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PEDAGOGIES FOR FUTURE IN VARIOUS SUBJECTS

Mr. Anil Trambak Ghandat,
Photographer Cum Artist,
General Surgery Department,
Sir J. J. Group Of Hospitals, Mumbai – 400 008.

Abstract :

I am apologizing publicly and to those who are following my podcasting and blogging. I have been transitioning from a full time position as a Learning Designer with the University of Adelaide to running my own learning and teaching consultancy. There has been much time away from the computer for personal reasons as well. We explore Immersive Learning and simulations to help transformational learning. we explore more about Immersive Learning and something I had never heard of called a Resilience Report. When he challenged me before it started with.

Key Words : Pedagogies, future in various subjects.

Introduction :

"What is it that keeps people from making good decisions and in fact what is a good decision it was quite a challenge. If we use simulations as a pedagogy to train can we simulate experience. Focus on troublesome decision not the easy ones. They are things we need to focus on with simulation development. Gives example of a colleague or friend may have behaved inappropriately (bullying) and explains if you focus only on the student of course you have to report it, but there are other points of view needing weight.

- What do we do?
- How do we wrestle with this?
- With simulations we can show the choices and consequences.

The difference between Assessment and Development :

We Talks about this difference, explaining that perception often connects the term "Score card" with Assessment. He talks about how simulations so effectively help development. They

give people the opportunity to fail. As learning designers building simulations we should design really tough decisions so the learner will struggle with these decisions – if we choose the poorer pathways then we will only get "wacked by the virtual 4×4 rather than real life consequences. Simulation provides an opportunity for participants to have to think critically and exercise judgment in realistic scenarios, to create muscle memory around thinking and not being mindless. It then provides an opportunity for the student to experience consequences so that they can expand their experience portfolios with meaningful experiences that they can draw upon in real life.

He shares much wisdom about educational leadership in the day by day running of a school. The following content is extracted from i have included an extract of this for download at the end of the post. With simulations we want to provide students with the practice of making those difficult decisions where they know that even if they make the optimal choice, parts of the outcome will be bad. Simulation provides a context for this kind of meaningful learning-by-doing and the resilience report provides:

1. The insight and understanding of the issues at play.
2. The trade offs/cause & effect that manifest in the scenario and/or broader context.
3. Insight into the stakeholders, beyond the obvious ones, that are affected by the context.
4. Demonstrations of the impact of time and what can make the students successful in the future.

The resilience report helps us to concretise the learning in decision making so that the student can literally see the issues that are at play in the issue even when the decision does not lead to the best outcome. This is a key enabler for learning of greater impact than that of instruction because it encourages students to try things out, to explore and discover. Even if they fail, they will be able to gain valuable insight into why and in that way add to their experience portfolios that they can draw upon when they face similar situations in real life

This podcast episode with another major "ah aha" for a teacher wanting to build simulations. Simulations are powerful but one thing developers have trouble getting their heads around is they never need to get the simulation **"right".**

Simulation is a tool to drive critical thinking which means we can address learning in so many different ways Please listen to the interview all the way to the end and hear all the challenges and "ah ahas" for teachers to help students transform with their learning to empower them to make a difference. Resilience is when A **person never gives up, Never Loses Hope,** and **Accepts failure as part of the road to success.** Resilience does not eliminate stress or ease life's

difficulties. Instead, it gives people the strength to tackle problems head on, overcome adversity and move on with their lives in the wake of traumas. we explore Immersive Learning and simulations to help transformational learning.

A final challenge to you as a **Teacher and Learning Designer**: If we can build simulations which develop people with resilience like. Ask us to focus on troublesome decision not the easy ones. They are things we need to focus on with simulation development. He shares much wisdom about Educational Leadership in the day by day running of a school. When he challenged me before it started with "What is it that keeps people from making good decisions and in fact what is a good decision it was quite a challenge. If we use simulations as pedagogy to train can we simulate experience. Immersive learning would help teachers work with mutually agreed graduate attributes and capabilities, helping the students embed them in their lives. His response that you can't teach these in a classroom alone but have to witness them in the real world is fascinating.. We talked about how Simulations are ideal for testing and modeling attributes and capabilities measured in context. Then the challenge, that you don't suddenly learn a capability like **" Perseverance "**. These attributes and **capabilities need to be Observed** – they are **evidenced in Behaviors.** You can teach about them but that doesn't incorporate them into behavior. It is so logical when you think about it …or at least when you hear Ken explain the process. If we put the learner into a situation, which requires choices and has consequences in a simple context and story, if it is realistic and the learners are engaged, we can give the learner choices or options which are equally as good as each other but which demonstrate different biases, behaviours and preferences.

Instruction is fundamentally linear, however with attributes and capabilities a lot cannot be separated from each other, they are linked – a part of the same big picture. We can provide instruction to address any of the fifteen listed in the capability list on the pedagogy wheel poster – but only one at a time. We can actually create simulations to manifest numerous of these 15 capabilities simultaneously in a story. A simulation allows us to leverage off these dynamics within the context of a story. describes in detail how a simulation is a better way to provide a realistic context for learners to demonstrate attributes values and capabilities and provide a close to realistic way for learners to practice for the real world of work. He speaks of the need to adjust and prioritize. Immersive Learning has major advantages over conventional instructional design when addressing the core of the Pedagogy Wheel model **"Graduate Attributes and Capabilities"**. Talk about immersion not only for adults but how it can work for the K-12 learning environments Ken explains how to immerse students into the story the context. He uses history and the approach of

having the students living in the experience **"A day in the life of "**

Approach to a simulation. About scorecards reflecting the norms of the times and context of the simulation which makes the weighting of choices possible – how a scorecard is similar to a rubric. A scorecard reflects the core elements or behaviors and how we can address autonomy mastery and purpose … the puzzle of motivation**. " OK I'm convinced, but how do you start to build a simulation? Is there a process and even better a checklist or template a teacher could follow when wanting to build a simulation for the first time?"**

He proceeded to expand his six steps on "Getting Started" from his book "Scenario-Based E-Learning". (see link in the online resources below). Following is a direct extract of that section of his book … I can't say it any better. Developing a simulation includes elements such as plot and characters that may be new to many designers. However, by concentrating on your learning objectives and the desired performance outcome, you can give focus to your simulation and provide a rich and engaging learning experience. When designing your scenario, follow this six-step framework:

1. Identify the specific problem or issue that needs to be fixed.
2. Envision the desired experience. What do you want people to experience when they go through the narrative? Is it a change in behavior? Is it the application of a new skill? Do you want to reinforce something they have been taught elsewhere? Or to allow them to fail forward in a safe environment? What is the outcome you are looking for?
3. Determine the timeline in which this experience takes place. Is it during the course of an hour-long meeting? A day-in-the-life? A week-in-the-life? A year-in-the-life? This will provide some necessary context for the narrative and determine its scope.
4. Define success. How is success going to be measured in the experience? What are the learning objectives? Who are the stakeholders and how are they affected by a successful or unsuccessful learning outcome? Is there financial impact or only interpersonal? By truly understanding the scorecard, we can identify root challenges and how to successfully overcome them.
5. Add conflict. Learners need to face a simulated challenge and solve it as they would in a real-life situation.
6. Finish the story. After you finish the core narrative, you will be able to go back later and add branches if you like. These elements do not need to be detailed or formalized at this point—you just want enough information to provide a framework.

Now, you should have a solid foundation on which you can build a simulation that is compelling and results in better retention and transfer. Listen to this pod cast episode and download the very helpful job aid in the online resources listed below. Please don't just file it away for future reference. As soon as possible grab a SME (subject matter expert) and work through it. Get something on paper and start building a simulation. Your students will be very grateful. Keep this up and the community will really appreciate your graduates – these graduates will truly make a difference.

The Padagogy Wheel Story So Far :

I developed this concept in July 2012 for use in face-to-face seminars as an aid to understand how to best use the i-Pad for education. The interest has been amazing and it has grown into a Learning Design Model for Technology Enhanced Learning and Teaching. There is the latest version of the Wheel (V3) as well as help how to get the best use from the model,

References :

1. Ed Leadership SIMS (ELS): This is Ken's Educational Consultancy Website specializing in the development of simulations Measuring Experience: Scorecards and Simulations
2. Learning's Hierarchy of Tools: Addressing Transactional Need Through Experiential Simulation: Talks about a model he calls "Learning's Hierarchy of Tools and models it on Maslow's Hierarchy of Needs … well worth a read
3. ASTD Philadelphia E-Learning SIG Presentation Capturing and Deploying Experience Through Simulations with Ken Spero: This was a presentation