

Teaching and learning methods applied on the module 'Vulnerable groups and trauma'

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Objectives

- To define a theoretical framework on teaching strategies*.
- To emphasize the need for of empathy*.
- To develop specific teaching and learning techniques*.
- To focus on the importance of interaction in a class*.
- To present the techniques of peer learning and role playing*.



* on
vulnerable
groups and
trauma

Problems of the usual teaching process

- Linear process,
- individuals cannot stay focused for more than ten minutes,
- short interaction,
- you cannot know what the students have learnt,
- it tends to the authoritative leadership model of education.

Alternative communication channels

While some students and trainees prefer listening, others prefer to activate different paths in order to acquire knowledge. We can understand a lot about the receiver by observing his/her simple practices as he/she communicates with us.



IO4 Objectives

Knowledge

- definitions of vulnerability and vulnerable groups,
- the role of trauma and its mediatization in the identity formation process,
- dealing with the trauma as an aspect of cultural mediation.

Skills

- how media and identities are mutually determined,
- how specific business models facilitate the integration of vulnerable groups,
- the diagnosis of existing problems related to intercultural mediation.

Attitudes

- familiarization with specific concepts,
- comprehension of the relation between vulnerable groups and the economy,
- sharing good practices on how cultural mediation is conducted.

IO4 Chapters' list

1.	Defining vulnerability and classification of vulnerable groups	Sociology	Bahcesehir University
2.	Cultural identities	Cultural studies	National & Kapodistrian UoA
3.	Theorizing trauma and its cultural dimension	Cultural studies	National & Kapodistrian UoA
4.	Mediatization of traumas	Cultural studies	National & Kapodistrian UoA
5.	Base of the pyramid	Economy	Vrije Universiteit Brussel
6.	Inclusive Business Models	Economy	Vrije Universiteit Brussel
7.	Sustainable Business Models	Economy	Vrije Universiteit Brussel
8.	Social integration of culturally different groups	Sociology	EKO Greece
9.	Media coverage of vulnerability	Communication	Metropolia University
10.	Media coverage & fake news on vulnerable groups	Communication	Bahcesehir University
11.	Cultural mediation I - Mediators and carers	Communication	National & Kapodistrian UoA
12.	Cultural mediation II – Communication aspects	Communication	National & Kapodistrian UoA
13.	Ethical approach to trauma	Ethics	Univ. of National and World Economy

What was developed

This module consists of four parts:

- . The first part addresses the subject of defining vulnerability (ethnic origin, sexual orientation, disability, religious preference, age & gender), the barriers for inclusion, the cultural identities, and the relationship between personal and collective traumas
- The second part refers to mediatization of traumatic experiences, the representations of trauma in the media, cinema and news stories
- The third part consists of integrating the most vulnerable groups by investing in an inclusive and sustainable business model, and the
- Fourth part tackle the role of cultural mediators and carers supporting the integration of vulnerable groups and the ethical approach to vulnerability and traumatic events.
- Webpage: <https://ermiscom.media.uoa.gr/>
- https://ermiscom.media.uoa.gr/news_and_events/view_announcement/vulnerable_groups_and_trauma_book/

Concluding on IO4

- ↪ An interdisciplinary book: trauma interconnections.
- ↪ A handbook for the cultural mediators of the future.
- ↪ A wide range of activities and exercises on the field offered.
- ↪ Sociology remains at the core.
- ↪ An attempt to facilitate the professionalization of cultural mediation.

Under a pedagogical scope



The structure was planned in order to provide the students with pieces of contemporary knowledge which in the end shape a mosaic.

There is a mixture of theoretical and practical knowledge (knowledge, skills, attitudes).

This mosaic refers to the necessary scientific knowledge that a contemporary cultural mediator should have to accomplish its duties in a complex and multicultural environment.

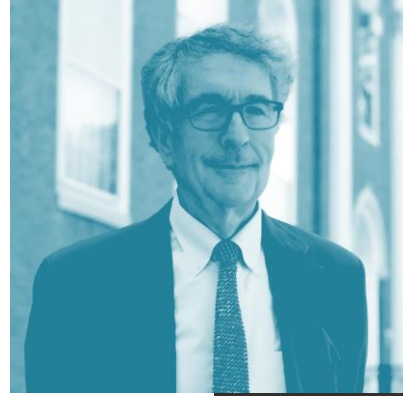
Developmental psychology



Developmental psychology is a subfield of psychology, which deals with the study of human development even from the first months of life. The founder of this field was **Jean Piaget** (1896-1980).

Piaget sees the child as a junior constructivist. Constructivism is a social theory according to which the mind is more than a tabula rasa that responds to stimuli. This theory focuses on learning processes and **highlights the child's tendency to learn through experience**, that is, to learn the properties of objects, but only after experimenting with them. His basic theory concerns the developmental stages of the child.

Multiple intelligences (Howard Gardner)



- ♣ *Frames of mind: The theory of multiple intelligences (Gardner, 1983).*
- ♣ Gardner formulates his theory of multiple types of intelligence.
- ♣ Criticism to the Intelligence Quotient test.
- ♣ Dissemination of this test within the US had caused severe social problems (social failure, exclusion from higher education, fewer opportunities).
- ♣ For him, this particular test despised several creative aspects of the human intellect and focused only on specific ones.
- ♣ A person can develop at least eight types of intelligence during his lifetime.
- ♣ Later, Gardner identified even more types of intelligence.

The 7 most important intelligence types

1. **Linguistic intelligence**, which gives the individual the ability to express themselves either orally or in writing.
2. **Logical-mathematical intelligence**, which gives the person the ability to solve problems presented to him with logic.
3. **Musical intelligence**, which enables the individual to play an instrument, compose music and evaluate it.
4. **Bodily-kinesthetic intelligence**, which is more concerned with the part of the body language and the relative ability of the individual, as well as the ability to utilize tools and objects in general.
5. **Spatial intelligence**, which helps the person to perceive his visual world, but also the surrounding area.
6. **Interpersonal intelligence**, which gives the individual the ability to understand the intentions, needs and motivations of other people.
7. **Intrapersonal intelligence**, which refers to a person's ability to understand himself.

- Gardner (1999) uses the concept of **intelligence** as “**biopsychological** potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a **culture**”.
- “Biopsychological” means that it is not innate, but it also presupposes some experiences. “Culture” refers to a specific contextual environment that affects the individual.
- Goleman (1998) defines **emotional intelligence** as “a person's ability to recognize his or her own feelings and the feelings of others, to manage them effectively, and to motivate himself or herself”.
- By improving his emotional intelligence, the individual does display specific skills, such as self-awareness, self-control, understanding the motivations of his behavior, empathy and social skills.

Empathy

Life skills consist of general characteristics of personality such as cultural awareness, openness, empathy, social interaction etc.

Empathy is the most important variable.

- It refers to a **person's ability to recognize and understand how another person interprets the world** and to accept the latter's way of thinking without departing from the former's view of reality.
- “Empathy is a complex concept with a number of different meanings” (Della Noce, 1999).
- Rogers (1980) approached empathy as understanding emotions and thoughts of person who is next to you accurately. This means a feeling of what he/she feels, as well as a process of passing this to him/her efficiently.
- **Empathy is the art of one stepping imaginatively into the shoes of another person, understanding their feelings and perspectives, and using that understanding to guide his actions** (Krznaric, 2014).
- **Empathy is a skill that can be achieved through training** (Şahin, Serin & Serin, 2011).

The role of active listening

- ▶ **Active listening is a prerequisite to achieve empathy. Listening is the half of the whole communication.**
- ▶ Without proper listening, decoding of messages becomes more difficult.
- ▶ The person who talks more than he/she listens loses a lot of valuable information.
- ▶ Contemporary people listen without really listening.
- ▶ **Active listening: hearing with the sight and the heart by focusing on content and not on judging.**

Teaching

- A multifaceted process.
- **Interaction** is a crucial factor that falls into teaching.
- Interaction is the key concept that enables experiential learning.
- It is “**the joint activity of the teacher and the pupils**” (Kansanen, 1999).
- It includes both interaction between the teacher and the students, as well as interaction among students.
- When the participation to various activities in the classroom becomes normative or even institutionalized, the learner is not just a learner.
- The learner becomes an individual expected to participate to fulfill the goals of a wider project.

Peer learning

- ☯ Peer learning is a teaching strategy or a set of teaching strategies based on interaction.
- ☯ The students learn at the same time with and from each other.
- ☯ **Peer learning is an aspect of cooperative learning.**
- ☯ The classroom and its respective school climate have to encourage interaction among students.
- ☯ Lombezzi (2020) suggests **the “fish and feed principle”**.
- ☯ **Teaching cultural trauma could contain cooperative exercises, discussions and working in groups.** The students are asked to conduct interactive sessions and tasks with their peers, assigned by their instructor, who must have feed them with the necessary information about the scientific field in which the task falls into and the instructions about how each teaching strategy has to be implemented.
- ☯ Peer learning is facilitated through teaching and learning activities such as student–led workshops, study groups, peer-to-peer learning partnerships, and group work.
- ☯ Activities contribute on teamwork and the enhancement of student confidence.

The teacher's role



- ✓ To prepare the content of discussion, or debate.
- ✓ Applying brainstorming technique permitting to think and express everything it comes in their head without proactive judgments.
- ✓ Thinking and preparing questions that could inspire the students debate.
- ✓ To facilitate students that need time to prepare in advance some themes.
- ✓ To use open questions that can help to go deeper when expressing personal opinions.

Examples for debate

Some examples of debate could be to discuss in two or more groups:

- ◆ **advantages or disadvantages of integration measures for vulnerable groups,**
- ◆ **how to create a sustainable social enterprise composed by members of different vulnerable groups,**
- ◆ **positive and negative aspects of media representations of vulnerable groups and trauma,**
- ◆ **experience on dissemination of fake news on the representation of refugee/migrants,**
- ◆ **positive and negative arguments regarding the profession of cultural mediator and his skills for an efficient result.**

Experiential learning

- Almost before a century, important theorists, such as John Dewey and Kurt Lewin, from the field of pedagogical science had expressed their beliefs that **adults need to learn through a more experimental, free, and practical way.**
- The foundations of experiential learning had been set after the end of the World War II.
- **Experiential learning is based on the critical and widely accepted assumption that knowledge is not a destination, but a trip-speaking in terms of the Greek poet Cavafy.**
- Nowadays, **learning is considered as a lifelong trip.**
- As a result, it is common sense that an educator has to embody experiential components to his/her teaching activity.

Interpersonal learning

- Interpersonal learning refers to what was previously described as peer learning.
- It is a “receptive function” according to Brenner (1999), and it is characterized by openness, equal participation and acceptance of the other as a full-grown personality.
- Appelman (2005) emphasizes the role of Experiential Modes (E.M.) in learning. An EM in learning “consists of both observable attributes and the non-observable perceptions of the learners”.
- Observable attributes include observable objects, events and groupings, as well as the physical surroundings, the expressed discourses inter alia.
- Non-observable perceptions are about the engagement, the contribution, the affective responses and the long-term reactions that develop inside the classroom.
- The educator can notice these reflections on the students’ progress through “employing a combination of learning modalities” (Latif et al., 2018), such as roleplays, simulations, working groups, discussions, debates, q & a sessions, and other techniques

➤ **Role Play** is a teaching strategy which aims to make the adults learn through the experience.

➤ It is based on the attitude that through this they can comprehend a situation better and place themselves actively in certain emotional positions on the same situation.

➤ **There is a case or a scenario, and the students act out the roles in order to experience them for educational purposes (Latif et al., 2018).**

➤ **Based on human interaction (realistic behavior under imagined circumstances).**

➤ ***Example: illustrate traumatic experiences in smaller groups and present in the class different scenarios on issues based on the new way of life in the reception county, the treatment of issues creating traumatic experience, e.g., food, religion, language, health issues, interaction with public services, etc.***

➤ After the role playing the teacher summarize the common issues and the differences and how it could create transformation of think and acting in a new cultural environment.



Seven phases of implementing a roleplay (Kokkos, 2017)

- 1. The creation of a story/scenario:** the educator informs the students about the situation to which the roleplay refers.
- 2. Choosing roles:** the students choose the roles, the specific characters that take part in the scenario, they want to play.
- 3. The preparatory phase:** the roleplaying students discuss in a separate space about the scenario and how they are going to act in order to achieve the learning goals more adequately.
- 4. The theatrical model:** the students act as if they are real actors and actresses and they do not stop acting before they decide for it or before the educator thanks them for achieving the purposes of the strategy.
- 5. The conflict discussion:** the educator asks the students if the emotional position they came into made them understanding deeply the situation they had to deal with and if the situation was dissolved successfully.
- 6. The discussion:** the students are encouraged to reflect on the experience they had and to continue by drawing conclusions.
- 7. The synthesis:** the educator comments on the situation and on whether the strategy achieved its goals by summing up the main findings.

Exercise Part I

Working groups

- Split into groups of five individuals.
- **Each group concerns the experience of a trauma:**
 - A. a catastrophe from earthquake,
 - B. a massacre in the school,
 - C. a sinking boat in the Aegean,
 - D. a civil war in hometown.
- *Each group has to think of and write a two-minute-speech on the trauma that has been assigned to it.*
- *Imagine that the speech is delivered by a teenager who experienced the trauma and the receiver is a public official, probably a cultural mediator.*
- You have fifteen minutes to write the two-minutes speech.

Exercise Part II

Roleplay

- **1. Each group has to elect a leader.**
- **2. The leader now will act as the “teenager”.**
- **3. Two members from each group will act as public officials to another’s group leader.**
- The “public officials” will only hear the “teenager” attempting to apprehend whatever he/she says with empathy.
- 4. The composed **three-role groups** have five minutes to adjust the scenario to their needs.
- **5. Then each three-role group will perform its part.**
- The students should act as if they are real actors and actresses and **they do not stop acting before they decide for it** or before the educator thanks them for achieving the purposes of the strategy

Discussion

- i. Did the emotional position you came into made you understanding deeply the situation that the teenager had to deal with?
- ii. Do you think that the situation was dissolved successfully?
- iii. Reflect on the experience you had.

Synthesis

- ✓ An introduction on vulnerable groups.
- ✓ Useful experiences.
- ✓ Learning through emotions.
- ✓ The educational outcomes of the exercise.



*THANK YOU
FOR YOUR ACTIVE
PARTICIPATION!*