

# T-INSIGHT

## OUR SCENARIO-BASED LEARNING APPROACH

### What is scenario-based learning?

Scenario-based learning (SBL) is a pedagogical approach using interactive, realistic scenarios to promote problem solving, decision-making, and critical thinking (Errington, 2005). It is based on 'real-life' contexts or situations that often exemplify particular themes and concerns in work. When scenario-based learning is embedded into the curriculum, it provides additional value and support in the development of key attributes, enabling trainees to explore professionally-oriented issues not readily accessible in conventional lectures and tutorials (Eland et al. 2010). Scenario-based learning complements, but does not replace, practical experiences in classrooms.

### What theory supports SBL?

SBL is a constructivist pedagogy that is based on the understanding that learning is most effective when it takes place in a meaningful context. Self-efficacy theory places a part in explaining how and why SBL influences classroom readiness.

### Why do we use SBL for teacher development?

SBL promises to enhance the classroom readiness and teaching confidence of trainees and NQTs. It offers the opportunity to reflect on realistic classroom scenarios and to engage with feedback from experienced teachers in a low risk and supportive on-line environment. SBL also has the potential to help teachers become more skilful in dealing with uncertainty (van der Heijden, 2002).

### What does T-Insight involve?

1. Trainees engage with a series of realistic school scenarios using an on-line survey tool. They rate the appropriateness of a set of responses, write a rationale for each then view expert teachers' ratings.
2. Tailored feedback is offered to the trainee based on how closely aligned their decision-making is with that of the experienced teachers.
3. Feedback reports are built into the modules and participants can download a certificate of completion
4. Trainees and NQTs can be invited to participate in an online or face-to-face guided group discussion facilitated by school mentors or teacher training staff. Focus questions and practical activities are available.



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