



Pedagogical Script

Planning an online course

Period: 1st Term

Nonstop:

Course Title:	Packaging and storage of pharmaceutical products
Unit of Learning Outcome:	Packaging
Scope of studies:	Chemistry
Language of instruction:	English
Coordinating teacher(s):	Albert Pell
Target group:	VET
Prior studies:	Chemistry
Description:	<p>The teacher indicates the instructions of the game to the students. For example: Groups of 6 students are made. 2 students participate as referees and the other 4 are players.</p> <p>To start the game, the players roll the dice once each. Whoever gets the highest number starts the game.</p> <p>The players:</p> <ul style="list-style-type: none"> - If the student provides a correct answer, he/she rolls the dice again. - If the student gives an incorrect answer, he/she moves back 4 squares. <p>The referees:</p> <p>They check the validity of the players' answers against the content materials worked on in the classroom. They will also have internet access and the assistance of the teacher in case of doubt.</p> <p>The winner is the group that arrives first at the central square.</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 checked="" type="checkbox"/> Problem centered <input type="checkbox"/> Material centered <input checked="" type="checkbox"/></p> <p>Task centered <input type="checkbox"/> Interaction centered <input checked="" type="checkbox"/> Cooperation centered <input type="checkbox"/></p>
Mode of teaching:	<p>Guided <input type="checkbox"/> Independent <input checked="" 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: Genially		
Learning materials:		Done	Needs to be done
	Texts Content: Questions and instructions	X	
	Pictures Content: Board	X	
	Videos Content:		
	Audios Content:		
	Tasks/Games Content: Genially prepared environment	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.		