

# STUDENT-CENTRED COURSE DESIGN - when the course is built on dilemmas to discuss

PROFFORMANCE Thematic Webinars  
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# Instructions

Go to

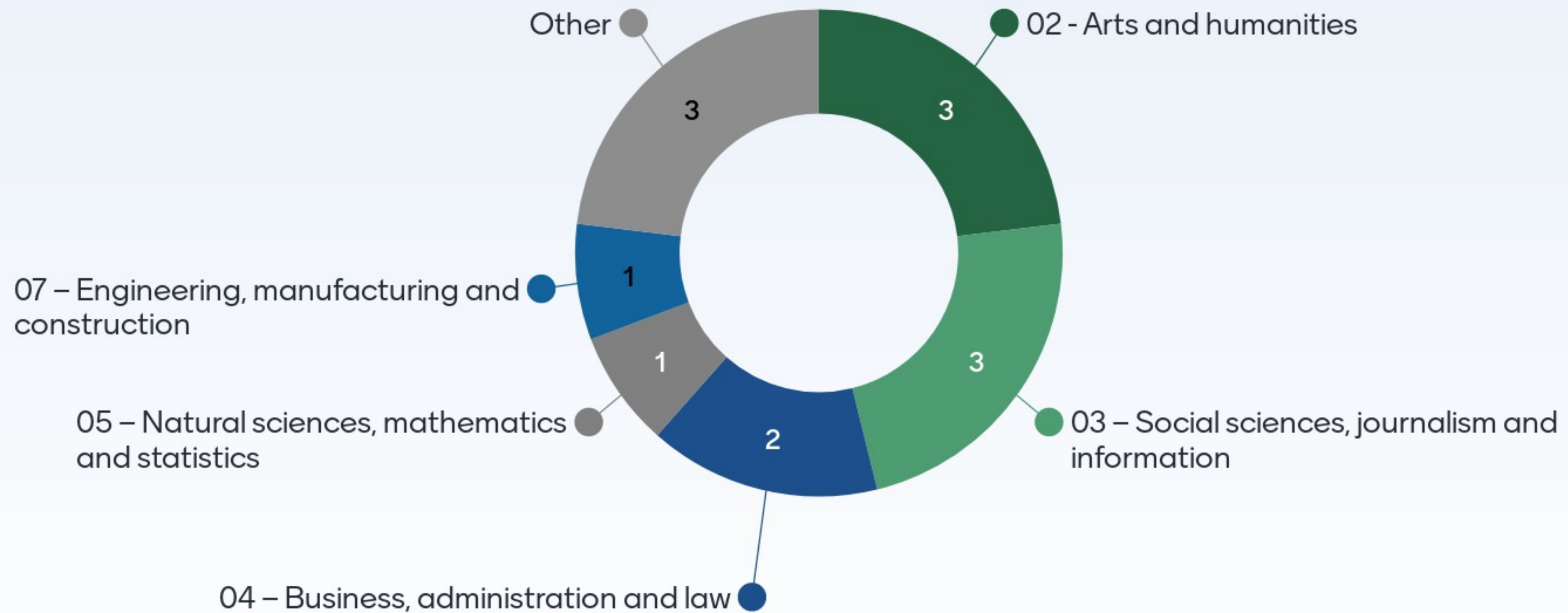
[www.menti.com](https://www.menti.com)

Enter the code



Or use QR code

# Your field of teaching:





What do you think makes a course methodology student-centred?

getting feedback

interests

discussion

# When the course is built on dilemmas to discuss

ONE POSSIBLE RECIPE





# Teaching EFL with VaKE

*Mentimeter.com*  
session







# What do you think makes a course methodology student-centred?



What do we teach?  
VS  
How do we teach?



Backwards design  
Outcome-centred teaching style



Bringing real life into the classroom and/or vice versa?







# How does *HOW* work?

*A* (Standard) VS *B* (Standard + a bar of chocolate) coffee shops

Service design = Motivation



Can we teach Values?



Should we 'teach' Values?



# VaKE stages and EFL skills

01

## Listening

- 0. Preparation: Clarification
- 1. Presentation of the dilemma: brain storming: knowledge and values

02

## Reading

- 6. Exchange about experiences and need for information
- 7. Looking for information

03

## Writing

- 5.10. Reflection
- 15. General synthesis

04

## Speaking

- 1. Presentation of the dilemma: brain storming: knowledge and values
- 4. 11. First and second dilemma discussions
- 6. Exchange about experiences and need for information
- 9. Synthesis of information and 15 General synthesis





What is your field of teaching?

How can we integrate **VaKE** into our courses?

A basic **recipe** for creating the dilemma stories

1. *Set the course-oriented outcomes*
2. *Take some moral-connected moments from everyday life*
3. *Put the outcome relevant question started with **Should***





## The Story of Heinz

Heinz's wife suffers from a dreadful disease. Doctors believe that a special drug invented recently and available at the BIG pharma store can only save his wife.

When Heinz went to buy the drug, the drug seller cost it around 2,000 dollars. Heinz borrowed the money from friends and lenders and could finally collect only 1,000 dollars. Though Heinz pleaded a lot, the greedy drug seller refused to sell the drug at a low cost. Now, Heinz had no other option but to steal the drug from the shop to save his wife's life.

# Kohlberg's Dilemma

To solve Heinz's dilemma, we have three options.

- Heinz should not steal the drug because it is against the law.
- Heinz should steal the drug but should be punished by the law.
- Heinz should steal the drug, and no law should punish him.

The question:





# What do you think Heinz should do?



Heinz should not steal the drug because it is against the law.



Heinz should steal the drug but should be punished by the law.



Heinz should steal the drug, and no law should punish him.

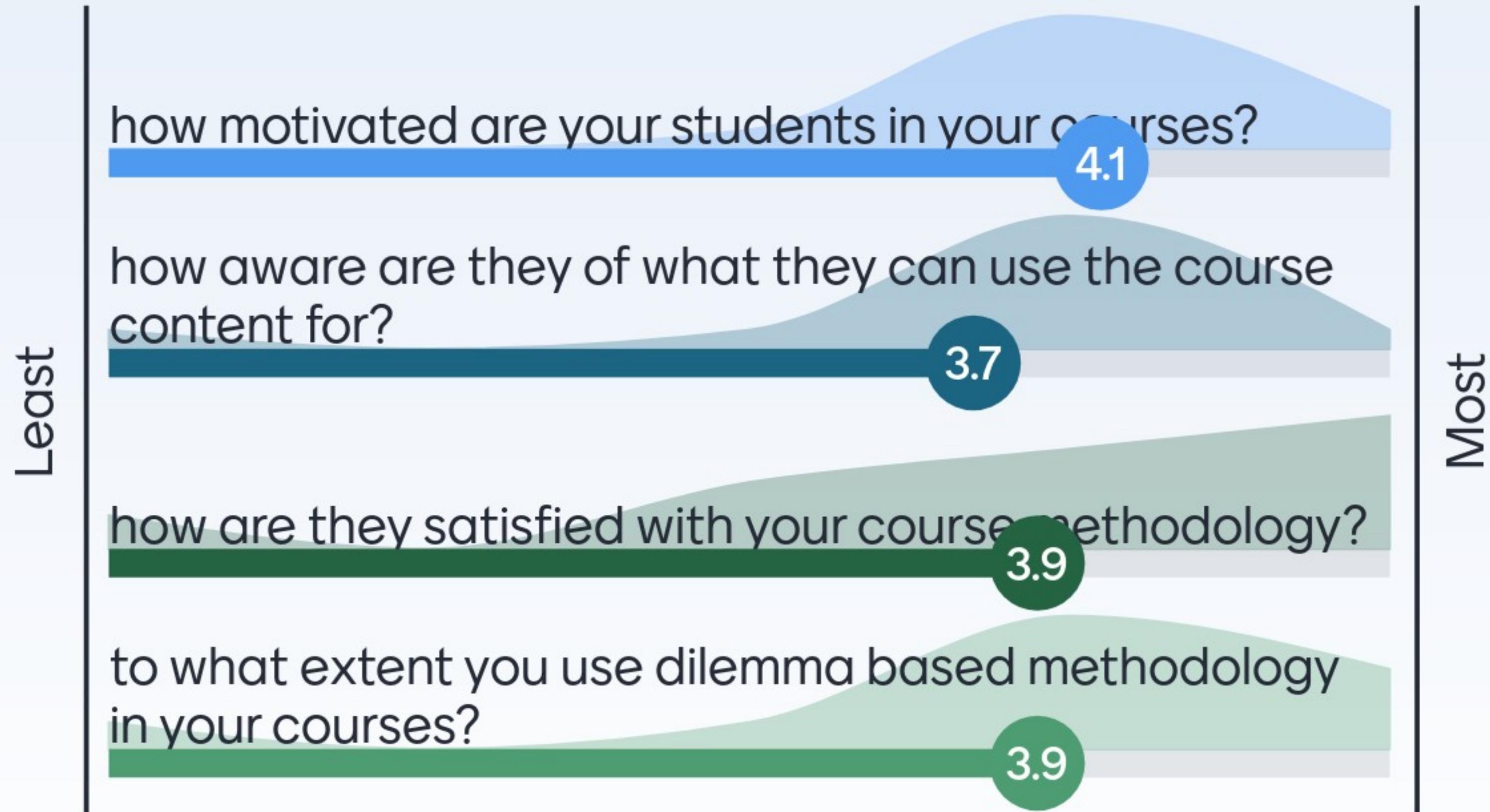




Q & A  
session



# Upon your opinion...





## The biggest 'course methodology challenge' for your students: 7 Answers

Subject area knowledge

Risk of not willing to expose themselves

Ethics

excite the students' curiosity

The topic and their level of English.

Not enough time

Find interesting dilemmata to discuss for the students



**Actors and resources needed for course is built on dilemmas to discuss:**





Your first step(s) to use dilemma based methodology in your course:







Thank You!