

BENEFITS



Benefits for students

- Develop an understanding of how their work is interrelated with others
- Are introduced to thinking in models as a way to identify potential problems or potential for improvement in their daily work
- Train their communication skills
- Get a deeper understanding of the work process itself



Benefits for teachers

- Apply a method that addresses skill development at a domain-specific and meta-level at the same time
- See the current level of understanding about a work process for each individual student
- Use the created models to show important issues in the work process itself and cooperative work in general based on student's own experiences and views on their work
- Receive documentation of the results directly suitable for assessment of the training effects for each individual student
- Option to further use the created models for online (remote) and offline (in-place) follow-up activities

PARTNERS

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Facilitating Articulation and Reflection about Work

OBJECTIVES

The modern working world sets high expectations on people in terms of quality, effectiveness and efficiency of their contribution to the work process. Collaboration with others, adhering to regulations and reacting appropriately to changes are skills that are necessary for today's workers, regardless of their profession and domain they are working in. Being able to develop an understanding of how one's work is situated in its professional environment and reflecting about how it is interrelated to others it thus crucial for individual work satisfaction and overall work success.

METHODOLOGY

FARAW is a teaching method that facilitates the development of these reflection skills. It follows an interactive, scenario-based approach in which students learn to articulate and communicate how they work and interact with others. The concept is based on an interplay of action and reflection phases. In the action phases, the students perform roleplays of work scenarios they are confronted with in their daily life. In the reflection phases they build models of what each participant did in the course of the work process and where interaction and communication happened.

ARTICULATION AND REFLECTION

Models are simply created by using colored cards that represent people, activities and exchanged information using a prepared scaffolding scheme. Students start out by individually building a model of their own activities and communication with others. In a second step the individual models are integrated with each other one by one. In this process, inconsistent perceptions of how work is performed are uncovered and can be resolved. By repeating the roleplay-reflection cycle several times with slightly differing scenarios of the same work process, students develop an understanding of the commonalities and differences between the scenarios and are then guided toward identifying the generic activities that make up a certain work process and the variations that can occur. The action-reflection phase is framed by activities that aid the assessment of how far students have developed an understanding of the overall work processes and necessary collaboration.



WORKSHOP CONCEPT

FARAW is supported by a comprehensive methodology description that can easily be adapted to the target student group in terms of professional domain and prior knowledge. Teachers need to prepare appropriate scenarios and describe them in a way that enables student to enact them in a roleplay. The reflection phase is supported by a set of templates that guide students in creating and integrating their models. The workshop in which the methodology is applied lasts 1 – 1,5 days with the possibility to distributed blocks over a longer period of time. The main activities happen in group work; a trainer (teacher or skilled helper) for each group of 5 – 7 students is strongly recommended. Technology support for processing the created models is available optionally and allows for a more efficient and content-focused workshop as less time has to be spent on preparing and documenting the results.

FARAW makes it easier to introduce students to thinking in larger contexts and recognizing their interdependencies with others. It facilitates the development of skills that are directly applicable in today's highly collaborative professional work environments and provides teachers with a powerful set of tools that aid teaching and assessment.