

SEMINAR METHODS - WHAT DIFFERENT METHODS YOUR PARTICIPANTS SHOULD BE ABLE TO USE

As a trainer in adult education, you are of course familiar with the various methods for activating a seminar group. However, we want to take a closer look at these methods and discuss together in which settings the individual methods are best suited to support people in learning in seminars. In the context of self-organised learning this also means that your participants as tutors should be able to apply these methods.

METHODS FOR ACTIVATION

INDIVIDUAL WORK

Intentionally use individual work in your training to

give participants the opportunity to review what they have just learned and to assess whether this content is relevant to them. In this case, you are again working with the "pays off sensor" of your participants.

give special meaning to the learning. This method is useful when you want your participants to deal with a topic in a very personal way.

give your participants the opportunity to make resolutions about how they will apply the material they have just learned in practice (transfer).

WORK IN PAIRS

Working in pairs is suitable for intensive and familiar processing of content.



Marbles

- In the case of longer inputs, you form groups of 2 (left or right neighbor) at neuralgic points of your presentation, in which the participants have the opportunity to discuss again what they have just heard and to detect possible ambiguities on the basis of predefined structured questions.



From coach to coach

- Participants discuss personal matters in private and give each other feedback



Realising resolutions

- Participants support each other in transferring learning (What do I want to implement?)

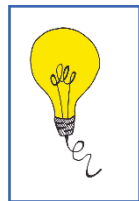


Resolving difficulties

- In case of ambiguities or tensions in the seminar, solutions can be worked out in a team of 2 in an intimate atmosphere.

WORK IN THREES

When working in threes, there is also a very intensive examination of the topic, another perspective is added!



Idea generation

- Use this method when ideas are to be developed and participants are to work intensively with each other.



Short role plays

- Here one participant can take on the role of an observer and give feedback. A suitable setting when all participants should do a short role play and receive feedback.



Consulting

- In this setting, 2 coaches sit opposite the person bringing the concern and provide advice. In contrast to the 2-person setting, another perspective is added here!

FOUR AND MORE - THE STANDARD GROUP

Groups working in parallel

If you conduct group work in which all groups have the same task, you have the difficulty in the subsequent plenary situation that the participants quickly become bored because each group has worked on the same topic and is now presenting. You can counter this by forming 2 groups before the presentations, with one group finding all the commonalities on the posters and the other group pointing out all the differences.



Vernissage with 2 glasses

The posters created by the groups hang on the walls like in a vernissage and the two groups find differences or similarities by marking all similarities on the posters with red color and all differences with green color.



Group meeting

2 groups each go through their posters for similarities and differences before the presentation and then present the result in plenary.

... with different tasks

When groups have to present different topics in plenary, this often leads to the fact that the whole attention of the participants is only with their own group and the other presentations rather down. Here you can **proceed** as follows:



Press conference

The audience becomes reporters. Create a setting like a press conference! The audience is invited to actively ask questions to the presenters.



Hearing

Each group presents its results to potential clients. The listeners therefore have to weigh up carefully whether what they have just heard makes sense to them and therefore have to listen carefully because they have to come to a conclusion afterwards.

PLENARY WORK

If you work with the entire seminar group, you face the challenge of involving as many participants as possible. Therefore, keep the plenary situations as short as possible! In case of longer inputs, make sure that you do not interrupt your presentation at meaningful points and that your participants can consolidate the learning material through suitable exercises!



Educational discussion

Work through the material with the group using prepared questions that encourage participants to think and contribute.



Flash Light

... is a method to quickly find out the current mood/sensitivity with one sentence from each participant.



Expert questioning

Your participants work out questions on a topic on moderation cards, which you, as the expert, then answer. Afterwards, you can also bring in those topics that are also important but were not on the cards.

ROLE PLAY TECHNIQUES FROM PSYCHODRAMA

Let's think about Situate together again here. You surely remember. Situating is one of the basic didactic principles of constructivist didactics. New content is learned best when it is presented and applied in concrete situations. This is how available knowledge is created. Knowledge acquired without context - as is common in school, for example - can be reproduced, e.g. in quizzes. But it is "inert" and hardly available in practice.

Authentic contexts in particular help to avoid the accumulation of inert knowledge by always constructing knowledge in those contexts in which it is to be applied, so that it can later be associated with the respective contexts and recalled more easily. In addition to avoiding inert knowledge, authentic contexts can also have a positive effect on learning motivation if they make the relevance of the knowledge to be learned clear.

In this context, role-playing with its role-playing techniques, as they are known from psychodrama, is of course particularly suitable.

Here we have briefly summarized these techniques for you once again:



Role reversal

When asked, the participants switch roles. This allows different perspectives to be experienced.



Doubling

Participants or the trainer step behind a role-playing person and express observations and/or feelings, assumptions. The role-playing person decides whether or not to include these suggestions in his/her role-play.



Mirroring

A role-playing person is taken out of the game and replaced by another person who repeats the last sentences/actions and thus gets the opportunity to look at his/her own behavior from the outside. An intensive form of mirroring is video feedback.



Freeze

A scene is abruptly stopped by the trainer, the role players remain in their current position. This makes feelings particularly clear and facial expressions, gestures and body language can be observed more closely.