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Module 2 - Co-design Learning through Role-Playinge

Unit 2.1 — Introduction: Define methodology & pedagogical posture

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Definition & Foundations

What is it? A structured simulation of real stakeholders to surface needs, constraints, and trade-offs

The Methodological Triangle

Constructivism –
Learning by doing and building knowledge.

Inquiry/PBL –
Driven by real-world problems and questions

Design Thinking –
Iterative cycles focused on user empathy

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Value & Competences

Why Role-Playing?

- **Student Agency:**
Ownership of outcomes.
- **Empathy:**
Inclusion via multiple perspectives.
- **Authentic Transfer:**
Outputs inform real school processes

Key Competences (EU & Bloom)

- **Cognitive:**
Understand → Analyze → Create
(Decision Artefacts)
- **Skills:**
Literacy, Citizenship, and Entrepreneurship

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The Teacher’s Posture & Principles

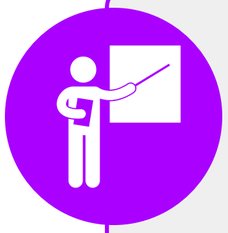
The Shift: From "Transmitter" to "Facilitator/Moderator"

Core Principles & Safeguards



Psychological Safety

- Building trust and inclusion



Non-judgmental Facilitation

- Guiding the process, not the answer



Structured Timing

- Using "Time-boxing" to maintain focus



Evidence-based Reflection

- Continuous improvement

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Practical Application (Fast Starter)

Scenario: Defining a 'Fair Homework Policy

Core Principles & Safeguards

Assign Roles (2 min)

Student vs.

Parent vs.

Teacher

Action

Cluster ideas → Vote → Agree on one criterion

Reflect

Discuss perspective-taking and trade-offs

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Fast Summary & Next Steps

Recap

Role-Playing is a tool for empathy, democratic decision-making, and visible thinking.

Coming Up Next
(Unit 2.2)

Fitting Context, Purpose, and Skills.

Assessment

Remember the final module assessment requires an 80% success rate.

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References

https://www.youtube.com/watch?v=54HTo63K4D4 Supports the basic definition of the co-design methodology
https://repository.isls.org/bitstream/1/3563/1/606-612.pdf It helps to support the change in the teacher's (facilitator's) posture and the dynamics of collaboration
https://www.google.com/search?q=https://run.unl.pt/bitstream/10362/126557/1/Design_as_a_process_tool_of_collaborative_and_multidisciplinary_learning_in_society.pdf Supports theoretical anchoring on how design (and role-playing as its tool) builds knowledge

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You have completed Unit 2.1

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