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Reframing Heritage Education in Egypt (ReHeED)

Work package 2 online training

“Heritage Education in the context of schools, museums and archaeological sites”

Module 1.1.2

“Basic definitions for the creation of educational scenarios”

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Educational Scenario _ Definition.

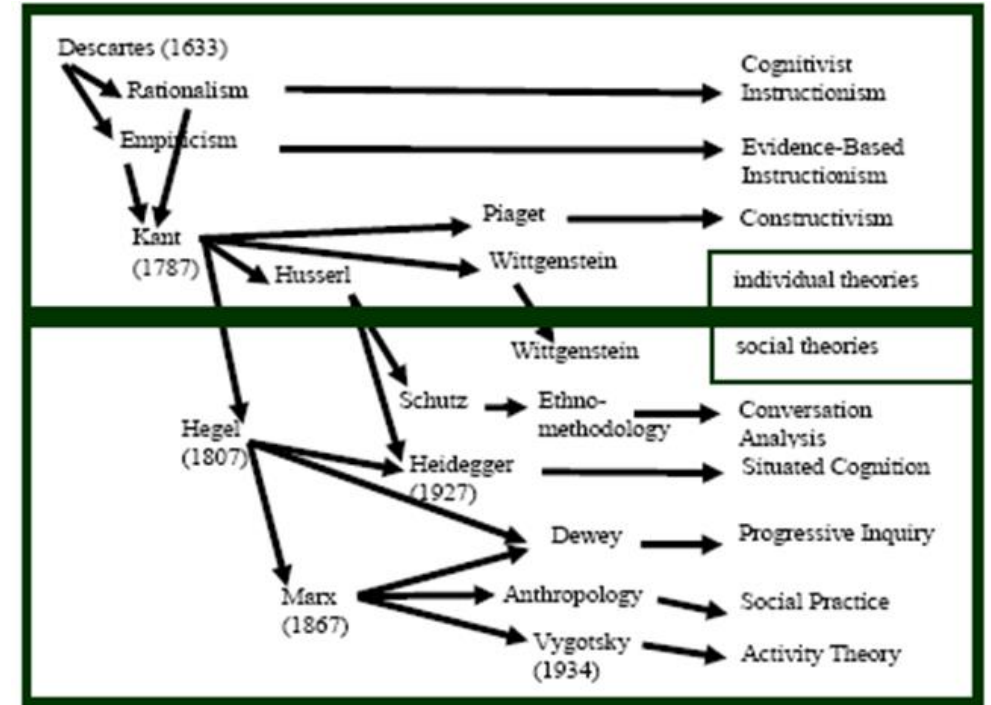
- An **educational scenario** constitutes a **structured plan**, which **describes the educational process of a course** and **aims to guide teachers during this process**.
- It basically defines the **form** and the **content** of the teaching experience i.e., learning outcomes, pedagogical theories, orientation, etc. and **provides the sequence of the learning activities and learning material** during a specific learning process. It is addressed to teachers while part of the scenario and specifically the worksheet is addressed to the students.
- According to the learning objectives of each educational scenario, specific **educational methods** are used, which in turn determine:
 - a. the flow of activities,
 - b. the appropriate tools and
 - c. the role of the teacher.
- The definition can differ in various schools of thought based on different **Learning and Pedagogical theories**. There are very contrasting instructional design models and ideas on pedagogic strategy.



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| <ol style="list-style-type: none">a. Lesson planb. Project |
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Educational Scenario _ Learning Theories.

- **Learning theories** → make general statements about **how** people learn
- They are mostly **descriptive**. (Learning theories also can be prescriptive → how people should learn, but that is rather the role of pedagogical theories)
- Learning theories play explicitly or implicitly a major role in **instructional design models** and the **educational technology** field.

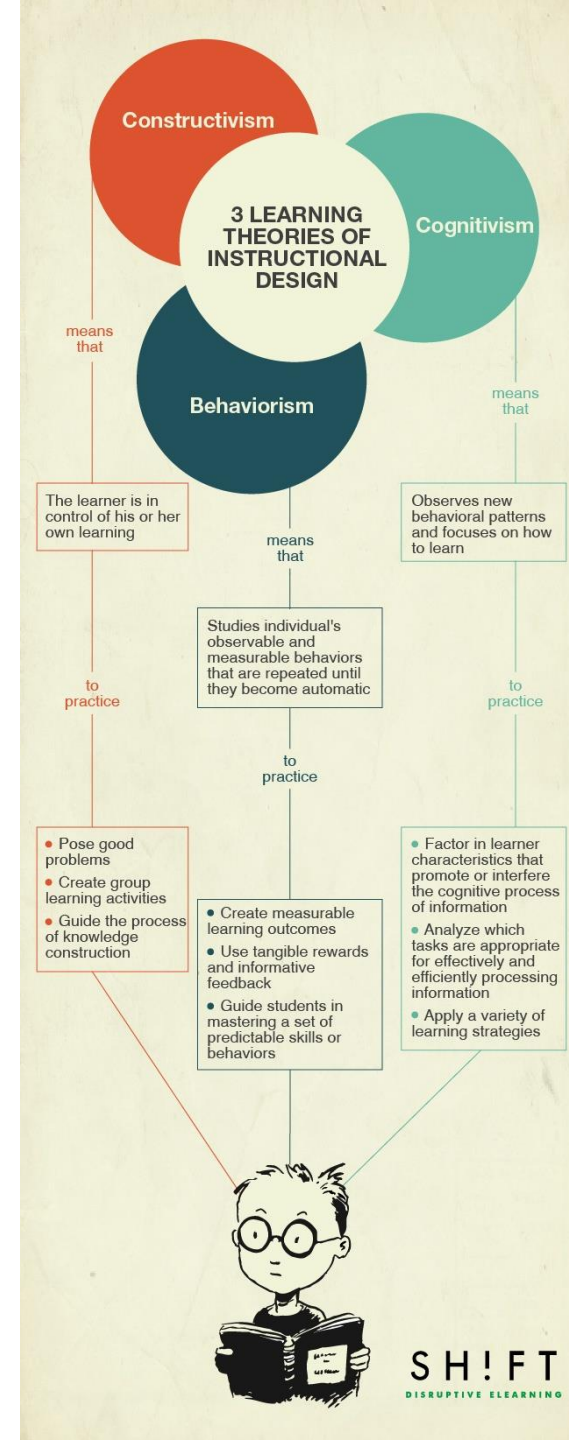


Influences on individual theories of learning and social theories of learning (Stahl (2003: 6).

Educational Scenario _ Learning Theories.

Major schools of thought:

- **Behaviorism** → is interested in looking at **behavior and observable changes**. Behaviorism in instruction focusses on generating new behavior patterns.
- **Cognitivism** → is interested in looking at the **thought processes behind the behavior**.
Cognitivist learning theory stresses acquisition of (including reorganization) of cognitive structures.
Makes explicit assumptions on how we store and manipulate information and that education should be concerned by analyzing and influencing thought processes.
Knowledge and tasks to be learned can be identified and performance can be measured.
- **Constructivism** → claims that **knowledge is constructed through** the interplay of existing knowledge and individual (or social) **experience**. Both learning and teaching is a more open-ended process.



Educational Scenario _ Pedagogical Theories.

- **Pedagogical Theories** → how things should be taught and/or how one can bring someone to learn.
- Under a more practical perspective, pedagogical theories are very much related to **pedagogic strategy**.

Pedagogic Strategies can be defined at **3 levels**:

- General instructional designs
- Designs applied to a teaching/learning unit (e.g., a lesson or a course module)
- Pedagogic methods that are part of a wider design.

Effective course designs (or teachers) may make use of different teaching strategies or methods.

Educational Scenario _ Pedagogic Strategies.

Types of pedagogic strategies:

- 1. Pedagogic strategies based on general learning theoretical concepts** such as Behaviorism, Cognitivism, Constructionism, Constructivism, Socio-constructivism, Situated learning, etc.
- 2. Strategies drawn from general pedagogical theory & from specialized research** such as Disciplinary didactics, school vs. vocational training etc.
- 3. New strategies developed from educational technology.**
Adopting the basic assumption that educational technologies can facilitate pedagogical scenarios.

An Educational Scenario Should...

- have a **clear and distinct structure**,
- use the means and tools of learning with balance,
- make **explicit** the intended **learning objectives**,
- promote **cooperative activities**,
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- enhance **directional discovery** and **active participation** of students in the learning process,
- insist on the **exploratory nature of learning**

(Stamou, 2020)

Educational Scenario _ Basic Structure.

A typical structure of an educational scenario is as follows (Fragaki, 2008; Stamou):

a. Identity of the scenario →

It includes:

- Target group (age, gender, profession etc.)
- Topic – title of the scenario
- Creators (name, profession, specialization etc.)
- Assignment to the school's Curriculum (concept, subject and objectives).
- Brief summary of the subject matter covered by the educational scenario
- Benefits of implementing the scenario

Also, information such as:

- if the scenario has already been tested in the classroom or it is a teaching proposal
- the class in which it could be implemented
- the required time duration and
- implementation prerequisites for the teacher and students

Educational Scenario _ Basic Structure.

b. Implementation Framework of the scenario →

It includes:

- the required level of learning and the required prior knowledge.
- classroom organization:
 - a. application throughout the classroom,
 - b. application to each student individually or
 - c. application in groups.

Tip: For ICT-based scenarios, groups of 2-4 students per PC are ideal.

- collaboration / coordination: The implementation of a scenario may require the cooperation of educators of various specialties, scientists or parents of students.
- start time of the scenario in combination with other prerequisite actions, distribution of time
- Duration and frequency of implementation of the scenario -> it does not need to overlap with teaching hours.
- Identification of required support material -> worksheets, websites, software and instructions for their use, printed material, etc.

Educational Scenario _ Basic Structure.

c. Teaching Process →

One should describe:

- the theoretical framework on which the scenario is based and the perceptions that are supported, connection with the current tendencies in the school
- the teaching framework -> teaching model and references to the learning/pedagogical theories used
- the methodological framework -> determines the way of organizing teaching and learning in the classroom (eg through assignments, collaborative learning, discussion, etc.)
- the technologies that will be used
- the main purpose and sub-objectives of the educational scenario depending on the methodological framework and the targeted learning level

Educational Scenario _ Basic Structure.

d. Scenario Implementation →

One should describe:

- **Learning activities** that explain why the scenario is important and more specifically:
 - Definition of the problem to be investigated, in the form of a question, complex problem or assignment that arouses students' interest.
- **Evaluation of the activities** required to achieve the expected outcome of the scenario by recording student behavior and spontaneous, verbal reactions that will help improve the learning process.
- **Final deliverable** which can be:
 - written assignments that develop critical and creative thinking,
 - mental maps,
 - educational applications,
 - multimedia presentations,
 - theatrical games,
 - constructions,
 - exhibitions ,social activities, etc.

Educational Scenario _ Basic Structure.

d. Scenario Implementation (continues) →

One should describe:

- **Worksheets** -> usually in hard copy containing the following information:
 - Brief description of the overall problem and assignment.
 - Instructions for performing the tasks.
 - Auxiliary instructions (e.g., for using a required software).
- **Bibliography** -> auxiliary resources useful for application and understanding of the scenario by the students.
- **Suggestions for improvement** -> useful for future applications of the scenario, with different classes and target groups etc.



distributed to students
guide for the implementation
of the scenario

Educational Scenario _ Target Groups.

In order to design an educational scenario based on the characteristics of the selected target group, one should try to answer questions such as:

- What do the group members already know?
- What are they interested in learning or doing?
- What motivates them?
- What causes them fear and what constitutes a taboo?
- What is their cultural background?
- What is their social experience?
- How do they perceive themselves and how do they perceive others?
- What kind of themes are considered more appropriate?
- What adjustments need to be made to the structure, duration and cognitive content of the activity?
- What alterations will be made to the space, the educational material or the other means which frame the process?
- What communication techniques will be used to approach the group?

According to the target group's profile, an educational scenario may be adapted in the following areas:

Objectives

Concept – Subject

Knowledge level

Duration

Structure

Pedagogical tools

Thank you for your attention!

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