

Name:	**Barometer**
Challenge:	Often, and mostly before exams, students' motivation level drops significantly.

Description

The teacher displays a chart in the classroom showing time units: weeks or months.

The chart should be filled with relevant course content scheduled for the given period of time.
For example in health care:

- Month 1: Hygiene: basics

- Month 2: Hygiene: infection, desinfection, sterilisation

- Month 3: Hygiene: practice advice

- Month 4: Hygiene: practice

The group should regularly mark in the chart what they have already achieved; thus they will be able to see how the quantity of the course material becomes smaller and smaller as time passes.

Benefit

Students get an overview about how much content they have studied and completed so far.
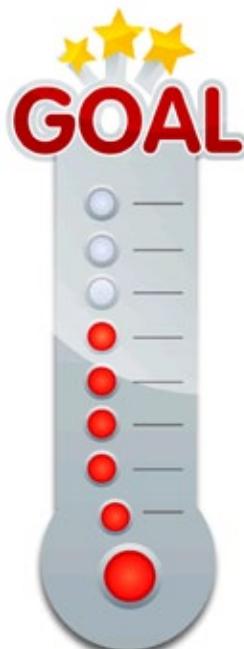
Would you like to help your students learn professional processes properly?

Preparation:	Working form:	15 minutes

Name:	**What, when?**
Challenge:	Students may have difficulties in determining the proper sequence of a professional process.

Description

The teacher determines typical stages of a specific professional process.

For example:

I witness an accident and I want to help. What do I have to do first, what next, etc.?

The teacher writes the steps or stages in random sequence; students are asked to put them in appropriate order. The solution is then discussed in class without checking or correcting students' individual – right or wrong – solutions. What counts is the final result of the group.

Benefit

Repeating exercises from different course levels help weaker students catch up with the class. Students can check their individual knowledge and development which will give them a positive feedback about their learning achievements.

Material

A practice sheet with sentences describing the stages of a work process or the sequences of an event.

Would you like to use a method for repetitions which takes into account students' different learning speeds?

Preparation:	Working form:	30-45 minutes

Name:	**At your own pace**
Challenge:	Not all students can follow the course material in the same pace. Some of them may need repetitions which can be boring for others.

Description

The teacher prepares questions and exercises on the previous lessons' material. There are sheets for questions and exercises and separate sheets with the answers. Students in groups of 3 work on different question sheets. Answers and solutions are then assessed in and by the groups themselves; therefore students get direct feedback about their results. In case there is a series of exercises on different difficulty levels, students can decide how many exercises they want to complete in a certain amount of time. This way weaker students or groups and do not become embarrassed. Students support each others in the groups.

Benefit

- Students can find out more about their own pace of learning and also about their progress.

- They realise that there is no wrong learning path.

- Repetitive excercises consider individual learning speeds and capacities.

Material

Series of questions or exercises, answer sheets

Additional information
At the end of the lesson questions may be discussed in class in order to clarify all difficult points and questions without exposing anyone.

Would you like to help your students extend their vocabulary?

Preparation:	Working form:	It is worth spending 10 to 15 minutes each day with the exercise.

Name:	**Learning and practising expressions**
Challenge:	Reading and understanding professional language requires a wide active and passive vocabulary. Thus, language skills and vocabulary should continually be improved and extended.

Description

Students prepare a card for each new word or expression. There are two ways for doing this:

a) On one side of the card they write a word/expression in the teaching language, on the other side in the foreign language, mother tongue, or professional language.

b) On one side of the card they write a new word/expression, the other side contains the definition or explanation.

Students then may use 3 boxes:
In the first box they put new cards of the week. These cards should be practised every day.
The second box contains the cards which the students have already learned but which need practising. The students check these cards at least once a week in order to practise.
The third box holds cards of words that the students are already familiar with. They should be checked and practised once a month.

New cards are prepared continually as new words and expressions come up.

Benefit

Students practise new words and expressions continually and can watch a development of their professional vocabulary.

Material

Cards and 3 boxes

Attention

Cards should be written by the students themselves. New words have to be spelled correctly and the definition or meaning must also be accurate and precise.

Additional information
Students need to prepare cards continually for any relevant word or expression in order to keep practising.

Does it happen that students are unable to summarise the contents of the material and identify key issues?

Preparation:	Working form:	15 to 20 minutes

Name:	"Cheat sheets" – finding out what is important
Challenge:	Some students find it difficult to identify key issues in the learning material or apply in practice what they have learned.

Description

Students summarise the course content as if they wanted to make "cheat sheets". The aim is to work on the new material independently, to find key issues, and to make a concise and helpful summary of the given unit.

1. Students are given small cards.

2. Students make a summary of each unit on these cards as if they wanted to prepare for a test.

3. The size of the cards limit the contents, therefore students have to find the most relevant points.

4. The teacher tells the students what the key issues of the unit are.

5. Students check their own cards, modify them, or add more points if necessary.

Benefit

Due to the limited space on the "cheat sheets", students become more effective in finding the important points, which will help them understand the whole material better.

Material

Cards, pens.

How can the harder aspects of a job be balanced with a more relieving perspective?

Preparation:	Working form: 👥 👪	🕐 20 minutes

Name:	**"Two sides of the coin": solutions instead of problems**
Challenge:	Each and every job has advantageous and unpleasant aspects. Unpleasant tasks or circumstances may make people develop a negative opinion about the given profession.

Description

One side of the "coin" contains a job-related problem that a student mentions. Pairs exchange their papers and the other student turns the problem into a solution by asking the following questions:

"What aim can this serve?"
"What can this be used for?"
"What beneficial aspects does this have?"

At the end of the activity both the problem and the solution are read our in class for discussion.

Variation
The activity can be done individually or in groups of 3 to 4 students.

Benefit
By using a solution-based approach to problems the professional commitment increases.

Attention
For this activity, mutual trust and appreciation are needed.

I find it difficult to tolerate unpleasant smells when I provide nursing care.

This is very unpleasant for the patient, too. If I change the diapers quicker, the patient will feel better sooner.

I may have a lot to learn from her; I will do my best not to take criticism too personally.

One of the colleagues makes me feel that I do everything wrong; she corrects me all the time.

Suggestion

Learning in groups

Learning in groups is more appealing and motivating than studying alone. As every group member contributes other skills, ideas, and opinions, group learning brings a benefit with respect to quality and creativity of problem solution.

Participating in group work will result in better negotiation and reasoning skills and students learn to present their thoughts in a well-structured way. At the same time, knowledge gaps come to surface and students can hear other interpretations, values, and thoughts. That way individual knowledge can be assessed, modified, changed, and stabilised. Groups can also provide an opportunity for developing social skills: Students realise that there is not only one correct approach but there may be several positive ways of understanding an issue. This can lead to establishing a higher level of tolerance and will also help to reveal, discuss, and solve conflicts.

Group learning may enhance motivation and perseverance of the members. The social support in a good learning group helps students to "keep going".

However, the positive effects of group work will not automatically come up. The most important condition is that members have a common aim to work for. The willingnes to co-operate is an indispensable element. Groups are social units which have to complete certain tasks and at the same time to structure the inner processes. Failing on either side risks the other side as well.

According to Ruth Cohn's theory, each group should consider three aspects equally: the person ("self"), the group ("we") and the task ("that").

If a dynamic balance between these aspects can be maintained, the conditions are optimal for the group members as individuals, for their interactions, and for completing the given task.

The environment of the group requires particular consideration as well, because group and environment are related and react to any change.

Some rules established by Ruth Cohn in her theme-centered interaction appoach can be helpful .They should make the interaction easier and should serve as help, not as source of additional stress, even if they have to be practised.

- "Be your own chairperson".

- Anything disturbing should be discussed and cleared first.

- Present your personal opinion and do not generalise.

- Tend to ask questions about information only.

- Side conversations receive prior attention.

- Only one should speak at once.

- Be authentic and selective in your communication. Be aware of what you think and feel and carefully choose what you say.

- Pay attantion to your body's signs and also to the nonverbal signals of others.

- Express your own personal reactions and refrain from interpreting whenever possible.

Teaching & Learning

Would you like to enhance learning in groups?

Preparation:	Working form:	30 minutes

Name:	**Group puzzle**
Challenge:	Studying alone may sometimes be frustrating, for example because the student does not get the answer for a question immediately. Learning in a group, in contrast, may be motivating and inspiring for the student.

Description

Group puzzle or "Jigsaw method" is a teaching technique which can be used both in cooperative group teaching and in traditional teaching. Students form groups of 5 or 6. Each member is responsible for a part of the topic; just like the "expert" of the given issue. The expert has to pass on the knowledge to the fellow students. As the other group members of the group do not have access to this information, there is a mutual dependency. Students who have to teach the same issue meet in expert-groups to work out the most effective way of conveying this information; they can discuss possible methods, their advantages, and disadvantages.

The teacher acts as a supporter and facilitator of cooperative and social interaction.

It is important that all participants must play an active role in the teaching process, all have to show responsibility and commitment. By doing so, even students with low self confidence can have the feeling of sucess which leads to positive learning effects.

Material

Parts of the course material or texts.

Suggestions

The following model was developed by Richard Felber. According to his work, the following learning styles can be distinguished:

1. Active versus reflective students

- Active students learn best if they can actually "do" something with the information – discuss it, use it, or explain it. The philosophy of the active person: "Let me try this and see how it works".

- Reflective students prefer thinking about the information first. The reflective person's philosophy: "Let me think it over first."

Active student benefit more from group work, reflective students prefer to work alone. All students find it difficult to only sit in the classroom, do nothing, have no physical activity, just take notes of the presentation. But for active learners this is particularly hard. Every student is sometimes active and sometimes reflective. There can be a focus on one pole, but a balance of both is desirable. Acting quickly without thinking first can get people into trouble, while always reflecting too long means that things never get done.

2. Sensoric versus intuitive students

- Sensoric students prefer to learn facts, they have a good sense for details, and tend to solve problems with proven methods. The act rather with caution and do not like complications and surprises. For sensitive students it is important that the course is directly related to the everyday life. They get annoyed if an exam covers aspects which have not been explicitly discussed in class.

- Intuitive students rather like to explore things and bring them into relation. They prefer innovation in teaching and dislike repetition, routine, and strict learning. Intuitive students are better at grasping new concepts and have a talent for abstraction and mathematic formulas.

Everybody is both sensitive and intuitive; the tendency for one side can be low, moderate or strong. For effective learning and problem-solving both approaches are needed. If intuition is over-emphasised, important details may be overlooked or mistakes can be made in practical task due to lack of accuracy. However, if sensitive learning is too strong, the person may get lost in the details and routines and lacks understanding and innovative thinking.

3.Visual versus verbal students

- Visual students remember best what they have seen – pictures, charts, diagrams, films, demonstrations.
- Verbal students need words and benefit most of what they have heard or read.

However, both groups remember most when information is presented in both verbal and visual ways. Usually, the teaching process involves very little visual information. Students listen to the presentation and read the related text in the course book. As most people are visual learners, they could study more effectively if learning contained more visual presentation.

4. Sequential versus global students

- Sequential students tend to learn in a linear way where each step is a logical consequence of the previous one. They solve problems with a logical, step-by-step approach. Sequential students may not understand the material fully, still they can handle it (fill in tests, make the homework) if the parts of the material are logically related.
- Global students take huge leaps in learning: They grasp elements of the material "incidentally" without seeing connections, but suddenly the get the whole idea all at once. Global students are better at solving complex problems or creating a new approach by setting up new contexts, if they have a global image of the whole thing. However, at times they might find it hard to explain how they got it done.

A strong tendency for one learning type might be challenging. Fully global type students who completely lack sequential learning may have serious understanding problems until the whole unit has been covered. Even if they have the whole picture they may lack understanding of special aspects of the material or important details. Sequential learners on the contrary will know much about the specific aspects of the issue but might find it hard to apply it to other sitations or issues.

Would you like to know more about learning styles?

There are several ways of classifying learning types and styles.

A well-known and widespread model was developed by David Kolb.

Kolb was not too much concerned about a typology of persons but rather about their behaviour in order to determine what kind of behaviour enhances learning.

The model distinguishes divergent, assimilating, convergent, and accommodating learning styles:

Divergent learners prefer actual experience and reflected observation. Such learners have a strong sense for imagination, they are innovative and full of new ideas. They tend to see situations from different angles and are interested in people. They are interested in culture and often choose some artistic activity.

Assimilating learners prefer reflected observations and abstract thinking; their strength is creating theoretical models. They tend to make inductive conclusions and deal with theories and concepts rather than people and human issues. They are able to integrate facts into concepts and theories.

Convergent learners prefer abstract thinking and active experiencing. Their strength is to come up with new ideas. They make hypothetic-deductive conclusions, and prefer to deal with theories and concepts they can test, but they are not much interested in personal issues.

Accommodating learners prefer active experimenting and actual experiencing. Their strength is activity; they often solve problems by intuitive problem solution and trial and error leraning. Accommodating learners prefer to deal with people rather than theories and concepts. They rather trust in isolated facts than in theories. (http://site.nive.hu/folyoiratok/images/stories/Szemle/2009/2szam/2090213_toth_atanulaseredmenyesseget.pdf;

http://mek.niif.hu/05400/05446/05446.pdf -- 156. oldal; http://arbeitsblaetter.stangl-taller.at)

The following chart illustrates these different behavioural strategies (http://www.tu-dresden.de/sulifr/downloads/2009/lernertypen_pp.ppt). The learning style test attached is also based on Kolb's typology.

Teaching & Learning LST**19b**
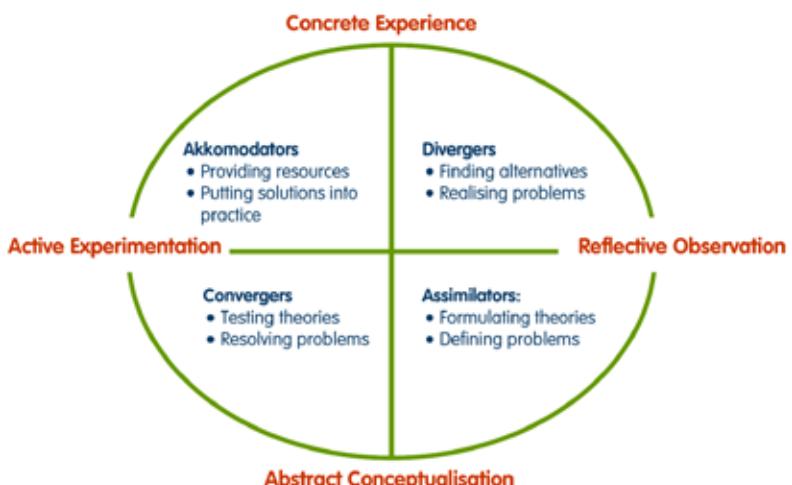
Would you like to give your students the opportunity to test their own learning style?

Preparation:	Working form:	10-20 minutes

Name:	**Teaching style test**
Challenge:	Sometimes students do not know what is the best way for them to study the course material. Teachers also lack tools to find out about students' learning styles in order to advise them accordingly.

Description

Ask your students to fill in the learning style test in the attachment. In the test 9 statements should be assessed using a scale from 1 to 4: 1 means that the fact is not true at all, while 4 means that it is very true for the person. After evaluating the test the points should be marked in the diagram.

The diagram shows 4 learning styles:

1. CE meaning **"Concrete experiences"**

2. RO meaning **"Reflected observation"**

3. AC meaning **"Abstract conceptualisation"**

4. AE meaning **"Active experimentation"**

Each student has a preferred learning style but may also have combination of styles – the test will show these preferences.

Benefit

• **For students:** Self-test for determining learning preferences

• **For teachers:** Information about the learning styles preferred by students; this can help select the most appropriate teaching method.

Material

Learning stlye test, Assessment scheme, Evaluation diagram.

1. Learning style test

	CE	Points (1-4)
1	I take part in things.	
2	I am open for new experiences.	
3	I like to come to terms with my feelings.	
4	I accept people and things as they are.	
5	I listen to my intuition.	
6	I like real things that I can touch and watch.	
7	I prefer studying "here and now".	
8	I listen to my feelings.	
9	I am full of energy and enthusiasm.	
	RO	**Points (1-4)**
1	I take some time before starting something.	
2	I examine all aspects of a problem.	
3	I like just sitting and watching.	
4	I am aware of what is going on around me.	
5	I have many questions.	
6	I enjoy observing.	
7	I often think about issues.	
8	I trust my observations.	
9	I am quiet and reserved.	
	AC	**Points (1-4)**
1	I know exactly what I want.	
2	I like to analyse things and take them into pieces.	
3	I like to think over ideas.	
4	I evaluate things.	
5	I think logically.	
6	I like ideas and theories.	
7	I tend to think about the future.	
8	I trust my ideas.	
9	I let my rational reasons win.	
	AE	**Points (1-4)**
1	I like it when things make sense.	
2	I prefer to try things.	
3	I like to be busy.	
4	I am willing to take risks.	
5	I work hard and achieve much.	
6	I am active.	
7	I am happy to see the result of my work.	
8	I have to try things.	
9	I have responsibility.	

2. Assessment scheme

Now note your points in the chart.

CE	
1	
2	
3	
4	
5	
6	
7	
8	
9	

RO	
1	
2	
3	
4	
5	
6	
7	
8	
9	

AC	
1	
2	
3	
4	
5	
6	
7	
8	
9	

AE	
1	
2	
3	
4	
5	
6	
7	
8	
9	

3. Evaluation diagram

CE = ...   AC = ...

RO = ...   AE = ...

Notes