**Pre Reading**

Bean, Engaging Ideas, Chapter 6 (focus on pp. 92-93, 95-104)

Bean, Engaging Ideas, Chapter 7

**Purpose**

Introduce and demonstrate the value of open pedagogy on the OpenLab through game play.

**Audience**

General Education Seminar Fellows: Third-Year, Second-Year, and Second-Year Associates, plus members of the Open Pedagogy Project on the OpenLab (<http://openlab.citytech.cuny.edu/groups/open-pedagogy-on-the-openlab/>)

**Task**

Create an assignment that leverages open pedagogy on the OpenLab by playing a brainstorming game.

**Format**

Faculty groups will draw one card from each of three decks of cards with examples of open pedagogies, General Education Student Learning Outcomes (SLOs), and a game. Groups will use the cards they draw to brainstorm an assignment, record the assignment on the template below, and share the assignment they developed with all.

**Assessment**

Peer feedback

Group: 6 - Health fields

Open Pedagogy Card: Revising a previous blog post based on comments from someone else

Gen Ed SLO Card: Skills: Inquiry/Analysis: Use creativity to solve problems

Game Card: Clue

The following format is adapted from Bean, *Engaging Ideas*, pages 98-100

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**Purpose** *(What are the goals of this assignment? How does it engage openness?)*

To create a multidisciplinary patient care plan based on patient safety, professional ethics, confidentiality

**Audience** *(What course[s] can this assignment be used in?)*

**students in health fields, social work--interdisciplinary**

**Task** *(What will students do? What will faculty do?)*

**read multifaceted patient case; use details as clues; write up what you within student’s own field their plan of action and diagnosis; comments on each other’s within groups; revise blog posts based on evaluation of whether they include enough/too much information**

**Format** *(How will work on this assignment occur? In-class? At home? In groups? Individually?)*

**After reading simulated patient case study, students will write a blog post. Students will then review and revise their posts based on the comments that their colleagues (not classmates) offer to ensure that they have not included too much information but have included enough to communicate the necessary information for diagnosis, use best practices**

**students will work in interdisciplinary groups**

**will students work in class for any of this, or all online outside of class?**

**Assessment** *(How will student work be assessed?)*

**Faculty evaluate students within their own discipline**

**Will students also evaluate their group-mates? other students in their discipline in other groups?**