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| Name of lecturer: |  | Date: |  |
| Faculty: |  | Educational programme: |  |
| Course/module: |  | Type of lecture: | Workshop |
| Theme of lecture: | Making Connections – aligning abilities – improving knowledge collaboration | Group size: |  |
| Learning objectives: | *By the end of this lesson, students are able to:…*   1. … clearly summarise the outlines of their own disciplines 2. … challenge own biases and make connections from own discipline’s knowledge and skills to others’. 3. … create and explain how new connections can be made into new ways of collaboration within the team. (Within their project context or outside.) | | |
| Teacher Preparation: | Print and cut game cards, 1 large whiteboard per group, frameworks for students to write blurb. Frameworks for students to make connections. | | |

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| **TIME** | **Instructional function\***  **[purpose of instruction/ task/ etc.]** | **Educational activity**  **[The teacher does… ]** | **Student activity**  **[The students do..]** | **Extra information** |
| 15 min. | *Introduction*  *Warm up* | Teacher greets students and immediately hands out “30seconds” cards within groups. Groups are split in two. Elicit rules from the class (they should know)  After game, teacher ask students to share why this game was played. | Students race to describe as many items on the cards that they can within 30 seconds.  Students offer input | The purpose of this exercise is to pull out the biases or preconceived ideas we have about other disciplines or professions. Hopefully we can laugh at our own stereotypes.  Rules: describe the item on the card without using the words on it. E.g. “farmer” someone who grows food. Not “ he owns a farm”. A few round can be played within groups. Winner is team with most points before the time runs out. |
|  | *Aims & stimulate prior recall* | Teacher explains aims of today + shows structure of the lesson. | Students listen and process. |  |
| \_ min. | *Core* | Theory:  Teacher introduces theory on tacit and explicit knowledge, linking the tacit aspects to previous learning and the explicit aspects of what we will do now. | Students listen, process. | Intention to show clear distinction between the ID k & S transfer in Minor 1 (not necessarily supported) and now in Minor 2 – properly scaffolded. |
|  |  | Teacher briefly models a concept map on her own discipline, shares passion for it, makes links to all parts of world, society, etc. | Students are separated from own project groups and gathered in discipline groups, they take 20 – 25 minutes to create a comprehensive concept map. (Whiteboards) Topics, theory, applications, tools, why it is useful within society, etc. (Individuals take photos of boards so they can share with team later.)  Prepare to present to class the top 7 reasons why their discipline is so useful and applicable to real life. | This exercise is aimed at stimulating students to retrieve what they already know and can do with their discipline. |
| 14:30 | *Break* |  |  |  |
| 14:45 |  | Teacher stimulates presenting by asking questions, playing devils advocate, etc. | Present. Audience of students take notes of K & Ss, possible interesting points for later. Ask questions. |  |
|  |  | Teacher stimulates others to recap on basics of the disciplines, verbally. Then models how links must be made within project groups so as to maximize and rearrange and form new knowledge and skills. | Back in groups, on white boards, students start to list ideas to collaborate for e.g. economics & psychology – understanding people’s demands that affect supply. They can list where they complement each other and where they could compete.  Students then make a short video to send to their tutor. | |  |  |  | | --- | --- | --- | | Topic | Compliment aims | Compete aims | | Psy: Denial | Selling things that are bad (drugs) | Not recognise value to vaccine | |  |  |  | |  |  |  | |  |  |  | |
| \_ min. | *Lesson review* | Teacher recaps on what was learnt today and looks to next lesson. She brings class to an end. | Students can offer input during the recap and ask questions. | The goal of today’s lesson (making connections) prepares students for next week where they will approach various practice problems from different disciplinary perspectives. |
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\*Educational functions: 1 Motivation, 2 New Knowledge, 3 Examples, 4 Practice, 5 Feedback