



Teach-BEASTs

Teaching to BE Aware Students

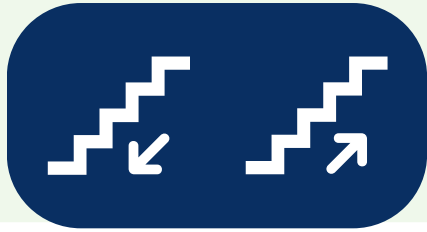
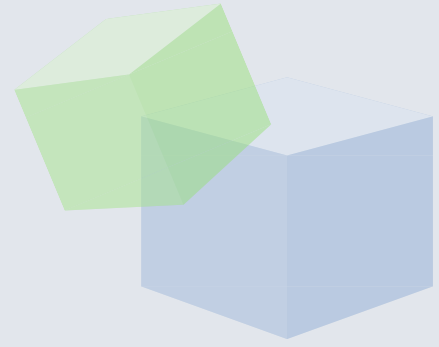
Project n.: 2022-1-PL01-KA220-HED-000089791

Erasmus + Programme, Key Action 2:
Cooperation partnerships in higher education

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Pills

Glossary



Difficulty level/Diff.



Low Difficulty Level



High Difficulty Level



HOW?



The task is performed by using computer



The task is performed manually



WHO?



The task is performed individually



The task is performed in groups



WHERE?



The task is performed in a classroom



The task is performed at home

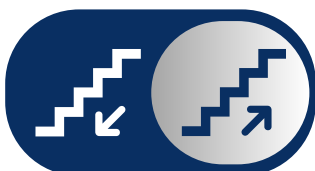


TIME



Time (in minutes) which is needed to perform a task

Note:



The icon's circle background indicates the information on the category of each Pill. For example, the lighted-up icon here indicates the High Difficulty Level.

Pills

CONTENT



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1 Minute Speech

2

Distribute Pills

3

Job Roles Ranking

4

Periodical Survey

5

Pills Proposition Teacher workshop

Note:

This bulletin is developed for the Coordinator and does not contain a division into categories (Self-reflection, Professional identity definition, Career scenaio exploration, Career prototyping & testing).

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1 Minute Speech

Diff.

WHO?

HOW?

WHERE?

TIME

 10
min

Short description/Context: 1 minute pitch in which each professor explains what he/she is doing regarding career development activities.

Aim: Obtain a global understanding on content and typology of different career development activities.

Preparation

Map professors classes and career development activities.

Implementation

- *Reach out:* contact professors before meetings and ask them to prepare a brief (1 minute) presentation on career activities within their classes
- *Execution:* professor execute the pitch.
- *Evaluation:* map the different activities and content of the activities to have a general understanding of the program career development activities carried out by professors.



2 Distribute Pills

Diff.



WHO?



HOW?



WHERE?



TIME



5 min



Short description/Context: A way to motivate and persuade colleagues to apply pills in their classes simultaneously with their matters, in a soft and easy way for the ones more reluctant to adopt pills.

Aim: Help coordinators to motivate teachers to implement pills in their classes

Preparation

Create a list of potential pills to be used in the course(s) they coordinate, ideally organized by objectives intended (for example profession's definition)

Implementation

- In the first department meeting of the semester coordinators raise awareness and motivate colleagues to implement yet another new pill in their classes;
- After 6 semesters, teachers will hopefully be applying at least 6 pills in their classes.

3 Job Roles Ranking

Diff.



WHO?



HOW?



WHERE?



TIME



10
min



Short description/Context: Develop a comprehensive list of job roles associated with the degree program to be delivered to students, who will sort them according to their individual interests.

Aim: Provide students an up-to-date overview of roles associated with their field of study and push them to actively reflect on their interest, while allowing you to discern their preferences.

Preparation

Create a list of all potential job roles aligned with the academic program and a brief description that should include:

- Job Title (name of the profession or role);
- Job Description (brief overview of the primary responsibilities and tasks)
- Key Skills & Competencies (main skills and abilities required for the job, including both hard (technical) and soft (interpersonal) skills);
- Work Environment (typical settings in which the job is performed like office, outdoor, remote, etc.)

Implementation

- Deliver the list to students, utilizing a digital platform such as Google Form, so that they can classify these roles based on their personal interests.
- Share the results with the professors of the course

4 Periodical Survey

Diff.



WHO?



HOW?



WHERE?



TIME



15
min



Short description/Context: Short questionnaire to be completed by teachers regarding the type and number of Career Guidance activities carried out in their teachings throughout the year.

Aim: The aim is to assess teachers' commitment to Career Guidance, ensuring improved quality and uniformity while raising awareness and inspiring new activities related to that theme.

Preparation

- Create a questionnaire for teachers to collect information about career guidance activities they carry out during the academic year.
- You can get inspired by the questions we prepared on the following [link](#):
- https://docs.google.com/document/d/1ZnBAvvSFNfty1_0P1i1USSMC9hKMLCrp97yN_ElEwJHc/edit?usp=sharing



Implementation

- At the end of the teaching period, propose the questionnaire to professors;
- Once you have collected all the information, check if all the relevant job identities have been presented;
- Assess how deeply each of them has been explored.

5 Pills Proposition Teacher Workshop

Diff.

WHO?

HOW?

WHERE?

TIME

 60 min in class
 1 semester (the entire challenge)


Short description/Context: A short two-hour workshop for university teachers on the use of developed pills.

Aim: The aim of this workshop is to encourage teachers of all subjects to use the developed pills in their lessons, presenting the possible benefits for both them and the students.

Preparation

Set a date for the meeting, preferably in conjunction with another organised meeting in the department. Prepare a brief description of the workshop to be distributed before the meeting to all participants. Ensure that all teachers have access to the content of the developed pills.

Implementation

1
BRIEF (15 MIN)

Welcome the academics and introduce the idea behind the creation of the pills. Emphasise that the pills were prepared by researchers who were active academics and were tested in an international environment.

2
ACTIVITY (45 MIN)

1. Discuss the access rules for all pills (both electronic and printed versions).
2. Analyse one of the pills in detail and give an example of use in a specific subject.
3. Discuss the different dimensions of the pills developed in particular the level of difficulty, completion time and category.
4. Ask each teacher to select one pills with a low level of difficulty to be used in the subject being taught.
5. Encourage teachers to record their comments after using the pills in class (lesson learned).

3
DEBRIEF (30 MIN)

During the next meeting for teachers working in the department, organise a short half-hour debrief of the use of the pills. Ask teachers to share their comments and feedback. Encourage them to reach for more pills from the developed catalogue.

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