

ENHANCE – Teacher Training

M4 - Design of a collaborative activity enhanced with self-regulated learning and game mechanics

Group	<i>Baratheon</i>	
Title of the activity	<i>Ethical Dilemmas in Nursing Practice: Decision making – guidelines, tools and procedures</i>	
Learning Outcomes	<p><i>Los 2a and 2b</i></p> <ul style="list-style-type: none"> • <i>Know the main professional ethical standards</i> • <i>Take decisions based on professional ethical standards</i> 	
Evaluation criteria and methods	<i>Classroom Debate Rubric (evaluating several criteria such as information, use of facts/statistics, organisation, respect of other team etc, with a five- point Likert scale)</i>	
Context	<i>Master's degree in family and community nursing that is delivered through blended learning program</i>	
Population	<i>Qualified registered nurses currently employed in community services</i>	
Contents	<ul style="list-style-type: none"> • <i>Ethical principles in community Health</i> • <i>Steps in the ethical decision – making process</i> • <i>Community ethical conflicts</i> • <i>Steps in resolving any ethical conflict</i> 	
Collaborative technique	<i>Debate in order several ethical conflicts to be unfolded. Students will have the chance to critically think and discuss which step to follow in order to resolve the conflicts</i>	
Phase 1	Task	<p><i>Oral presentation</i></p> <ul style="list-style-type: none"> • <i>relevant literature will be given to the students (ethical code + steps for resolving an ethical problem).</i> • <i>Additionally, we'll give students a video concerning an ethical dilemma (e.g. a teenage pregnant asking information about abortion). They will have to think the possible outcomes of the problem.</i>
	Time	<i>1 week</i>
	Team	<i>individual study</i>



	Technology	<i>digital libraries – videos provided – online communication with the instructor on the debate guidelines</i>
Phase 2	Task	<i>oral presentation of the decision they support. Students are divided in two halves: a proposition and an opposition half. The rest of the students will act as observers and then critically review the debaters performance.</i>
	Time	<i>1 week for preparation 20' for the debate 5' for the feedback</i>
	Team	<i>Groups of 4-5</i>
	Technology	<i>they can use whatever they think it will strengthen their opinion and disprove others (e.g. web pages, true stories...)</i>
Self-regulated learning	<i>Consume: students will study the relevant material they have been given (literature review and relevant videos) Create: oral debate Contribute: share the presentation with the rest of the class Connect: ask students to join a professional forum to discuss about the topic</i>	
Gamification	<ul style="list-style-type: none"> • <i>Electronic voting system (for the observers)</i> • <i>Role play (for the debaters)</i> 	