Co-funded by the Erasmus+ Programme of the European Union

CC BY SA

ENhANCE – Teacher Training

M5 - Design of an exemplar collaborative activity for your teaching

Your name and surname	*Giuseppe Aleo*	
Your teaching	*Scientific English*	
Title of the activity	*Students create 4 video abstracts of about 5 minutes each in English on Fundamentals of Care and how to apply them in practice*	
Learning Outcomes	*LO26b Use the best scientific evidences properly and apply them in daily practice*	
Evaluation criteria and methods	*Formative assessment, to monitor the learning of students' English language skills (reading comprehension, the ability to summarize in English, pronunciation, and listening comprehension), to provide ongoing feedback and help students identify where they need to improve through the participation, creation and sharing of the video abstract online with their peers.* *With reference to the ENhANCE Assessment table, I have chosen: Simulation/skill demonstration [SSK][1] to assess the English language skills*	
Context	*A 12-month postgraduate master course on Family and Community Nursing at the end of which the students will receive a graduation certificate thanks to which they will be officially recognized as experts of Family and Community Nursing.*	
Population	*Registered nurses with a bachelor's degree.*	
Contents	- *The basic rules of Scientific English* - *Read and critique a scientific paper in English.* - *Understand and learn how to describe in English the main elements of Fundamentals of Care.* - *Understand how to apply the Fundamentals of Care Framework in daily practice in the field of family and community nursing* - *Learn how to prepare a video abstract in English, also known as a "peer-to-peer video summary"*	
Collaborative technique	*Collaborative technique: peer review*	
Phase 1	***Task***	*The students are divided into 4 groups and will be asked to read and translate a scientific paper on Fundamentals of Care provided by the teacher. This will be carried out f2f.* *Then each group has to prepare in English a written summary of the paper.* *In this phase the material used is just the scientific paper.* • *Are you planning to prepare these materials by yourself or to reuse something you retrieved from outside?*

[1] *Simulation/skill demonstration [SSK]* = demonstration of a specific skill in a situated context

CC BY SA

		I am planning to use the following scientific paper: *The Fundamentals of Care Framework as a Point-of-Care Nursing Theory by Kitson, Alison, L.* *Nursing Research: March/April 2018 - Volume 67 - Issue 2 - p 99–107 doi: 10.1097/NNR.0000000000000271* • *Are your materials Open?* Academic Institutions (The University of Genoa) through Ovid have Open Access to scientific papers, which can freely be used for Educational purposes, as in the present case.
	Time	*4 hours*
	Team	*Small groups*
	Technology	*Choose the OOT functionality: assignment* ☐ *webinar*[i] ☐ *database*[ii] ☐ *assignment*[iii] ☐ *quiz*[iv] ☐ *learning journal*[v] ☐ *forum*[vi] ☐ *OOT Community*[vii] ☐ *Other (specify)*_____ *The assignment will be used so that students will be able to upload their written summary of the paper in English and the teacher will mark it, and the students will be able to learn from their mistakes.*
Phase 2	***Task***	*A member from each group will orally present f2f in English the summary they had prepared in the previous task, and the other groups will provide feedback both on the contents and on how the Fundamentals of care can be applied to daily practice in the field of Family and Community Nursing. Each group will take notes of the feedback received and utilize the information to produce new knowledge to prepare the slides for their own video abstract.* • *What materials are you planning to provide for this phase of the Task (if any)? Lecture notes* □ *slides* □ *lecture notes* □ *text of a case study* □ *papers or books* □ *other _____ (pls. specify)* • *Are you planning to prepare these materials by yourself or to reuse something you retrieved from outside?* *The students themselves will prepare the lecture notes*

CC BY SA

		• *Are your materials Open?* Yes • *What CC licence do they have? CC BY* □ *CC BY* □ *CC BY-SA* □ *CC BY-ND* □ *CC BY-NC* □ *CC BY-NC-SA* □ *CC BY-NC-ND*
	Time	*2 hours*
	Team	*Small groups*
	Technology	*Choose the OOT functionality: Open content database* *The teacher will show the students the webinar on Creative Commons licences available on OOT to understand how to reuse materials available online.*
Phase 3	***Task***	*Each group, after receiving feedback from the other groups on how Fundamentals of care can be applied to Family and Community Nursing in practice, will choose one or two practical examples each for their own video abstract presentation and highlight why they are important for FCN and what other nurses can learn from it. All the students in each group will contribute to the production in the video abstract, for example one could prepare the slides and the script, another one could take care of ensuring that quality of the audio-video recording is high, and another one could refine his/her English pronunciation for the video abstract presentation.* *Each group will prepare its own 5-minute video abstract focusing on different ways of applying Fundamentals of Care in FCN practice.* *The video abstract will be Open and have a CC BY Licence.*
	Time	*2 hours*
	Team	*Small groups*
	Technology	*Any tool for recording a video and upload it in an online Database.*
Self-regulated learning	*To activate prior knowledge, at the beginning of our activity in a plenary session we will ask all the students what they already know about Fundamentals of Care and why they are important for FCN in daily practice. During the plenary session we shall present and describe the collaborative activity, familiarize with the OOT learning environment, and how this will prompt self-regulated learning to achieve LO26b (Use the best scientific evidences properly and apply them in daily practice).*	

Co-funded by the Erasmus+ Programme of the European Union

CC BY SA

	We will use the Learning Journals (or Diaries) to motivate and help students plan, monitor and reflect on their learning process. *With regard to the 4Cs:* - *Consume:* we will provide students with the article on Fundamentals of Care to read and translate. - *Connect*: we will use the Meta-reflection Forum so that they can exchange and reflect both on English language rules and on the usefulness of Fundamentals of Care for FCN practice. - *Create*: we will use the Webinar functionality to create the video abstract presentation - *Contribute*: we will ask our students to share their final video presentations in English. Students will be free to choose which examples of Fundamentals of Care applied to FCN practice to showcase in their video abstract presentation. In addition, the following OOT functionalities will be available for the following purposes: - Quiz: to self-assess their knowledge on English grammar and correct understanding of the article contents. - Forum: to reflect on their learning process and exchange ideas with other students and the teacher(s) - OOT Community: to monitor time, performance, and look for help from peers and/or teachers.
Gamification	*To foster students' engagement, we will use the following game elements:* *- Nurse Sally's 4Cs bag: to represent collectively the students' achievements regarding the 4Cs* *- Level up courses (through gaining points and badges) as students pass the online quiz on English grammar and on the contents of article on Fundamentals of Care, and final points on the quality of the video abstract presentation.* *- Visualize the leader board to display student group ranking to promote self-evaluation and motivation in students. Each group of students will be assigned a team name (for instance, Blue Team, Red Team, Yellow Team, and Green Team) and in the end the team with the highest number of points wins.*

[i] https://docs.bigbluebutton.org/ [official documentation for the Webinar plugin]
[ii] https://docs.moodle.org/37/en/Database_activity [official Moodle doc for the Database module]
[iii] https://docs.moodle.org/37/en/Assignment_quick_guide [official Moodle doc for the Assignment module]
[iv] https://docs.moodle.org/37/en/Quiz_quick_guide [official Moodle doc for the Quiz module]
[v] https://docs.moodle.org/37/en/Journal_module [official Moodle doc for the Journal module]
[vi] https://docs.moodle.org/37/en/Forum_activity [official Moodle doc for the Forum module]
[vii] https://oot.enhance-fcn.eu/communy/ [OOT Community homepage]

Co-funded by the Erasmus+ Programme of the European Union

CC BY SA

CHECKLIST

Before submitting your design to M5, please take a look at the following checklist to be sure you have covered all the requirements.

	√
The activity you have designed is clearly framed in your ENhANCE national curriculum and is associated to one or more Learning Outcomes	yes
You have adequately described your context and target population	yes
You have clearly specified the assessment criteria and methods for your activity	
You have chosen one collaborative technique for the activity	yes
The activity you have designed is envisaged to be delivered online	partly
In the collaborative activity you have duly taken into account the 4 main components, i.e. Task, Team, Time, Technology	yes
In the collaborative activity you foster the practice of all the 4 behaviours, i.e. Consume, Create, Connect, Contribute	yes
In the collaborative activity you propose game mechanics to foster students' engagement	yes
You have defined teaching/learning materials associated to the activity (slides, lecture notes, videos, quiz, …) and checked they are OPEN	yes
You have defined the CC licences for the teaching/earning materials you are going to use	yes
In your design you have specified what OOT functionalities you are going to use	yes
In your activity you foster non-formal/informal learning	yes
You envisage the recognition of your students' (prior) non-formal/informal learning	yes