



Curriculum Design Pattern

Global Learning by Design

Name of pattern

Have Them At Hello

Quick look

Provide a variety of stimuli (e.g. video, images, articles, quotes etc.) to capture the attention of students and promote emotional engagement with the topic at the very start of class, prior to unpacking theory.

Rationale

The learning activity promotes engagement, discussion and analysis. Students are given the opportunity to articulate their thinking and listen to a range of views. The activity sets the scene for immersion in subject matter theory, and it supports students to move to deeper conceptual understanding.

Learners/Context

The learning activity is suitable for students in lectures or tutorials when they are beginning to explore a new topic.

Related patterns

None.

Related category

Engagement.

Alignment

The activity stimulates thinking about an issue, problem or topic as a lead-in to in-depth learning and analysis of subject matter.

Instructions/Process

Prior to class:

- Research an appropriate question, issue, problem or topic linked to current learning that can be used to stimulate engagement and discussion.
- Select appropriate stimuli to illustrate the question, issue, problem or topic, e.g. images, illustrations, photos, film clips, news articles etc.
- Clearly understand all aspects of the question, issue, topic or problem to facilitate thorough and engaging analysis through class discussion.

At the beginning of class:

Begin the class by displaying the chosen stimuli and:

- Ask students to give their thoughts and views on what they think are the main takeaway points.
- Raise an issue, question or problem linked to the stimuli.

Focus on the connection between the stimuli and the topic/theory that the students will be exploring.

Areas to focus on in class discussion may include, for example:

- What is the topic/question/issue/problem trying to achieve?
- Why is the topic/question/issue/problem interesting, provocative or controversial?
- Who does it affect? Does the topic/question/issue/ problem directly and/or indirectly affect you?
- Where do you stand on this topic, issue, problem or topic? (Note: Be prepared to deal with 'fence sitting'.)
- If appropriate, conduct a straw poll/vote to conclude the discussion.

Following discussion, as a lead-in to the subject matter/theory - ask 'What next?', or 'What is the challenge?'

Conditions

Availability of a variety of media to stimulate discussion.
Projector/screen to display content.

Resources/Technology

Note: Resources and technology requirements will depend on the stimuli chosen to illustrate the topic.

Contact your Academic Development Group and/or Library Liaison for support on accessing suitable audio visual resources.