

Record, pause, rewind:

A LOW-TECH APPROACH TO TEACHING COMMUNICATION (AND OTHER) SKILLS

Gavin Jinks

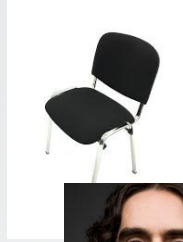
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'Actor'

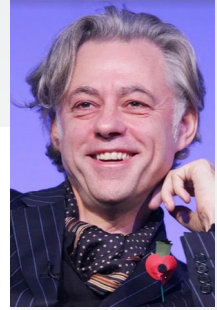


Learner

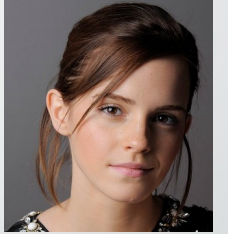


Learner

Learner



Learner



Learner



Learner



Lecturer/
Facilitator

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Learner



Learner



Stage 1: Pre-session info and preparation work

- Students have a case study
- Students have been given teaching input on various counselling approaches
- They are told that a character from the case study is coming for a counselling session
- They need to prepare themselves to take on the role of the counsellor

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Stage 2: Briefing



- These sessions work best with 8-12 students
- The room is arranged as per Slide 2
- Students are told that they have the opportunity to practice and develop their skills in a high support, high challenge environment where any mistakes cannot do harm to the 'client'
- A student volunteer is sought to initially take on the counselling role
- Students are asked to imagine that when the 'client' knocks on the door a live video recording is taking place
- They are told that at any time I can press pause, as can the 'counsellor', as can the other students



Stage 3: Press record and let the action begin

- We see how the action unfolds
- Usually within a couple of minutes the 'counsellor' will have said "Pause" because they are feeling stuck
- OR
- I will say "Pause" so I can ask everybody how they think it is going

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Stage 4: “Pause”

- This provides an opportunity to reflect on what is being done well, what is not going so well, and what might be done differently

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A green rectangular poster with a white crown at the top. Below the crown, the words "KEEP CALM AND REFLECT" are written in a bold, white, sans-serif font, arranged in four lines: "KEEP", "CALM", "AND", and "REFLECT".

**KEEP
CALM
AND
REFLECT**



Stage 5: “Rewind and re-record

- We can rewind the action and see what happens if we try things a little differently

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Stage 6: “Pause” ... and so on

- Again one of us in the room will say “Pause”
- Maybe the ‘counsellor’ feels stuck
- Maybe I have some points to explore
- Maybe another student wishes to make a point

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Key points

- Students learn that practice is tougher than theory
- They have an immediate experience of trying things out in different ways and seeing what difference this makes
- They develop practice skills AND reflection skills
- The technique gives an immediate demonstration of where the focus needs to be as regards their learning
- Students have tended to find the sessions very challenging but very rewarding



Adapting the method

- My intuition is that the technique could be used to teach a whole range of skills , not simply those related to communication and communication skills. I already have colleagues who use the technique to teach other skills

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Questions and Discussion



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