3PM EST/2 PM CST

EdPrepLab Learning Café Presentation:
Simulations for Deeper Learning
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Simulated encounters in teacher education offer an opportunity for deeper learning but require careful consideration of what is being simulated, how, and what else is done to leverage the encounter itself. In this session, we will talk about the most common forms of simulation in teacher education (i.e., structured role play, live-actor, avatar-based) and explore the kinds of considerations that support deeper learning. We will examine 3 forms of simulation available in the literature to serve as case examples and end the session with some specific questions we can ask of ourselves as we plan to use encounters for deeper learning.

All materials for the session are available HERE.

0:00-0:05	**Welcome and Introductions** In the chat: Q1: Please share your name + pronouns and a role you play, either personally or professionally. (Ex. I'm Liz Self (she/her/hers). I currently play the role of virtual school monitor to my three children.) Q2: What form of simulations are you currently using or considering in your program?
0:05-0:15	**Brief Overview of Simulations in Teacher Education** Most common forms include structured role play, live-actor, and avatar-based. • Limitations and affordances to each • Ethical considerations about representation • Pedagogical choices about contextualization, teaching moments, replay Deeper Learning with simulations requires us to consider: 1) What is worth simulating 2) What form of simulation best fits our learning goals 3) What else we are doing beyond the interaction itself
0:15	**Our goal for today** is to come away with a set of considerations that help us plan to use encounters for deeper learning. Norms: Start with possibilities, respond with questions, engage all ideas.

0:15-0:35	**Small Group Case Studies** Group A: Structured Role Play (Shaughnessy & Boerst, 2018; interaction representing the mathematical thinking and reasoning of an elementary-aged student) Group B: Live Actor (Self, Dickes, & Krinks, 2017; interaction representing a check in between a teacher and student in a biology class) Group C: Avatar-Based (Hudson, Voytecki, & Zhang, 2018; interaction representing efforts at classroom management) Questions for discussion: 1. What *all* is being simulated? What are the benefits of simulating this prior to or in addition to authentic opportunities to engage in this moment of teaching? 2. What does this form of simulation seem to *afford*, especially with respect to the moment of teaching being simulated? In what ways does the form *limit* what is possible? What ethical considerations arise here? 3. What else would you expect a teacher educator to do *with* the simulation in order to push for deeper learning? Add your notes from discussion to THESE slides. Come back at 0:40. The person WHO has the next birthday will share out.
0:35-0:55	**Whole Group Discussion** As we listen to each group share out and look at the notes from their discussion, consider what themes and patterns emerge across the three cases.
0:55	**Liz's BIG Ideas for Deeper Learning** • Provide multiple opportunities for candidates to interpret, make sense of, or reconsider a given encounter, especially over time and in response to further learning. • Be aware of what candidates might leave with that is partial or incomplete and teach "around" the interaction in a way that offsets that. • Stay attentive to identity and positionality. If the interaction changes based on WHO the teacher and student/parent/coworker are, then either the simulation or the debrief has to be attuned to that.

Thank you for join us.
Please feel free to contact me for further conversation!