**University of Paderborn**

**Department: Business and Human Resource Education**

**Learning Scenarios and Games**

**Lesson Plan 1**

**Author / Teacher:** *Sebastian Koppius*

**Course / Subject:**  *Vocational Education / Human Resource Management*

**Level**: Bachelor, future VET teachers in the field of economic and economic students in the field of Human Resource Management, 7 credits.

**Topic:** *Recruiting*

**Prerequisite skills or knowledge:** The students should ideally have taken part in a job interview themselves. The ability to change perspectives is also very valuable.

**Learning Outcomes**

1. Identifying typical interview mistakes
2. The ability to empathize with others
3. Analysis of interview errors
4. Designing error avoidance strategies

**Time required for pre-class activity:** *None*

**Time required for in-class activity:** *2h*

**Time required for post-class activity:** *1h*

1. **In-class activities**
2. The class is divided into two groups,
   1. one group plays the mini serious game called: Perspective Recruiter: Interview mistakes\_UPB1
   2. and the other group plays the mini serious game called: Perspective Applicant: Interview mistakes\_UPB2
3. Afterwards, the players record their solutions: "What are typical mistakes made by recruiters and applicants" on a flipchart / sheet / board and add their own experiences.
4. The class discusses the results.
5. Full class activity: Then the class watches the video together: Here, further sources of error are named and old sources of error are recognized: https://www.youtube.com/watch?v=OO1adq6gpak
6. Finally, the students think about error avoidance strategies in small groups.
7. **Post-class activities**

Homework: Each student writes a short abstract about the common mistakes during a job interview. This abstract is part of the class portfolio

1. **Evaluation and Assessment**

**Formative assessment:** Students are prepared to either accompany the recruiting process themselves in the HR department or to help shape the school-to-work transition of their students from a teacher's perspective. The next seminar session builds on the thematic structuring of the interview.

**Summative assessment**: The assessment of mistakes during the interview and the development of strategies to avoid them is important both from a personal point of view for the students and for professional development.

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**Lesson Plan 2**

**Author / Teacher:** *Sebastian Koppius*

**Level**: Bachelor, future VET teachers in the field of economic and economic students in the field of Human Resource Management, 7 credits.

**Topic:** *Recruiting*

**Prerequisite skills or knowledge:** The students should ideally have taken part in a job interview themselves. The ability to change perspectives is also very valuable.

**Learning outcomes**

1. Identify the different stages of a job interview.
2. can put the phases of the interview in the right order
3. Can assess at which points what is expected in terms of content.
4. Reflect on whether one's own job interviews also took place in the same way.
5. Reflect for whom such phases are helpful

**Time required for pre-class activity:** *None*

**Time required for in-class activity:** *1h*

**Time required for post-class activity:** *None*

* + 1. **In-class activities**

1. The lecturer presents the different phases of the thematic structuring of the job interview according to Udo Stopp from 1975.
2. The slides are faded out and the students try to put the knowledge they have learned in the right order with the help of the mini game: “The bridge to a successful job interview\_UPB03”
3. Small group discussion: Reflection on whether the approach is still up to date.
4. Small group: Collect suggestions for improvement.
5. Full class discussion: The individual improvements are presented and a new order is created.
6. It is reflected what benefit the design of a thematic structuring can have for the recruiter.
7. **Post-class activities**

Homework: Each student summarizes his or her personal thematic structuring in terms of content and adds

1. **Evaluation and Assessment**

**Formative assessment:** Students are prepared to either accompany the recruiting process themselves in the HR department or to help shape the school-to-work transition of their students from a teacher's perspective. The next seminar session builds on the thematic structuring of the interview.

**Summative assessment**: The assessment of mistakes during the interview and the development of strategies to avoid them is important both from a personal point of view for the students and for professional development.

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**Lesson Plan 3**

**Author / Teacher:** *Marc Beutner*

**Course / Subject: Learning theories and competence development**

**Level:** *Future Teacher, VET, 10 credits*

**Theme:** *Deepening of competences*

**Prerequisite skills or knowledge** None

**Learning outcomes**

1. understand the competences according to Erpenbeck & Heyse, professional competence, methodological competence, social competence and personal competence
2. analyze the skills and abilities behind the competences
3. analyze complex situations with regard to the promoted competences

**Time required for pre-class activity:** *1h*

**Time required for in-class activity:** *1h*

**Time required for post-class activity:** *None*

1. **Student’s new material (before class)**

Reading before class, journal article https://www.kodekonzept.com/wissensressourcen/kode-kompetenzatlas/

**In-class activities**

1. The class is divided into 4 groups.
   1. One group deals in depth with professional competence
   2. One group deals in depth with methodological competence
   3. One group deals in depth with social competence
   4. And the last group deals in depth with personal competence
2. The groups present their results to the class.
3. The results are recorded collaboratively.
4. At the end of the lesson, the students play the game: The Competence Matching Game - UPB4 and check themselves whether they have correctly assigned the skills and abilities to the competence model according to Erpenbeck & Heyse.
5. **Post-class activities**

Homework: Every student who could not solve the mini serious game correctly on the first try, tries again at home.

1. **Evaluation and Assessment**

Feedback and grading of assignment.

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**Lesson Plan 4**

**Author / Teacher:** *Marc Beutner*

**Course / Subject: Learning theories and competence development**

**Level:** *Future Teacher, VET, 10 credits*

**Theme:** *Deepening of competences*

**Prerequisite skills or knowledge** None

**Learning Outcomes**

1. An understanding of different learning theories
2. In depth analysis of constructivism

**Time required for pre-class activity:** *1h*

**Time required for in-class activity:** *2h*

**Time required for post-class activity:** *1h*

1. **Student’s new material (before class)**
   1. Reading before class, journal article https://www.researchgate.net/publication/345224426\_Theories\_of\_Pedagogy
2. **In-class activities**
3. The lecturer introduces the learning theories with their representatives.
4. The students take notes
5. The lecturer then asks students to report on constructivism.
6. This is followed by 3 short presentations on constructivism.
7. In this context, particular attention is paid to Wolfgang's Klaki Legitimation of Teaching Content.
8. The students assess the necessity
9. **Post-class activities**

Homework: The students have the opportunity to try out the following games for consolidation and revision purposes: Master of Constructivism - UPB5, Master of Constructivism\_UPB6, The great Creator\_UPB7, Theory of Learning\_UPB8, The Klafki Crane\_UPB9

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**Lesson Plan 5**

**Author / Teacher:** *Marc Beutner*

**Course / Subject:** Media didactics

**Level:** *Future Teacher, VET, 8 credits*

**Theme:** *Usability, Webdesign, Wertheimer’s Design Laws*

**Prerequisite skills or knowledge** None

**Learning Outcomes**

1. An understanding of website development especially blogs
2. Recognizes the mechanisms of usability
3. They increasingly deal with Wertheimer's design laws and are able to distinguish design laws from others.
4. Transfer of web design to the design of school materials

**Time required for pre-class activity:** *20 minutes*

**Time required for in-class activity:** *2h*

**Time required for post-class activity:** *20 minutes*

* + - 1. **Student’s new material (before class)**

Students familiarize themselves individually with the blog creation site: https://www.blogger.com/u/0/onboarding

* + 1. **In-class activities**

1. You will get together in small groups (3-4 students per group).
2. The students create a blog about the digital changes in school classrooms in Germany.
   1. The content is known to the students from the previous events.
3. After one hour, there is a cut and there is an impulse lecture about Wertheimer's design laws.
4. The students pay close attention and take notes.
5. Afterwards, the students revise their blog and apply Wertheimer's design laws.
6. **Post-class activities**

As homework, everyone works on the game: Beware of the Design Traps - UPB9 . The game, as a repetition for the common abbreviations in media didactics called: The Diversity of Media Abbreviations\_UPB10, is also given as homework.

3. **Evaluation and Assessment**

In the next course, the students assess each other's blog creation in terms of content and usability using a checklist.

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**Lesson Plan 6**

**Author / Teacher:** *Marc Beutner*

**Course / Subject: Not relevant, induction activity**

**Level:** *First year students,*

**Theme:** *Induction to University of Paderborn*

**Prerequisite skills or knowledge** (connect to prior lesson): N*one*

**Learning outcomes**

1. To find their way around campus
2. To familiarise them with the purpose of each building and space, as well as the service provided there
3. To make friends with at least one student

**Time required for pre-class activity:** *None*

**Time required for in-class activity:** *1h*

**Time required for post-class activity:** *None*

* + 1. **Student’s new material (before class)**

None

* + 1. **In-class activities**

1. Paired activity: The students will be asked to access the Campus Game on their devices.
2. Paired activity: Physically go to those buildings and spaces. On the door of each building is a QR code that provides additional information about them. When they scan the QR code they will be able to collect a point. After scanning all the QR codes to return to the building where the induction activity had started. Can be made competitive by rewarding those getting the correct information in the shortest amount of time.
3. **Post-class activities** None
4. **Evaluation and Assessment** None