



# Pedagogical Script

## Planning an online course

Period: 1st Term

Nonstop:

<b>Course Title:</b>	Packaging and storage of pharmaceutical products
<b>Unit of Learning Outcome:</b>	Packaging
<b>Scope of studies:</b>	Chemistry
<b>Language of instruction:</b>	English
Coordinating teacher(s):	Albert Pell
Target group:	VET
Prior studies:	Chemistry
Description:	<p>This activity is a team vs team challenge.</p> <p>The first activity is building a word wall. Students will send word using the interactive slides from Menti.</p> <p>Then, four groups are done using Team maker app. Then during 15 minutes, each team will write 10 questions on the topic of revision.</p> <p>Using the Menti Q&amp;A slide, team will send question to another group, which should answer before the sand watch expires. Points are counted in a leaderboard.</p> <p>The referees of this game will be the 2 groups that are no participating at the challenge. Teacher will assist in case of need.</p>
Learning objectives:	<p>The aim of this activity is to revise key concepts on the properties of pharmaceutical packaging material. It is useful to identify potential areas to review during incoming lessons.</p> <p>A secondary aim is the correct use of specific terms in English.</p>
Strategy:	<p>Expert centered <input type="checkbox"/> Problem centered <input checked="" type="checkbox"/> Material centered <input type="checkbox"/></p> <p>Task centered <input type="checkbox"/> Interaction centered <input checked="" type="checkbox"/> Cooperation centered</p>
Mode of teaching:	<p>Guided <input checked="" type="checkbox"/> Independent <input type="checkbox"/> Blended <input type="checkbox"/></p>
Learning process:	<p>Individual <input type="checkbox"/> Collaborative <input checked="" type="checkbox"/> Both <input type="checkbox"/></p>



Learning environment:	Moodle <input checked="" type="checkbox"/> Itslearning <input type="checkbox"/> Google classroom <input type="checkbox"/> Odissea <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> MOOC <input type="checkbox"/>  Other:		
Digital tools:	Microsoft office <input type="checkbox"/> Adobe <input type="checkbox"/> Canva <input type="checkbox"/> Thinglink <input type="checkbox"/> Kahoot <input type="checkbox"/> Quizlet <input type="checkbox"/> VR <input type="checkbox"/> Social media <input type="checkbox"/> Miro <input type="checkbox"/> Nearpod <input type="checkbox"/> Trello <input type="checkbox"/> Mural <input type="checkbox"/> Padlet <input type="checkbox"/> Slack <input type="checkbox"/> Asana <input type="checkbox"/> Eduteams <input type="checkbox"/> Youtube <input type="checkbox"/>  Other: Mentimeter, Team Maker		
Learning materials:		Done	Needs to be done
	<b>Texts</b> Content: Questions and instructions	X	
	<b>Pictures</b> Content: Wordmap	X	
	<b>Videos</b> Content:		
	<b>Audios</b> Content:		
	<b>Tasks/Games</b> Content: Mentimeter	X	
	Accessibility		
	CC License		
Student guidance:	<i>Peer support, teacher guidance, automatic guidance</i> Peer support and teacher guidance		
Estimated amount of guidance:	This is a revision activity, so small guidance is expected from the teacher.		
Assessment methods and feedback:	work <input type="checkbox"/> tasks <input type="checkbox"/> tests <input checked="" type="checkbox"/> other: self-assessment <input checked="" type="checkbox"/> peer assessment <input checked="" type="checkbox"/> teacher assessment <input checked="" type="checkbox"/> oral feedback <input type="checkbox"/> written feedback <input type="checkbox"/> audio feedback <input type="checkbox"/> video feedback <input type="checkbox"/> automatic feedback <input type="checkbox"/>		
Feedback:	<i>How you collect feedback on the course to improve it.</i> Activity observation noted on the Teacher logbook and results in the test.		