

## NAME OF THE ACTIVITY: **TRAINER POSITION INTERVIEW**

### Activity 1 / Project-based learning

| Content                | Skills  | Competencies  |
|------------------------|---|---|
| Project-based learning | <ul style="list-style-type: none"> <li>- Facilitate Understanding</li> <li>- Processing Information</li> <li>- Writing</li> </ul> | <ul style="list-style-type: none"> <li>- Reasoning</li> <li>- Argumentation</li> <li>- Persuasion</li> <li>- Listening</li> </ul> |

| INTERVIEW FOR A TRAINER POSITION |   |
|----------------------------------|---|
| General Description              | <p>This is a role-playing oral activity that focuses on deep understanding of why it is beneficial to use PBL in class. In a job interview setting, you should 'defend' PBL as an instructional method and convince your potential employer to apply this method in some of the education programs offered by this organization.</p> <p>This is an activity to work in pairs. One takes the role of the interviewer (adult education provider who is hiring) and the other takes the part of the interviewee (adult trainer who is seeking to get the job).</p> |
| Material                         | Sheets, pen/pencil for notes  |
| Duration                         | Interview preparation: 10 minutes<br>Interview time in pairs: 15 minutes<br>Open discussion in class: 10 minutes<br>Total duration: about 40 minutes  |
| Feasibility                      | In pairs (physically) or individually (online)  |

## Activity

**Scenario:** You were invited to a job interview for an adult educator position advertised by a local training provider. While preparing for the interview, you observed on the training provider's website that all educational programmes offered seem to follow the traditional teaching approach (teacher centered, lecture type of teaching). So, this is a great opportunity to show during the interview that you can bring extra value to the organization by designing education programmes using the PBL method.

**Setting -Actors:** This is an activity to work in pairs.

One learner takes the role of the trainer (interviewee) that wants to showcase the benefits of PBL and the other is the adult education provider (interviewer) that is a bit reluctant to change the instructional method but is open for suggestions and to learn more about PBL.

Learners can get prepared by reviewing the table below, selecting key elements based on their role and then constructing their arguments.

### Main differences between conventional and project-based learning

| <i>Education Aspect</i> | <i>Conventional learning</i>        | <i>Project-based learning</i>                                       |
|-------------------------|-------------------------------------|---|
| Curriculum              | Content                             | Comprehension   |
|                         | Knowledge about facts               | Understanding of concepts and principles                            |
|                         | Learn “building-block” in isolation | Developing skills in complex problem solving                        |
|                         | Module-based                        | Real-world connections  |
| Scope and Stage         | Follow the curriculum strictly      | Follow learners' interest   |
|                         | From block to block or unit to unit | Larger units are formed from complex issues and problems            |
|                         | Centered, based on discipline       | Diverged, interdisciplinary   |
| Role of trainer         | Lecturing                           | Providing sources of learning materials and participant in learning |
|                         | The 'master'                        | As partner & facilitator  |

|                    |   |   |
|--------------------|---|---|
| Assessment         | Score from tests                                | Real achievement  |
|                    | Comparing one another                           | Standard performance and development from time to time      |
|                    | Reproduction of information                     | Demonstration of understanding                              |
| Learning Materials | Text, lecturing, presentation                   | Authentic sources, textbooks, interviews, documents, etc.   |
|                    | Activities and worksheets developed by teachers | Data and materials developed by students                    |
| Technology Used    | Supporting, peripheral                          | Main, integral  |
|                    | Teacher centered                                | Student centered  |
|                    | For extensive teachers' presentation            | For extensive students' presentation or strengthen learning |
| Classroom Context  | Students work by themselves                     | Students work in groups                                     |
|                    | Competitive                                     | Collaborative   |
|                    | Students get information from teachers          | Students construct, contribute, and synthesize information  |

The activity starts with a question from the interviewer: "How could you assist us in improving our training offers?"

The interviewee should then suggest PBL as a method to be embedded in the providers training. They should keep in mind the key benefits of PBL. (4-5 minutes)

After receiving the answering to the question, the interviewer mentions some of the key education aspects of conventional learning that he/she perceives as more suitable for adult learning (4-5 minutes)

The interviewee should then comment on the interviewers' input and 'defend' PBL as an effective method for adult learners (4-5 minutes).

When all pairs finish the activity, discuss all together in class:

- What was the outcome of the interview? Did the interviewee convince the adult education provider about using PBL as an instructional method?



Each pair briefly shares the 'outcome' of their interview.

- Ask the interviewers: What else would you like to hear about PBL from the candidate?

### Tips/suggestions for the activity

This activity can also be done individually in the following setting:

The learner should write a short text (10-15 lines) about the benefits of PBL, comparing this method to traditional learning.

The prepared text will be part of a job application form, answering the question: "What kind of instructional methods do you think will be beneficial to integrate into our trainings?"

Method of delivery: using digital tools (e.g. google forms) to collect answers from learners. This can also be an HW activity.