# TEASER

# Teacher as Avatar

## Teaching and learning scenario

## Professional Communication – Feedback through Simulated Dialogue (Mrs. De Vries)



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# Contents

# I. Master Data and Context

- **Scenario Title and Abstract:** The scenario is titled **"Professional Communication – Feedback through Simulated Dialogue (Mrs. De Vries)".** It is an AI-powered training in which trainees practice professional communication and feedback skills in a secure, digital environment. With the help of a text-based AI chatbot, the fictitious client **Mrs. De Vries is** simulated, with whom the learners have a realistic WhatsApp conversation. The core content is the practical application of the **4-G feedback model** (**Gedrag/Behavior, Gevoel/Gefühl, Gevolg/Konsequenz, Gewenst gedrag/Wunschverhalten) in order to react empathetically and purposefully to the needs and reservations of a lonely client.**
- **Professional field and target group:**
    - **Occupational field:** The scenario is located in the field of **social work (Maatschappelijk Werk)** and pedagogical assistance.
    - **Target group:** The learning unit is aimed at **trainees in vocational education and training (VET/MBO apprentices).**
    - **Context:** It is especially designed for learners who need to strengthen their communicative skills before the first real client concept, as well as for trainees with a migration background (**NT2 students**) to gain linguistic and intercultural confidence in professional dialogue.
- **Learning objectives:** Competence development is divided into three levels:
    - **Knowledge:** Participants understand the theoretical components of the **4G feedback model** and know the different phases that a professional consultation goes through. You have knowledge of the possible uses of text-based AI avatars in the context of social work.
    - **Skills:** Learners are able to have a structured conversation via a chatbot and actively use **empathetic conversation techniques**. You can use the specific facts from a case file to convince a reserved client to make a home visit or a counseling offer. In addition, they have mastered the ability to draw conclusions about their own communication success from the AI answers.
    - **Competencies:** Trainees develop the ability to **critically self-reflect** on their communication style by identifying strengths and areas for improvement in their feedback behavior. They acquire **digital communication and problem-solving skills** by experimenting in a protected space and learning how to act professionally even in emotionally charged situations.



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# II. Educational Design

- **The "Educational Question":** The central pedagogical question of this scenario is: **"How can a realistic but risk-free practice environment for professional feedback discussions be created in which social work students can train empathetic communication and the 4-G model without real consequences for clients?"**. The underlying problem is that learners often have inhibitions about addressing difficult topics in real practice, or do not achieve the necessary emotional depth in role-playing with classmates. The AI solution offers a **safe, low-threshold practice environment** in which mistakes are allowed and are seen as a learning opportunity without endangering the dignity or well-being of a real person.
- **Didactic setting:** The scenario is theoretically embedded in the **SAMR model** and the DigComp **2.2** competence framework . In the SAMR model, the stage of **"redefinition" (reassignment)** is reached, as the simulation of dynamic, unpredictable dialogues with an AI persona enables a form of learning that would not be feasible by traditional means (such as static case studies). The teaching method is simulated **dialogue** in a familiar digital environment (WhatsApp style). Learners have several rounds of conversations with the fictional Mrs. De Vries, where they have to actively apply the **4-G feedback model** (Gedrag, Gevoel, Gevolg, Gewenst gedrag). The process follows a clear structure: introduction to the theory, implementation of the simulated chats and subsequent critical self-reflection based on automated AI feedback.
- **Role of the trainer/teacher:** In this scenario, the teacher radically changes from primary knowledge broker to **moderator, coach and pedagogical advisor**. While the AI (Mrs. De Vries) acts as a "training partner", the teacher takes on the following tasks:
    - **Moderation and instruction:** Introduction to the rules of conduct in the virtual space and explanation of the learning objectives.
    - **Coaching:** Supporting learners when they have difficulty formulating their questions precisely or in a feedback-oriented way.
    - **Reflection facilitators:** Joint evaluation of chat logs and AI-generated feedback to identify strengths and areas for improvement.
    - **Quality assurance:** Ensuring that the theoretical concepts of conducting interviews are correctly transferred into digital practice.



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# III. Technological implementation

- **AI and avatar solution:** In this scenario, a **text-based, dynamic avatar** is used. Although the TEASER project also worked with 3D visual representations, it turned out that a purely text-based solution for simulating counselling sessions is surprisingly effective in terms of pedagogy, as **the learners' imagination** complements the missing visual component. The avatar embodies the fictitious client **"Mrs. De Vries"** and acts as an **interactive interlocutor** in a safe practice environment. This dynamic form of interaction enables the trainees to react in real time to the client's reservations and emotions and, if necessary, to restart the conversation several times in order to try out different communicative approaches.

- **Technical tools:** The implementation relies on a combination of mobile hardware and AI-supported software platforms:

    - **AI Assistant:** At the heart of it all is a customized **GPT in ChatGPT** ("Mrs. De Vries Client Training Chatbot"), which has been specially trained to authentically simulate the role of the client and provide automated feedback based on the 4G model at the end of the session .

    - **Learning management system (LMS):** "It's Learning" **serves as the central platform**, through which learners access the case file, the assignment and the link to the chatbot.

    - **Hardware:** Learners use their **own mobile devices (smartphones) or laptops**.

    - **Trigger:** A **QR code** leads learners directly into the chat environment, which is designed in the familiar **WhatsApp style** to lower the inhibition threshold and increase realism.

- **Software hopping approach:** The creation of the content follows the principle of low-threshold generation, in which different applications are combined to create a complex simulation without any programming effort:

1. **Scenario draft:** The teachers first work out the technical basis (Mrs. De Vries' case file) and the didactic goals (application of the 4-G feedback model).

2. **AI configuration: ChatGPT** is used to define the client's persona. Teachers act as experts who create the precise **prompts (instructions)** to ensure that the AI does not start the conversation on its own, but waits for the student's initiative.

3. **LMS integration:** The finished AI simulation is embedded in the **LMS ("It's Learning")** via a link or QR code , creating a structured learning sequence consisting of introduction, implementation and automated evaluation. This approach allows teachers to flexibly adapt the simulations to other subject areas, such as sales training or job application training.



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# IV. Detailed Lesson Plan

This lesson plan is designed to train aspiring social work professionals in the application of the 4G feedback model by interacting with an AI-powered persona .

## 1. Introduction and orientation

- **Duration:** 20 minutes.
- **Content:** The learners are introduced to the feedback process using the **4-G model (Gedrag/Behavior, Gevoel/Feeling, Gevolg/Consequence, Gewenst gedrag/Desired Behavior). There is a preparation for the conversation with the fictitious client Mrs. De Vries, who, according to the case file, is increasingly lonely and whose garden is neglected.**
- **Activities:**
    - **Learners:** Deal with the class target agreements, repeat the communication theory and prepare for the exercise.
    - **Teachers:** Present the rules and learning objectives, give clear instructions on expectations and support the technical setup.
- **Media:** Presentation slides, learning platform "It's Learning", **QR code** to link to ChatGPT.

## 2. Execution of the task

- **Duration:** 30–45 minutes.
- **Content:** Practical implementation of feedback meetings in a protected chatbot environment. The aim is to listen actively, show empathy and persuade the reserved client to make a home visit through expertise from the case file.
- **Activities:**
    - **Learners:** Access the assignment via "It's Learning" and have **three separate chats** with Mrs. De Vries (maximum 10 questions per conversation). You'll need to initiate the conversation yourself, as the bot is programmed not to start on its own.
    - **Teachers:** Stay in the background, observe progress and provide assistance if necessary.
- **Media:** AI chat environment (customized GPT), mobile devices.



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## 3. Evaluation / Review

- **Duration:** 15 minutes.
- **Contents:** Critical reflection on the feedback generated by the AI as well as identification of communicative strengths and weaknesses.
- **Activities:**
    - **Learners:** Review the chatbot's automated summaries and feedback, identify key points for their learning progress, and begin documentation for their portfolio.
    - **Teachers:** Support learners in interpreting AI feedback and discuss best practice examples with the entire class.
- **Media:** Chat transcripts, feedback summaries, portfolio templates.

## 4. Completion of the session

- **Duration:** 10 minutes.
- **Contents:** Summary of key takeaways and outlook for the next learning unit (e.g., 360-degree feedback).
- **Activities:**
    - **Learners:** Reflect together on learning successes and challenges and discuss the next steps for their portfolio submission.
    - **Teachers:** Summarize the key points, emphasize the importance of professional feedback in social work and give advice on the next task.
- **Media:** Whiteboard or presentation media, portfolio instructions.

# V. Resources and collateral

## 1. Videos

A central guide serves as an introduction and working basis, explaining the transition from purely visual to interactive, text-based avatars:

- **Explanation of "Mrs. De Vries"**
    - *Didactic background:* The transcript explains that the need for real interaction was recognized during the course of the project. A **text-based avatar** is rated as particularly effective here, as it allows for reflection, flexibility, and meaningful dialogue, with learners' imagination complementing the lack of visual representation.
    - *Case description:* The document describes the client Mrs. De Vries, a woman who lives in a residential area, increasingly **lonely** and whose **garden is neglected**.



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- *Task:* The learners are instructed to contact them via a simulated WhatsApp chat in order to convince the reserved client to drink coffee together or make a home visit with the help of facts from the case file.
- *Interaction rules:* It is explicitly pointed out that the AI does not start the conversation on its own; the **trainee must take the initiative** and introduce himself professionally.

## 2. Interactive Components

The technical implementation is based on a dynamic AI environment that enables immediate pedagogical feedback:

- **Simulation link (ChatGPT-based):** At the heart of it all is a customized **GPT chatbot** ("Mrs. de Vries Client Training Chatbot"), which is accessed via a specific link.
- **WhatsApp simulation:** The interaction takes place in a familiar **WhatsApp style** , which lowers the inhibition threshold and reflects the realism of digital communication in social work.
- **Feedback loops and evaluation:**
  - At the end of the conversation, learners can enter the command **"stop chat".**
  - The AI then generates an **automated summary** and detailed feedback based on the learned **4G model** (behavior, feeling, consequence, desired behavior).
  - This feedback serves as a basis for identifying strengths and points for improvement in the communication style.

## 3. Media Portfolio

The portfolio includes all tools and evidence that will be used or created as part of the learning unit:

- **Learning Management System (LMS):** The **"It's Learning"** platform acts as a central repository for the case file, detailed task descriptions, and portfolio guides.
- **QR code access:** Learners get quick access to the ChatGPT simulation via physical or digital QR codes.
- **Portfolio documentation:** Learners back up their **chat logs** and AI-generated feedback summaries as written evidence of their learning progress.
- **End devices:** The scenario supports the "Bring Your Own Device" approach, allowing learners **to use their own smartphones or laptops** for training.



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