

Teacher-Training: New Accents in Fast Changing Environments

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A new environment – spring 2020

Rely on textbooks:

- ▶ structure,
- ▶ contents,
- ▶ visual aids,
- ▶ approach and organization, etc.

New Challenges

Cognitive challenges	Distractions, multitasking, low concentration, low involvement
Validity of results	No direct control, possibilities of fraud
Reliability of knowledge	Low degree of knowledge and skill retainance
Efficiency	Longer time is needed
Real-life tasks	Inability to simulante many real-life tasks



New professional requirements – a move to edu engineering

Autonomy

Low (instructor dependant)



High (non-dependant)

Leading

Learner-centred



Teacher centred

Novelty

Low



High

Student Involvement

Low (instruction-based)



High (task-based)

Adaptability (individualization)

Low (same tasks)



High (individual course)

Validity of results

Low (not provable)



High (provable)

Efficiency - time

Low



High

Efficiency - cost

Low



High



Changing attributes and their measurement scales

Distance

Degree of involvement of instructors

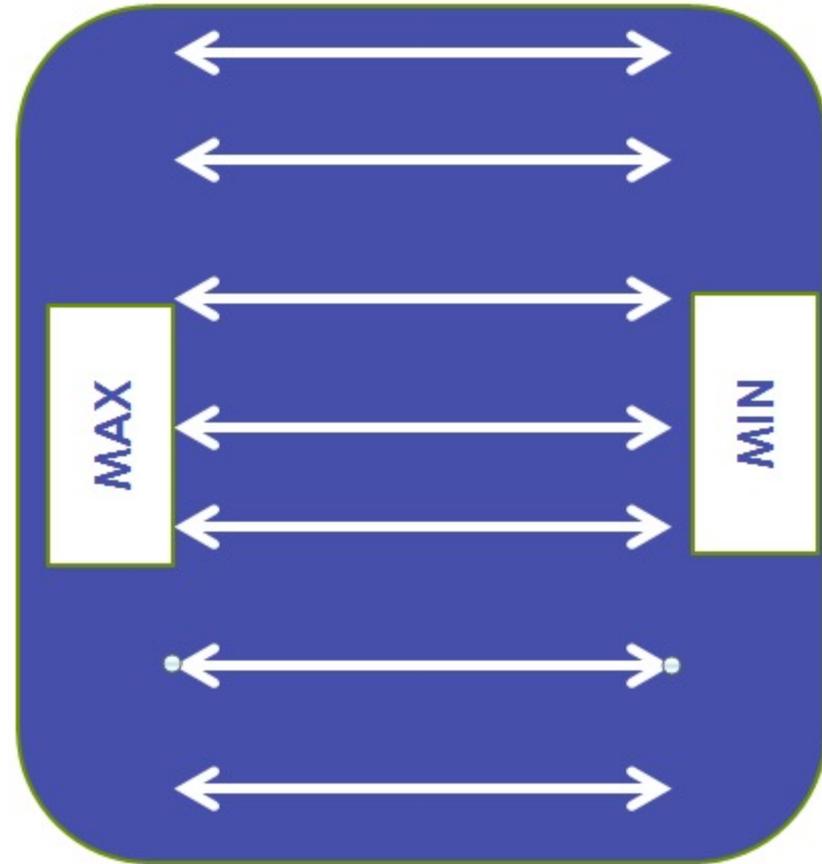
Process control degree

Self-organization degree of a trainee

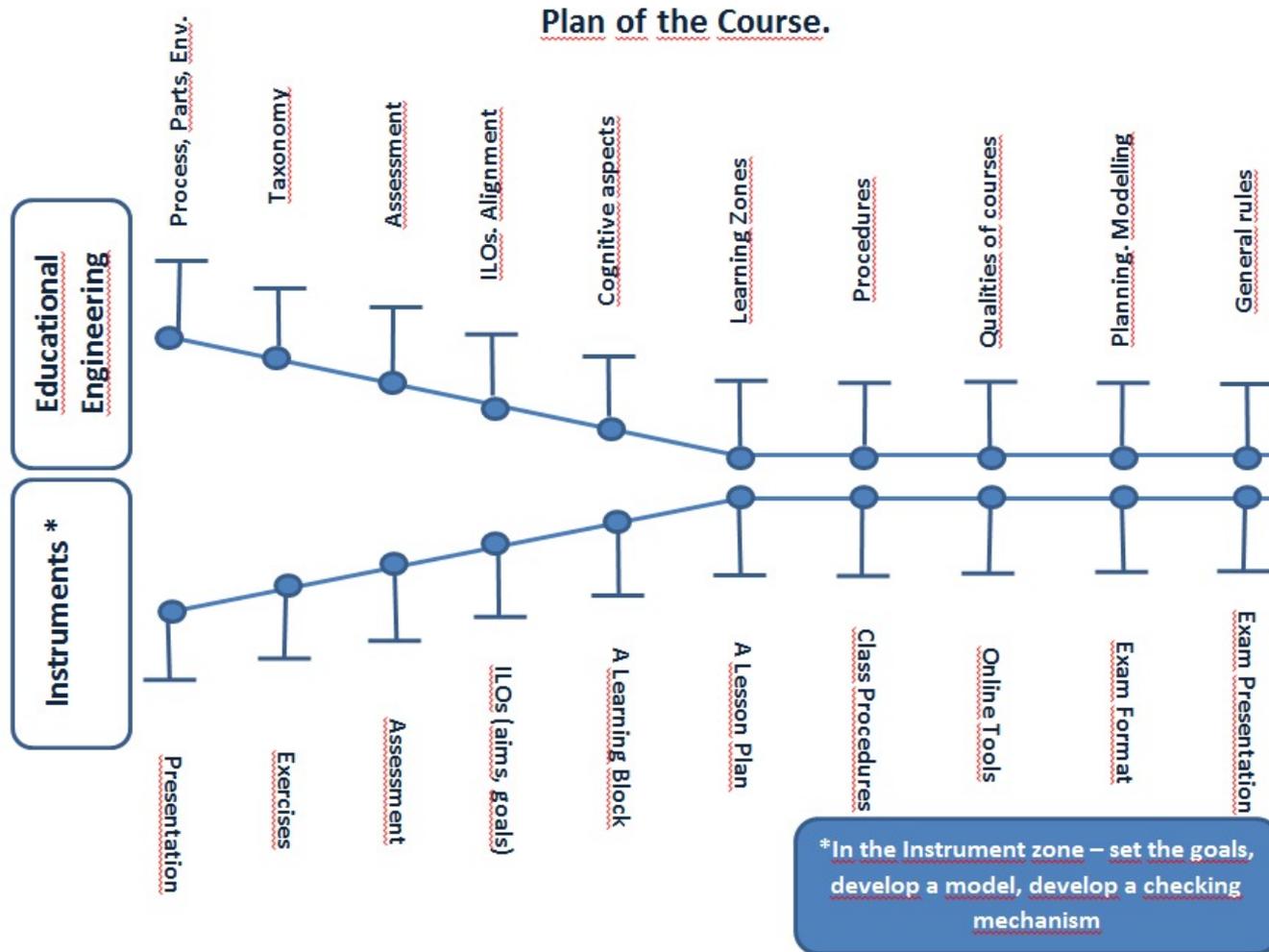
Synchronization degree

Linearity and control of learning time

Direct communication



Basic Educational Engineering: ability to construct solve upcoming challenges



Teaching in ZONES

Functional steps

Exercises

Dynamic steps

Invariations

Teaching in ZONES

Diagnostics

Complexity

Challenge/
Practice

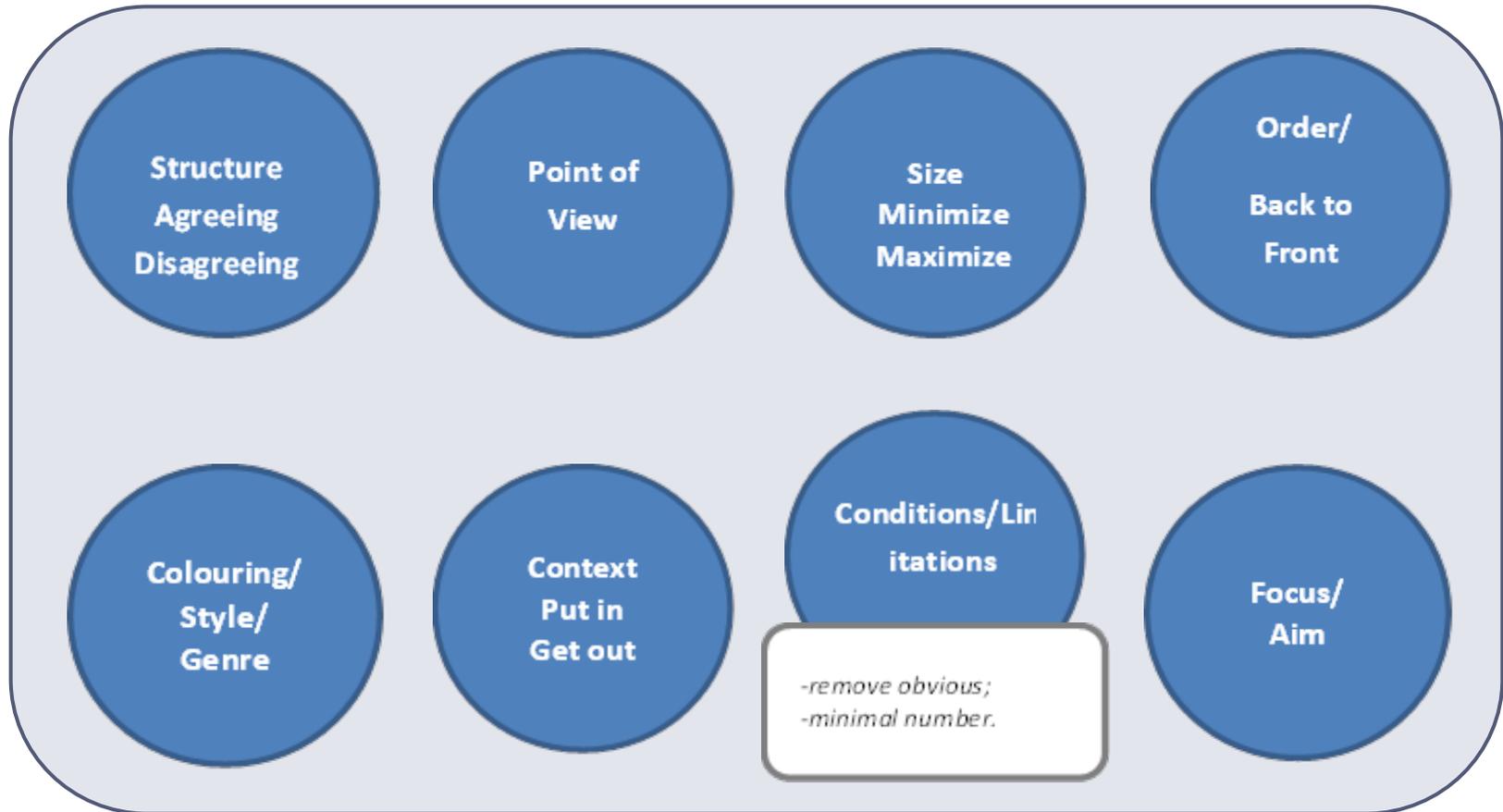
Summary

Assessment



Principles of classroom work organization

▶ I. Static Planning (one-step change of a material)



2. Dynamic planning

- ▶ Each exercise is seen as having at least 3 stages:
prepare,
do,
present result and evaluate.

An example:

Take a popular activity game «**word market**»

Stage 1 – participants get cards (prepare cards with words on them)

Stage 2 – they go to question-answer in pairs and either get or loose the cards

Stage 3 – results are discussed



The level of choices is acknowledged at each stage

Perc	Audio										Resources		
	TPR												
Skills	Picture										Dis/Agreement		
	Reading												
	Writing												
	Listening												
	Communication												
	Speaking												
	Role												
	Choice												
	Control												
		teacher	student	team/group(s)	whole/separate	pair(s)	whole/separate	free	limited	active/direct	passive/indirect	oral	written

Role	
	teacher
	student
	team/group(s)
	<i>whole/separate</i>
	pair(s)
	<i>whole/separate</i>
	free
	limited
	active/direct
	passive/indirect
	oral
	written

- Teacher role
- Student role
- Roles inside the group (different roles during discussion, reading, listening)
- Roles among the groups (looking for various info in one text)
- Roles limited written (roles received by lottery from certain list)



Thank you!

Have a great incentives to become better!

