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| Name of lecturer: | Coralie Johnson | Date: | 23/11/2021 10:45 GY Inform |
| Faculty: |  | Educational programme: |  |
| Course/module: | Minor2: Prototype to Society | Type of lecture: | Workshop – part 2 |
| Theme of lecture: | Applying | Group size: | 44 |
| Learning objectives: | *By the end of this lesson, students are able to:…*   1. Start be able to occupy and understand different disciplinary perspectives; 2. Start to be able to critically evaluate knowledge from a range of disciplines; 3. Start to be able to engage in interdisciplinary inquiry and problem-solving, employing multiple ways   of knowing;   1. Start to be able to integrate, synthesise, balance and accommodate knowledge from multiple   disciplines in order to produce something greater than would be possible from any one  disciplinary perspective.  Students would learn the interdisciplinary skills of comprehension, translation and synthesis of multiple disciplinary methods and perspectives. | | |
| Preparation: | 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* |  |  |  |
|  | *Aims & stimulate prior recall* | Teacher explains aims of today + shows structure of the lesson. | Students listen and process. |  |
| \_ min. | *Core* | Theory:  Teacher introduces theory/ steps to break down problems and models it on a societal problem. Eliciting answers and input from students. | Students listen, process.  Students do talk partners to find solutions. | Students need some guides on how to approach problems – it cannot be assumed that they can find/ know the best way within this session. |
|  |  | Teacher direct students to the mini case studies. | Students work in groups in time slots of 15 minutes. Upload each mini case to Padlet. Then compares results with another group. Another 10 minutes?  X 3? | This exercise is aimed at stimulating students to see from other discipline’s perspectives. The true discipliner will remain mute until the team has formulated the approach. The discipliner will then add to it or correct misconceptions. |
| 14:30 | *Break* |  |  |  |
| 14:45 |  | Teacher stimulates approach learnt before break to apply to issues of the prototype, and to upcoming problems of the prototype. | Students take 15 minutes to reassess their approaches and look where better integration of approaches can make the solutions better.  Set agreements for future analysis cycle. |  |
|  |  | Teacher informs student of their reflection project. Gives examples of how what we have learnt in these two workshops may be useful in the assignment and the report. Model good examples. Suggest students ask their psychology teammates for advice and tips? Give examples of how holding back due to confidence can cause group to not function well. Communicate, refer to ID paper – point to place where students can act/ preempt problems etc. | Students think and listen. |  |
| \_ min. | *Lesson review* | Teacher recaps on what was learnt today and the purpose of ID thinking and collaboration. She brings class to an end. | Students can offer the most interesting perspective they heard today. |  |
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\*Educational functions: 1 Motivation, 2 New Knowledge, 3 Examples, 4 Practice, 5 Feedback