MICRO TASKS

S4B

Note to user: After familiarizing with each video pill, the user will be provided with the opportunity to perform several tasks/activities/games in order to practice and further develop the respective skill.

SKILL

ORGANIZATION/TIME MANAGEMENT

MICRO TASK NUMBER 1
Map of empathy

01 What are the objectives of the task?

This particular tool helps to develop a deep and shared understanding of other people designing better classroom environments. Understand learners' problems, how they experience them and what motivations they have.

The empathy map aims to understand the learner as well as possible, understanding both their explicit and implicit needs. The empathy map or, in other words: knowing how to teach better, knowing how to understand your students more and better. The TEACHER-LEARNER relationship must be based on the principle of trust. To achieve this relationship of trust, empathy is essential.

02 What will teachers learn?

Any self-respecting student has some characteristics that could be considered common and these are:

- Aspirations

- Needs

- Frustrations

Starting from these three premises is where the empathy map generates basic questions with which you can better understand your students. It is a tool that will help you to get to know your pupils, their environment, their aspirations and frustrations.

03 Tasks and procedure

A detailed explanation of how to implement the task, activity, game....

Process: How to Build an Empathy Map

Go through the following steps to create a valid and useful empathy map:

1. Define scope and goals

a. What student will you map? Will you map an individual user? Always start with a 1:1 mapping (1 student/ per empathy map). There should be an empathy map for each. Select the student(s) with whom you want to make an empathy map
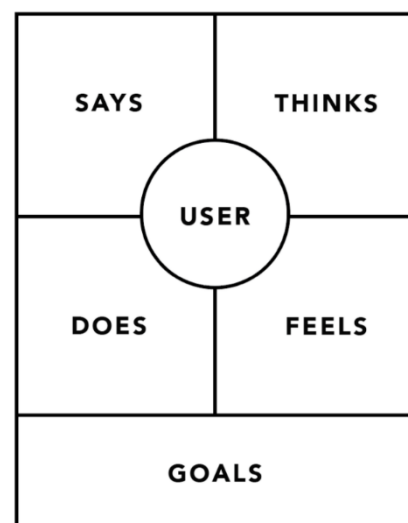
2. Gather the materials

Create an empathy map. The result will look more or less like the illustration above. You can create the template individually.

3. Collect research

The third step is to collect the information that will help you answer the questions on the empathy map. Gather the research you will be using to fuel your empathy map. Empathy mapping is a qualitative method, so you

will need qualitative inputs: students' interviews, listening sessions, or qualitative surveys.

4. Individually generate sticky notes for each quadrant, or writing in each quadrant.

You can use the empathy map template and answer the guiding questions posed in the empathy map according to the information collected in the previous step. Once you have research inputs, you can proceed to mapping.

EMPATHY MAP *Example*
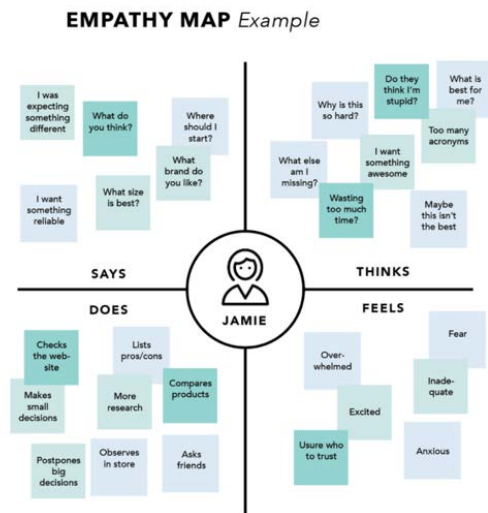
The basic elements of the empathy map. Asking the best questions to get to know your employees better.

1. What does the student think and feel? It is necessary to be concerned about what each student thinks and feels. To do this, it is essential to take the following aspects into account:

Knowing what moves the student.

Knowing what their real concerns are.

Find out what really matters to them and what they are not able to verbalize.

Ask them what their interests, worries and aspirations are.

2. What does the student say and do? It is fundamental for a good knowledge of any student to know both what he/she says and what he/she does. To do this, we can start from the following premises:

Observe their behaviour at school.

Value their presence, their way of behaving.

Take into account the students with whom he talks and establishes relationships.

Appreciate what is really important to the student because he/she is able to verbalize it.

Learn to distinguish between what he/she says and does and what he/she really thinks.

3. What does the student see? This third question is based on everything that surrounds a student. In this sense, it is important to insist on:

Find out what is the environment in which the student moves.

To get to know the people who are an essential part of this environment.

Discovering the problems that this environment may cause for the student.

4. What does the worker listen to? A worker is what he or she is in many cases not only because of the environment, but also because of what he or she hears in that environment. It is therefore a question of:

Discovering what the student hears in his environment.

Finding out which colleagues are the ones who exert the greatest influence on the student.

5. What frustrates the student? As a teacher you have to keep this in mind when getting to know an student. That is why it is a question of:

Knowing what the student's main frustrations are.

Find out what they are afraid of and how they can verbalize it.

Knowing which are the elements or obstacles that produce fear and frustration at school.

6. What motivates the student? Motivation is the engine from which a student's inner strength is born. That is why it is so important:

Knowing what goals, needs and desires the student has.