Group A: Structured Role Play

ₜo Structured Role Play
What is being simulated:
> Actor, how actor is directed
> Predicatable problem of teaching
> Format/one on one informal assessment
> Both assessment of student understanding AND

Affordances:
> Ask open ended questions is a better
> Does let you figure out how candidates are approaching student thinking
> standardize actor/practice, using just one standardized student

Limitations:
> Coaching opportunity??? Limited to assessment
> Who decided this is what a standardized student is/looks like
> > (E.g. multi-lingual learners)
> Language of teacher candidate might confuse as well as guide kids
> Tension between standardized and how far it can take us...

What else for deeper learning:
> Focus on practice/feedback rather than assessment (SPED)
> Is there a good reason to follow up with assessment once they have had rehearsal time?). How can it be used as an assessment tool? Can it help to guide an instructors considerations of what to teach next?

Group B: Live Actor

What is being simulated: way beyond science content; looking also at relational capital between teacher candidate and student; a lot about assumptions and bias and pedagogical content knowledge

Affordances: gives TCs a chance to practice quick decisions on their feet; slows the moment so TCs can think very deeply about their in-the-moment decisions; would help TCs see culture/identity can be so many things

Limitations: ?? scaling up

What else for deeper learning: teacher candidate gets to go back and reflect on (get a mulligan) for their response

Group C: Avatar-Based

Decisions to be made: What is the learning outcome? Is it well-suited to what the avatars can do?

What is being simulated: How an issue presents itself in the classroom, what requires a response, ow kids would respond to teacher actions/words, what's considered common/usual or "'intensity" of behaviors, the work of developing relationships w/kids and working towards cooperation, who and how kids are

Affordances: Can talk to whole group or individual students, can "build" in the class (set norms/rules, then hold students to them/reinforce them), can practice (and vary how much we're trying to practice)

Limitations: Don't necessarily have a lot of broader context of the classroom/school/community, interactions are a little bit stilted/not totally natural, kids can end up being a "type," one interactor for multiple kids + who is representing whom

What else for deeper learning: Debrief, conversations about who and how is being represented, how do folks from w/in the community feel about this and/or the teacher candidates themselves, mix of modalities so avatars aren't speaking in flat/monolithic ways, opportunities for students to learn from each other