Scenario title

Uncertainty in care action*

Target audience

The target audience refers to VET teachers teaching in the field of care/nursing. The scenario is addressed to participants involved in training activities at EQF-level 3 and 4.

Problem to solve - Learning Situation

The following learning situation deals with the topic of uncertainty in professional action in the field of care. Within the scenario of the learning situation the following questions are addressed: What does uncertainty mean when acting in care? What possibilities and options are there for dealing with corresponding action situations?

In conversational situations, there are often different perspectives, but they are based on a largely shared perception of reality. In nursing, these basic prerequisites of communication are not always given, as for example in the clinical picture of dementia, which the following initial situation of the learning situation will deal with.

*The learning unit was developed as part of the CARO project (University of Bremen, Germany) and is available in the original at: https://seafile.zfn.uni-bremen.de/d/a2b7ab897e934cf98de1/

Overview of scenario

The scenario is addressed to participants involved in training activities at EQF-level 3 and 4. The learning situation "Uncertainty in care action" is introduced by the film "Uncertainty". This film is about Mrs. Martin, a woman suffering from dementia, who is being cared for in an internal medicine ward of an acute hospital. The nursing staff is confronted with Mrs. Martin's challenging behavior and must also professionally manage the workload on the ward.

Source of the video: https://seafile.zfn.uni-bremen.de/f/f5891a30e23a4ef78447/

Competencies covered from DigCompEdu

01	**Professional Engagement**	
1.3	Reflective practice	To individually and collectively reflect on, critically assess and actively develop one's own digital pedagogical practice and that of one's educational community.

Co-funded by the Erasmus+ Programme of the European Union

	B2 Expert	Using a range of resources to develop one's individual digital and pedagogic practices.	*I actively seek out good practices for VET, courses or other advice to improve my own digital pedagogies and wider digital competences.*
			I evaluate and reflect on how to use digital technologies to improve my educational practice.

02	**Digital resources**		
	2.2 Creating and modifying digital resources	To modify and build on existing openly-licensed resources and other resources where this is permitted. To create or cocreate new digital educational resources. To consider the specific learning objective, context, pedagogical approach, and learner group, when designing digital resources and planning their use.	
	C1 Leader	Creating, co-creating and modifying resources according to the learning context, using a range of advanced strategies.	*I create and modify digital resources and activities adapted to the learning context and the group of trainees, using innovative strategies such as online assessment sheets, online surveys, thematic games, collaborative platforms.*
			I use tools like h5p, Padlet, Mentimeter, Kahoot, and others to create interactive activities for my graduates.

Co-funded by the Erasmus+ Programme of the European Union

03	**Teaching and Learning**		
	3.1 Teaching	To plan for and implement digital devices and resources in the teaching process, so as to enhance the effectiveness of teaching interventions. To appropriately manage and orchestrate digital teaching interventions. To experiment with and develop new formats and pedagogical methods for instruction.	
	B1 Integrator	Integrating available digital technologies meaningfully into the teaching process	*I can integrate the use of several different digital technologies and tools in the theoretical lesson and in supporting the independent learning of students.*
			I can integrate several different digital technologies and tools in practical training and work based-learning environments.
	3.3 Collaborative Learning	To use digital technologies to foster and enhance learner collaboration. To enable learners to use digital technologies as part of collaborative assignments, as a means of enhancing communication, collaboration and collaborative knowledge creation.	
	B2 Expert	Using digital environments to support collaborative learning	*I can use online (Internet) learning environments to support collaborative learning of the VET students in the classrooms.*
			I can apply digital environments used for the collaboration and communication in the work

Co-funded by the Erasmus+ Programme of the European Union

			processes for the purposes of collaborative learning.

05	**Empowering Learners**		
	5.3 Actively engaging learners	To use digital technologies to foster learners' active and creative engagement with a subject matter. To use digital technologies within pedagogic strategies that foster learners' transversal skills, deep thinking and creative expression. To open up learning to new, real-world contexts, which involve learners themselves in hands-on activities, scientific investigation or complex problem solving, or in other ways increase learners' active involvement in complex subject matters.	
	B2 Expert	Using digital technologies for learners' active engagement with the subject matter.	*I can explain and demonstrate to VET students and apprentices the advantages of using digital technologies for the active and effective acquisition of vocational knowledge, skills and transversal skills in the classrooms and practical training environments.*
			I can initiate and implement the training projects which involve using of digital technologies for the active engagement of the VET students and apprentices in the acquisition of vocational knowledge, skills and competence.

Co-funded by the Erasmus+ Programme of the European Union

	C1 Leader	Innovating digital strategies for active learning.	*I can design the new methodical-organizational approach of active learning for the VET students and apprentices based on the application of digital technologies.*
			I can develop new technological solutions of digital applications for the active learning for the VET students and apprentices.

Learning Taxonomy

Level	**Description**	**Coverage**
Creating	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing	FL
Evaluating	Making judgments based on criteria and standards through checking and	FL
Analyzing	Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through	FL
Applying	Carrying out or using a procedure through executing or implementing	LP

Co-funded by the Erasmus+ Programme of the European Union

Understanding	Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining	LP
Remembering	Retrieving, recognizing, and recalling relevant knowledge from long-term memory	LP
LP = Learning Prerequisites, FL = Focus of the Learning Scenario		
Source: Anderson & Krathwohl (2001)		

Scenario description

In conversational situations, there are often different perspectives, but these are in a largely shared perception of reality. In nursing, these basic conditions of communication are not always given, as for example in the clinical picture of dementia. The caregiver and the patient can be in different realities. The uncertainty of social-communicative situations, which exists anyway, is exacerbated in certain care situations. This problem of uncertainty is to be reflected in the learning scenario on a case study with a dementia patient.

The learners acquire in the scenario the ability to explain and review the particular uncertainty of action in the working field of care. They are able to develop various possible solutions and interactions, taking into account the particularities of the clientele to be cared for and the framework conditions, and to evaluate these with regard to a previously defined goal, e.g. care oriented towards the mentally ill elderly person.

Co-funded by the
Erasmus+ Programme
of the European Union

The learners acquire the ability to reflect on different and previously unperceived interpretations of the respective uncertainty of action as well as the associated behavior of the clientele to be cared for. In doing so, they are aware of their own interpretations guiding their actions, the otherness of others and the multiperspectivity associated with this. They adopt the perspective of others and design creative interaction offers of care on the basis of the available different action alternatives.

The learners acquire the ability to act despite contradictory requirements of the various actors involved in care. To this end, they reflect on the particular uncertainty of action in the face of contradictory requirements and develop goal-oriented, appropriately adapted alternative solutions. To this end, they deal with the consequences of unfulfilled requirements and take these into account when designing interaction options in gerontological psychiatric care.

Source: Evers, T. (2015)

Scenario Objectives

The goal is

- Awareness of the relevance of acting in uncertainty
- Exploration of own experiences and feelings
- Integration of expert knowledge and situational knowledge
- Create options for action

Co-funded by the
Erasmus+ Programme
of the European Union

Requirements

Teaching/learning infrastructure and technology:

- Internet Access
- PC or tablet
- Presentation tools (e.g. projector)
- Students: Smartphone

Outline plan

Unit	**Awareness of the relevance of the topic "uncertainty in Ccre", reflection of necessary attitudes and conditions and development of options for action**
Timing	4 hours
Methods	Video case presentation, Group discussion and group reflection, Input expert interview Production of a video Group discussion and group reflection,
What the tutor is doing	1. Teacher is presenting a case study.

Co-funded by the Erasmus+ Programme of the European Union

	2. After watching the video, the class is split into groups and the teacher asks the students to enter their thoughts and feelings that have arisen from the film into an online whiteboard tool of their student group (e.g. Miro, Flinga). 3. The teacher is guiding the process step (see students). 4. After the presentation the teacher shows an expert interview with Prof. Dr. Thomas Evers is presented. Prof. Evers' research focuses on the issue of "uncertainty in care." 5. After the video the teacher introduce the task “video production”. 6. Teacher is guiding the presentation and discussion.
What the learners are doing	1. Students learn about the case study of Mrs. Martin and watch the film "Uncertainty in Care". 2. Students enter their thoughts and feelings online. 3. The student groups cluster and discuss the feedbacks and present their clusters in the plenum to the class. 4. The student listen to the expert interview with the focus: “What are difficulties and possibilities for acting in uncertain situations?” 5. After the video the students produce in groups videos about alternative ideas for reactions (see appendix). 6. Students watch the videos of the other groups in plenary and discuss the different approaches.
Equipment and Support	● Internet (for miro, flinga …) ● Monitor for presenting the case and expert interview ● Smart Phones for the video production

Co-funded by the Erasmus+ Programme of the European Union

Reference to DigCompEdu	01 Professional Engagement - 1.3 Reflective practice 02 Digital resources - 2.2 Creating and modifying digital resources 03 Teaching and Learning - 3.1 Teaching 03 Teaching and Learning - 3.1 Collaborative Learning 05 Empowering Learners - 5.3 Actively engaging learners
Assessment of/for learning	Role-playing game with subsequent reflection
Resources/links/relevant content/Examples	- Video “Uncertainty”: https://seafile.zfn.uni-bremen.de/f/9911f654c0b64a3dbba5/ - Video “Uncertainty - Nonviolent action” The case can be extended to the topic of "nonviolent action". The already known case gets a "resolution" (second video) by means of fixation / restriction of freedom. Here, as in the situation before, feelings, experiences and options for action would have to be discussed. https://seafile.zfn.uni-bremen.de/f/f5891a30e23a4ef78447/ - Video “Expert Interview Prof. Dr. Thomas Every”: https://seafile.zfn.uni-bremen.de/f/fa237847109c449d9409/ - Appendix: "Shooting video with the smartphone"

Co-funded by the Erasmus+ Programme of the European Union

	- Miro: https://miro.com/de/ - Flinga: https://flinga.fi/

References

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition*. New York: Longman.

Evers, T. (2015). Die besondere Ungewissheit im Handeln – bildungstheoretisch und empirisch fundierte Kompetenzerfassung am Beispiel gerontopsychiatrischer Pflegepraxis. *bwp@ Spezial 10 – Berufsbildungsforschung im Gesundheitsbereich.* Online: http://www.bwpat.de/spezial10/evers_gesundheitsbereich-2015.pdf

Appendix

"Shooting video with the smartphone"

to one's own narrative

The aim of this method is to develop alternative ideas for action with the help of the group potential and to present these to others as well as to improve one's own media competence.

Co-funded by the Erasmus+ Programme of the European Union

Step 1 (approx. 15 min)

Select a case: Which situation should be dealt with?

All of you **briefly** describe a case situation you have experienced or observed in your working group. Now agree on a situation that you can all relate to and which will then be used for the video shoot. Think together about what alternative actions there are for the case situation and choose one that you would like to portray.

Step 2 (approx. 60 min)

Create a concept: How do you best stage the case?

Banal, but essential: Define beforehand what you want to "tell" and how you can implement the "story" as a video. It is best to choose beforehand which aspects you want to emphasise. It must be possible to tell the story in a comprehensible way within a few minutes. Also think about which scenes you want to use to present your story. In a short brainstorming session, collect your common ideas and write down the plot and dialogue in bullet points in a "script".

Step 3 (approx. 10 min)

The casting: Who does what?

Now fill the different roles, both those of the "actors" for the case study and those for the "camera" (who films with the mobile phone?) and "director" (who keeps the overview?).

Co-funded by the
Erasmus+ Programme
of the European Union

Step 4 (approx. 20 min)

The film set: choose the location and props!

Now find a suitable location for your video and think about what props you might need and organise them together. But keep it as simple as possible, decide what is really important to portray the case!

Step 5 (approx. 45 min)

Recording is running: Now film the case study with your smartphone!

The actual filming can now begin, the cameraman/ camerawoman films the individual scenes of the case study with the smartphone. The resolution of the video should not be so high so that the amount of data is not so large. This can be set on many smartphones. On Android devices, you will find the setting for the video resolution in the context menu of the camera. So set the camera to video mode and tap on the context menu. Then tap on the desired resolution. On the iPhone (from iPhone 6), for example, open the "Settings" and select the "Camera" entry. Tap on "Record video" and select the desired resolution in the following window. However, the settings you can select here depend on the iPhone model or the installed camera.

In order to have to edit the film as little as possible afterwards, it should be shot in the so-called "camera cut". This means that the shots are taken in the chronologically correct order. After each scene, the camera is stopped, the next shot is prepared and then shooting continues. So the shots are shot in the order in which they will be shown. If you plan to record the case study as a "one-take video" (where the video is filmed in one piece), you can save yourself the next step!

Co-funded by the
Erasmus+ Programme
of the European Union

Step 6 (approx. 45 min)

The edit: Cut your film to 5 minutes!

The shoot is now finished, but what happens to all the footage? It now goes into the editing process. Feel free to use the pre-installed programmes on your smartphone/tablet/laptop for this; with Android this is very easy with the "Google Photo App" that comes with it, with iOS for example with "iMovie". You can also use the free "Spark Video App" from Adobe or any other apps you may already be familiar with.

Task:

Now carry out the "video shoot" in the steps described above and upload the finished video (max. 5 min.) to the teaching cloud.

Assessment of/for learning

Teachers will be supported to use digital skills to conduct assessment of learning using a role-playing game with subsequent reflection.

Co-funded by the
Erasmus+ Programme
of the European Union