ENhANCE – Teacher Training

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

Group	*Greyjoy*	
Title of the activity	**Facing Everyday Subjects**	
Learning Outcomes	*22a - Know and apply leadership techniques that ensures clinical and healthcare effectiveness and appropriateness* *22b - Know and apply decision-making techniques that ensures clinical and healthcare effectiveness and appropriateness*	
Evaluation criteria and methods	- *Formative assessment, which monitors students learning, provides ongoing feedback and helps students identify target areas that need work, through participation to online activities or simulation* - *Summative assessment that evaluates students learning and knowledge, through written exams or a written paper like an article in a scientific review*	
Context	*A Lifelong Learning Program that will lead to a certificate of specialization. The pilot will be carried out on line.*	
Population	*Nurses with a bachelor degree*	
Contents	- Proper leadership and management techniques suitable for the targeted strategy and population. - Role of a positive working environment in ensuring clinical and healthcare effectiveness and appropriateness - Elements of an effective and appropriate decision making process - Different strategic thinking methods including thinking outside out of the box	
Collaborative technique	*Collaborative technique: Jigsaw*	
Phase 1	***Task***	The students will be divided in 4 groups of experts (4 groups of … persons) Each student will read the material provided by the teacher and afterwards, he/she will contribute to the preparation of a group presentation about the specific topic
	Time	One week
	Team	Expert group of … persons

	Technology	Forum
Phase 2	*Task*	Each jigsaw group, which includes at least one member of each expert group, has to produce a written and comprehensive presentation/power point reflecting all the different aspects of the subject studied in the first phase
	Time	One week
	Team	4 jigsaw groups containing one member of each expert group
	Technology	Forum
Phase n.	*Task*	
	Time	
	Team	
	Technology	
Self-regulated learning	We would use the self-diagnosis survey to set the goals at the beginning of the activity, so that students can then self-evaluate themselves at the end of the activity. To activate prior knowledge we ask the students what they already know on the topic in a plenary session, during which you also launch the collaborative activity. Finally, I would use Learning Journals (or Diaries) to motivate students to plan, monitor and reflect on their learning process AS to the 4Cs: - Consume: we will provide students with preparatory material to read - Connect, we would use the Meta-reflection Forum - Create, we would use the Learning Journal -Contribute: we would make the students share their final presentations	
Gamification	Set up a challenge for example, asking the students to prepare a pp presentation and the best one is the one receiving more points (e.g. on point for every information). Use the 'Level up!' plug in to manage points and the leaderboard Use Nurse Sally's 4Cs to represent collectively the students' achievements regarding the 4Cs in the specific activity	