**University of Dundee**

**Learning Scenarios and Games**

**Lesson Plan 1**

**Author / Teacher:** *Divya Jindal-Snape*

**Course / Subject:**  *Research Methods*

**Level**: Masters, teacher education or social work students, 30 credits.

**Topic:** *Research Ethics*

**Prerequisite skills or knowledge** (connect to prior lesson): *Students should have prior understanding of research methods and methods of data collection so that they can understand the context of research ethics.*

**Learning Outcomes**

1. An understanding of the code of research ethics of your organisation and

professional bodies

2. Ability to contextualise a real life ethical issue within your context

3. Ability to conduct research in an ethical manner

4. A clear understanding and ability to resolve any tensions/dilemmas between

research ethics and your professional ethics

**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. Discussion of what research ethics are and their importance.
3. Small group activity: Two different research ethics scenarios and case studies per small group for discussion.
4. Full class activity: Each small group to present their views of the scenarios and what would be ethical in those contexts. Other groups to provide their views and discussion in which the lecturer will take the role of critical friend to challenge and problematise their solutions as relevant.
5. **Post-class activities**

Homework: Each student to undertake the quiz and read the university’s research ethics code of practice and application procedure <https://www.dundee.ac.uk/research/governance-policy/ethicsprocedures/ethics/applicationandguidancematerials/>

1. **Evaluation and Assessment**

Formative assessment: of the understanding of research ethics will be through the research ethics application which will be reviewed by the research ethics panel.

Summative assessment: of the consideration of research ethics and its write up in their dissertation.

**Lesson Plan 2**

**Author / Teacher:** *Divya Jindal-Snape*

**Course / Subject: Teaching across the curriculum**

**Level:** *Undergraduate, year 4, 20 credits*

**Theme:** *Primary-secondary transitions*

**Prerequisite skills or knowledge** (connect to prior lesson): *None*

**Learning outcomes**

1. To understand the conceptualisation of primary-secondary transitions
2. To understand the impact of primary-secondary transitions on children and young people
3. To understand their role as a student teacher and future teacher in supporting children/young people experiencing primary-secondary transitions
4. To use research-informed practice

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

**Time required for in-class activity:** *3h*

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

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

Reading before class, journal article

<https://bera-journals.onlinelibrary.wiley.com/doi/abs/10.1002/berj.3561>

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

1. Small group discussion: reflecting on their experience of primary-secondary transitions, what it meant to them, what were they feeling
2. Full class discussion: small groups feeding back to full class, leading to discussion of conceptualisation of primary-secondary transitions, potential impact on the child/young person based on their own experience and the journal article they had read as pre-class activity
3. Role play: scenario provided (based on the class discussion) of two students on their first day of secondary school, they are feeling lost and ask an older student for help. The older student starts making fun of them. The class to participate in strategies that can be used by the new students to deal with that older student and finding their way to the right classroom.
4. Small group discussion: reflecting again on their own transitions, who supported them during primary-secondary transitions, what planning and preparation helped them during transitions
5. Full class discussion about transitions practice and support systems
6. **Post-class activities**

Homework: Each student to undertake the game conversation scenarios with a fictional child ‘Alex’. Write brief notes for their rationale for their chosen narrative and any other possible conversations that they might have with students on school placement and/or in future as classroom teachers.

1. **Evaluation and Assessment**

Feedback and grading of assignment.

**Lesson Plan 3**

**Author / Teacher:** *Divya Jindal-Snape*

**Course / Subject: Teaching across the curriculum**

**Level:** *Undergraduate, year 4, 20 credits*

**Theme:** *Primary-secondary transitions*

**Prerequisite skills or knowledge** (connect to prior lesson): *Knowledge gained through previous lesson (Lesson 2)*

**Learning outcomes**

1. To understand the conceptualisation of primary-secondary transitions
2. To understand the impact of primary-secondary transitions on children and young people
3. To understand their role as a student teacher and future teacher in supporting children/young people experiencing primary-secondary transitions
4. To use research-informed practice

**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)**

Reading before class, journal article <https://berajournals.onlinelibrary.wiley.com/doi/abs/10.1002/rev3.3197>

**In-class activities**

1. Small group discussion: their response to the mini serious game (Lesson plan 2) and rationale for the options they chose
2. Small group discussion: key points from the journal article they had read which summarised 96 primary-secondary articles
3. Full class discussion: small groups feeding back key points to full class, what surprised them or was as expected in the results of the journal article
4. **Post-class activities**

Homework: Each student to undertake the quiz about primary-secondary transitions research. To revisit any notes taken in class and journal article to understand the outcome of the quiz.

1. **Evaluation and Assessment**

Feedback and grading of assignment.

**Lesson Plan 4**

**Author / Teacher:** *Divya Jindal-Snape*

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

**Level:** *First year students, UG, PG*

**Theme:** *Induction to University of Dundee*

**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

1. **Evaluation and Assessment**

None

**Lesson Plan 5**

**Author / Teacher:** *Helen Booth*

**Course / Subject:**  *Research Methods*

**Level**: Masters, teacher education, community education, educational psychology or social work students, 30 credits.

**Topic:** *Research paradigms and frameworks*

**Prerequisite skills or knowledge** (connect to prior lesson): *An understanding of different types of research from undergraduate study.*

**Learning Outcomes**

1. An understanding of the research paradigms and philosophical approaches
2. Understanding of the rationale for using different paradigms and approaches

**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 [230830204.pdf (core.ac.uk)](https://core.ac.uk/download/pdf/230830204.pdf)
2. **In-class activities**
3. Small group activity: Discussion of what research paradigms and approaches are based on their reading of the journal article.
4. Small group activity: Discussion of positionality and their preferred research paradigm or approach, including their rationale for choosing it.
5. **Post-class activities**

Homework: Each student to undertake the quiz on research paradigms for self-assessment and undertake further reading if not clear.

1. **Evaluation and Assessment**

Summative assessment: of their dissertation which will include a section on the paradigm/approach they have used and the rationale behind it.

**Lesson Plan 6** (related to two games)

**Author / Teacher:** *Derek Robertson*

**Course / Subject:**  *Pedagogy*

**Level**: Masters, teacher education students, 30 credits.

**Topic:** *Learning Theories*

**Prerequisite skills or knowledge** (connect to prior lesson): *Students should have prior understanding of research methods and methods of data collection so that they can understand the context of research ethics.*

**Learning Outcomes**

1. An understanding of different learning theories
2. Ability to identify different learning theorists

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

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

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

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

Watch this video<https://www.youtube.com/watch?v=QcpwEoW1uY8>

**2. In-class activities**

1. Small group activity: Discussion of pedagogy and learning theories based on their learning from the video.
2. Pairs: Undertake the word rain game and discuss with peer any issues emerging from incorrect answers.
3. Pairs: Swap partners and undertake the crane game about theorists and chronological listing of learning theorists.

3. **Evaluation and Assessment**

Summative assessment: of the understanding of learning theories and theorists through assignment for pedagogy module.

**Lesson Plan 7**

**Author / Teacher:** *Helen Booth*

**Course / Subject:**  *Accessibility of technology*

**Level**: Undergraduate, computing students, 20 credits.

**Topic:** *Web/digital accessibility*

**Prerequisite skills or knowledge** (connect to prior lesson): *None*

**Learning Outcomes**

1. An understanding of digital inclusion
2. Knowledge of related legislation and good practice
3. Ability to create digital resources that are accessible and inclusive.

**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. Small group activity: One scenario and case study per small group for discussion. The scenarios will be based on barriers to web/digital accessibility, what the consequences might be and how they might remove those barriers.
3. Full class activity: Each small group to present their views of the scenarios and what their role would be in enhancing accessibility. Other groups to provide their views and discussion in which the lecturer will take the role of critical friend to challenge and problematise their solutions as relevant.
4. In pairs, students will undertake the memory game to familiarise themselves with key terms related to accessibility and inclusion.
5. The pairs will be assigned one to two key terms and asked to find out what they mean.
6. Full class activity: feedback and knowledge sharing about the key terms.
7. **Post-class activities**

Homework: Students will be assigned to small groups and asked to find real cases where legal action was taken due to inaccessibility of website/digital material.

1. **Evaluation and Assessment**

Summative assessment: assignment related to developing a framework of good practice in which they will be asked to focus on at least two key terms/aspects and create guidance.

**Lesson Plan 8**

**Author / Teacher:** *Helen Booth*

**Course / Subject:**  *Professional Development*

**Level**: Undergraduate Year 1,

**Topic:** *Reflective Practice, 20 credits*

**Prerequisite skills or knowledge** (connect to prior lesson): *None*

**Learning Outcomes**

1. 1.An understanding of the processes involved in undertaking reflective practice
2. 2.Undertaking a self-assessment to identify development needs as a professional

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

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

**Time required for post-class activity:** *ongoing over the year*

1. **In-class activities**
2. Individual activity: Use the flip chart paper to draw and map their learning journey and decision to choose their particular profession.
3. Using the word collection game, reflect on yourself and what you need to develop to become a professional.
4. In small groups: Share any reflections that you are happy to share with others. Other students in the group to take the role of critical friend and ask supportive and challenging questions to make that student reflect deeper though questions such as ‘what, why do you think that is and so what’.
5. **Post-class activities**

Homework: Students will be asked to keep reflective journals throughout their studies and to use the game as need be to remind themselves of the questions to ask themselves.

1. **Evaluation and Assessment**

No assessment. They will be encouraged to use their reflective journal when discussing their professional practice with their advisor of studies and placement supervisor.

**Lesson Plan 9**

**Author / Teacher:** *Derek Robertson*

**Course / Subject:**  *Psychology in Professional Practice*

**Level**: Combined module with Teacher education, social work, community education, educational psychology and nursing students, Undergraduate, Year 1, 10 credits

**Topic:** *Maslow’s hierarchy of needs*

**Prerequisite skills or knowledge** (connect to prior lesson): *None*

**Learning Outcomes**

1. 1.An understanding of Maslow’s hierarchy of needs
2. 2.An understanding of how that relates to the needs of children they will work with

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

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

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

1. **In-class activities**
2. Small group activity: Each group will be given one case study each of children living in difficult circumstances, e.g., who is living in poverty, experiencing domestic abuse, secure and stable family. They will be asked to discuss what their case study child’s needs might be and why.
3. Small group activity: Each small group will then be given another scenario to add to their case study of the child’s wellbeing. They will be asked to consider the facilitators and barriers for their case study child.
4. They will then be asked to play the bridge game about Maslow’s hierarchy followed by a discussion about how that maps to their discussions about each case study child.
5. **Post-class activities**

Homework: Students will be asked to remain in their small group and asked to create a plan or framework to ensure the child’s wellbeing. What would their role be as a teacher, social worker, health care worker, community education worker or educational psychologist in supporting their case study child’s attainment and wellbeing, underpinning this with Maslow’s hierarchy of needs?

1. **Evaluation and Assessment**

Formative assessment: Presentation of their plan and framework to their peers in the next class; followed by self-assessment and peer-assessment.