Annex VII - A: Student-centred teaching and learning methods in the subject areas of Humanities and Social Science

Categories of Learning outcomes	General student-centred teaching and learning methods recommended by SLQF	Specific Student-centred teaching and learning methods in Humanities and Social Science
1. Subject / Theoretical Knowledge	Interactive lectures, team-based learning, and other small group activities	**A) Interactive lectures with scaffolding talks** reinforcement, basic and advance questioning, explaining, and introductory procedures and closure Concept maps **B) Oral Questioning** How is _____similar to/different from ___? What are the characteristics/parts of _____? In what other ways might we show/ illustrate _____? What is the big idea, key concept, moral _____? How does _____relate to _____? What ideas/details can you add _____? Give an example _____? What is wrong with _____? What might you infer from _____? What conclusions might be drawn from _____? What question are we trying to answer? What problem are we trying to solve? What are you assuming about _____? What might happen if _____? What criteria would you use to judge/ evaluate ___? What evidence supports _____? How might we prove/confirm _____? How might this be viewed from the perspective of _____? What alternatives should be considered _____? What approach/strategy could you use to _____? **C) Brainstorming** Brainstorming activity promotes critical and creative thinking and imagination in the brains of student. Understanding about any new concept, it can be used. Brief steps involved in this activity are as below. 1. Present an open-ended question or concept for students to discuss or solve.

		2. Students can work individually, in pairs or small groups, or as a class (or combination of these). 3. Have students share ideas with class, making notes on the board. 4. Challenge their responses or have other students challenge the responses on the board. 5. At the end, correct any misconceptions, note opposing points of view, and summarize main points
2. Practical Knowledge and Application	Problem-based learning, team-based learning, inquiry-based learning, practical classes, laboratory sessions, role play	**A) Think-Pair-Share** In this activity critical thinking about any topic and collaborative learning habit is promoted in the student. Brief steps involved in this activity are as below. 1. Pose an open-ended question 2. Let them think on their own first (1-2 mins) 3. Get them pair up and compare their answers (2-3 mins) 4. Ask them to share their responses with the class (2-3 mins) 5. Option (a): Debrief (1-2 mins) 6. Option (b): Mock-grade them and explain your assessment criteria (1-2 mins) **B) Quescussion** 1. Quescussion is discussion through questions only. 2. The facilitator starts the Quescussion by asking a question related to the discussion topic, and writing it on the board. 3. Participants may only respond or add to the discussion in the form of more questions. Each question is written down on the board. This discussion model is very informal and participants should take turns shouting out questions as they think of them. 4. There are three rules: (1) Only questions are allowed. (2) If someone makes a statement everyone yells “statement!” and (3) Two other people must speak before a participant can participate again. 5. Following Quescussion, the class can then focus on one or two of the key questions raised in greater depth. 6. Alternatively, if the questions are recorded on the board, the class can vote on the question that they would like to explore further using dotmocracy (voting with dots).

3. Communication	Student presentations, role play, debates, dramas	**A) e-learning activities.** **B) Debates** 1. Divide class in half either by (1) asking students to seat themselves in the section representing a particular side of the debate, or (2) dividing students in half by where they already happen to be seated. 2. Assign each half of the class a position on a topic or issue. Give students approximately 15 minutes to prepare an argument for their position. After 15 minutes, have each side share their position. 3. After each side provides their "Opening Argument," each side must then prepare to respond to the opposition's argument (give students approximately 10 minutes). This part requires members of the groups to carefully listen to and reconstruct the opposition's argument. 4. After each side provides their criticisms of the opposition's position, each group then has the opportunity to respond to the criticisms (give students approximately 10 minutes for students to prepare their responses to this as well).
4. Teamwork and Leadership	Group projects, industrial training, small group learning; e.g. problem-based learning, games	**A) Project-based learning (PBL)** **B) Panel Discussions**
5. Creativity and Problem Solving	Assignments, projects, small group learning activities; e.g. problem-based learning	**A) Case Studies** 1. Provide the students with a real-world case for the students to study (e.g. a news article, account of a decision or procedure, video, etc.). Alternatively, have students find their own case to examine. 2. Individually, or in small groups, have students analyse the case using guidelines and a framework provided by you (the instructor). 3. Have students present their analysis to the class, or require groups to turn in written answers. If presenting in class, try to facilitate discussion such that students connect the case with material in class. 4. After student analysis has been completed, ensure that the group has concretely discussed how the case study illustrates application of theoretical or background concepts from course material.

6. Managerial and Entrepreneurship	Group projects, industrial training, small group learning; e.g. problem-based learning, games, simulated training, industrial (workplace-based) training	**A) Work-Based Internship** **B) Business simulation games** Simulation games can help to develop critical abilities and practice important entrepreneurial behaviours by remodelling certain aspects of reality in a secure and risk-free environment. **C) Business visits and field trips**
7. Information Usage and Management	Assignments, presentations, projects, case studies	**A) e-learning activities** **B) Project-based learning (PBL)**
8. Networking and Social Skills	Student presentations, role-play, debates, dramas	**A) Collaborative projects** **B) Computer-assisted conference** **C) Action learning (learning by doing)** Action learning are facilitated by the educational potential of the Internet encouraging students to a continuous process of learning. The internet provides a set of necessary social experiences useful for each student and it develops skills needed for everyday life and offers a pleasant way of personal development for both students and teachers Independent learning activities done on weekly basis in a course on Scientific Communication
9. Adaptability and Flexibility	Group projects, industrial training, small group learning; e.g. problem-based learning, role plays, portfolios	**A) Work-Based Internship** **B) Problem Based Learning (PBL)**
10. Attitudes, Values and Professionalism	Group projects, industrial training, small group learning; e.g. problem-based learning, role play, portfolios	**A) Group Graphic** Group Graphic promotes integration of ideas and thinking, facilitates attention on the "big picture" and relationships among ideas, and allows for creativity in thinking and expression among the student. Brief steps involved in this activity are as below. 1. Have students get in pairs or small groups. 2. Ask the pairs or groups to illustrate lecture content by constructing a picture, diagram, flowchart, concept map, or some other visual illustration that represents their understanding of the content. 3. Have students report on their group graphic to the rest of the class, explaining what is represented and why (their representation might also include questions, unknowns, etc.)

		B) One Minute Essay A one-minute essay question (or one-minute question) Is a focused question with a specific goal that can, in fact, be answered within a minute or two.
11. Vision for Life	Portfolios, reflective practice	**A) Field class activities** **B) Project work**
12. Updating Self / Lifelong Learning	Portfolios, reflective practice	**A) Journal writing** **B) 3-Minute Pause** The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections To prior knowledge or experience, and seek clarification. I changed my attitude about… I became more aware of… I was surprised about… I felt… I related to… I empathized with…