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# **DIDACTIC UNITS**

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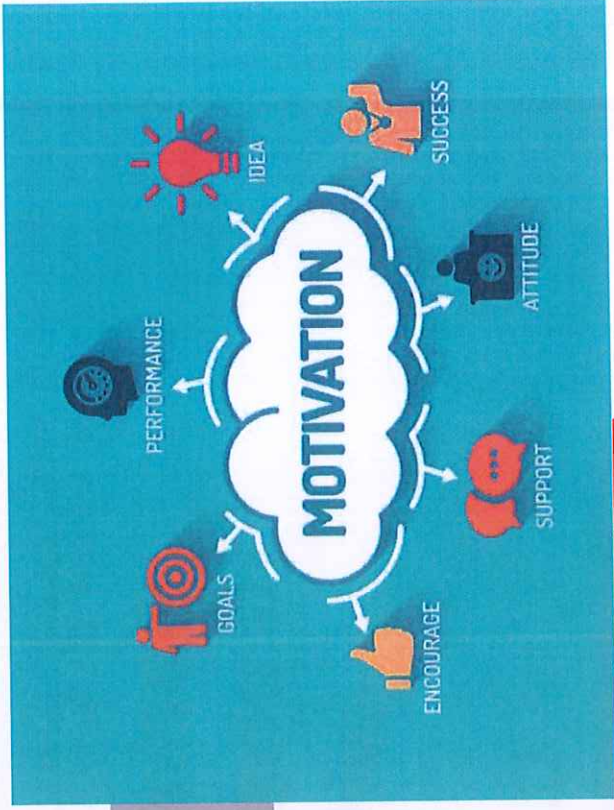
2024-2025



## Part 3

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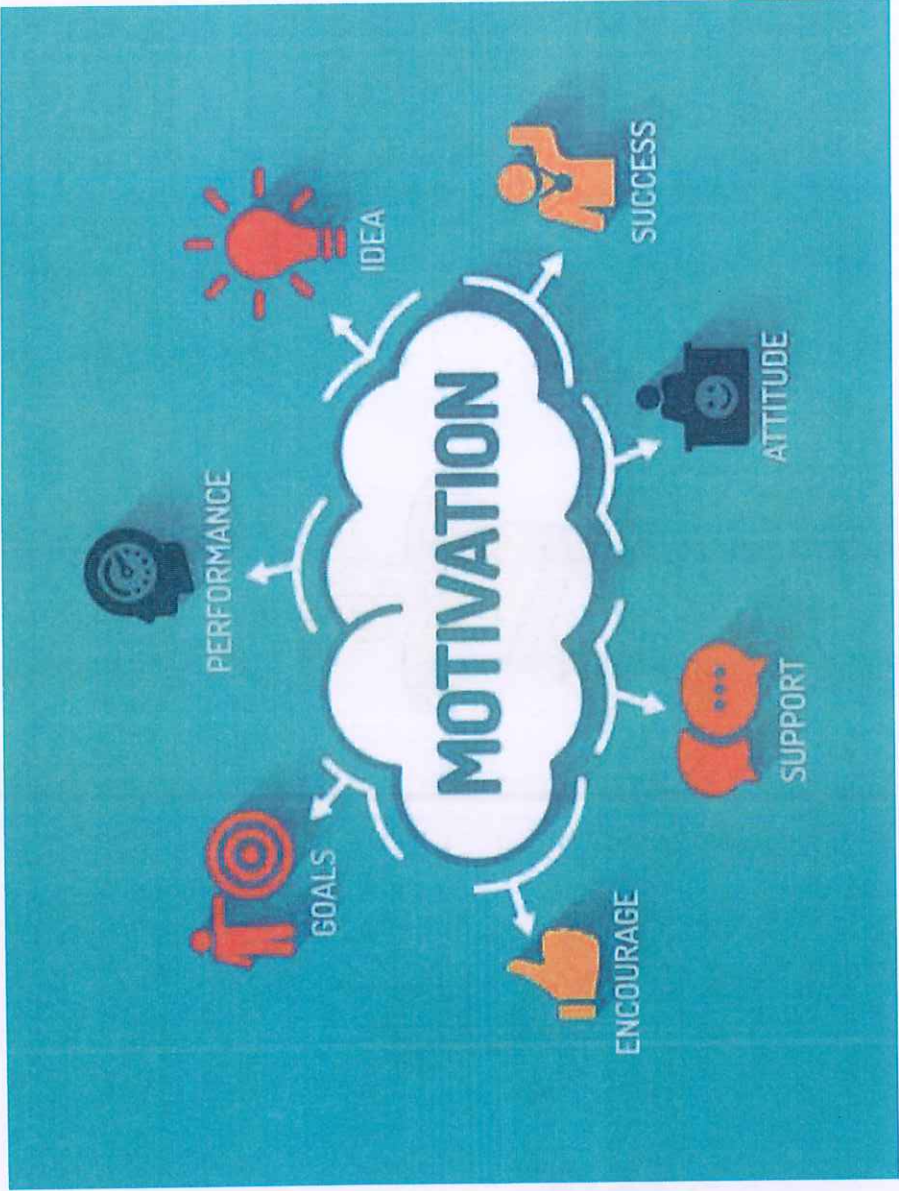




# Unit 1\_3

**„There can be no transforming of  
darkness into light and  
of apathy into movement  
without emotion.“**

**C. G. Jung (1875-1961)**





**Engaging** **Innovative**  
Practical makes me think

**Supportive** Their feedback helps me improve

**Gives prompt feedback**

**Inspiring**  
Encouraging Cares

**Organised**

**Collaboartive** **Clear**

Authoritative

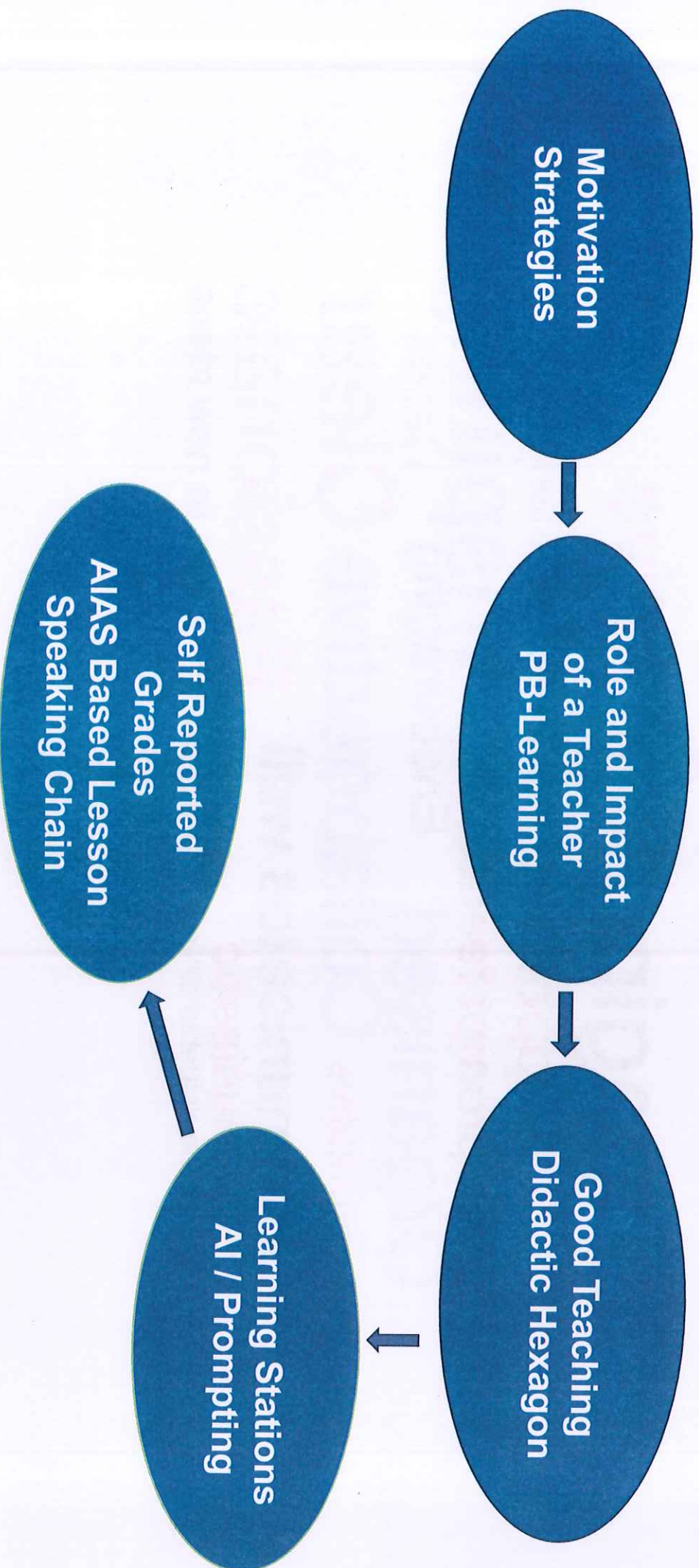
**Communicates well**

**Passionate**

**Enthusiastic**

Teaches me valuable skills **Reliable** Open to new ideas

# Topic overview – Unit 3



## **Today's goals**

- **Execute** motivation strategies
- **Formulate** motivating lesson start

**At the end of this lesson you can...**

**execute** motivation strategies.

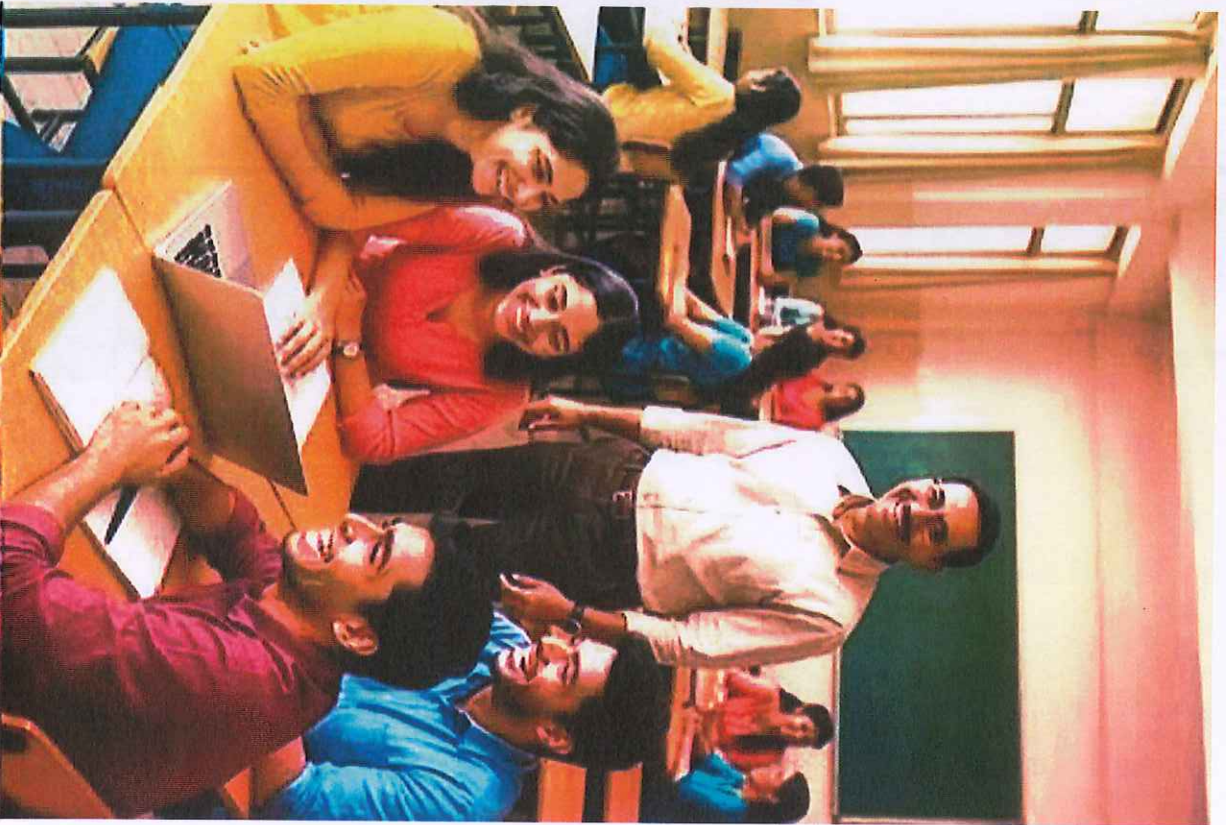
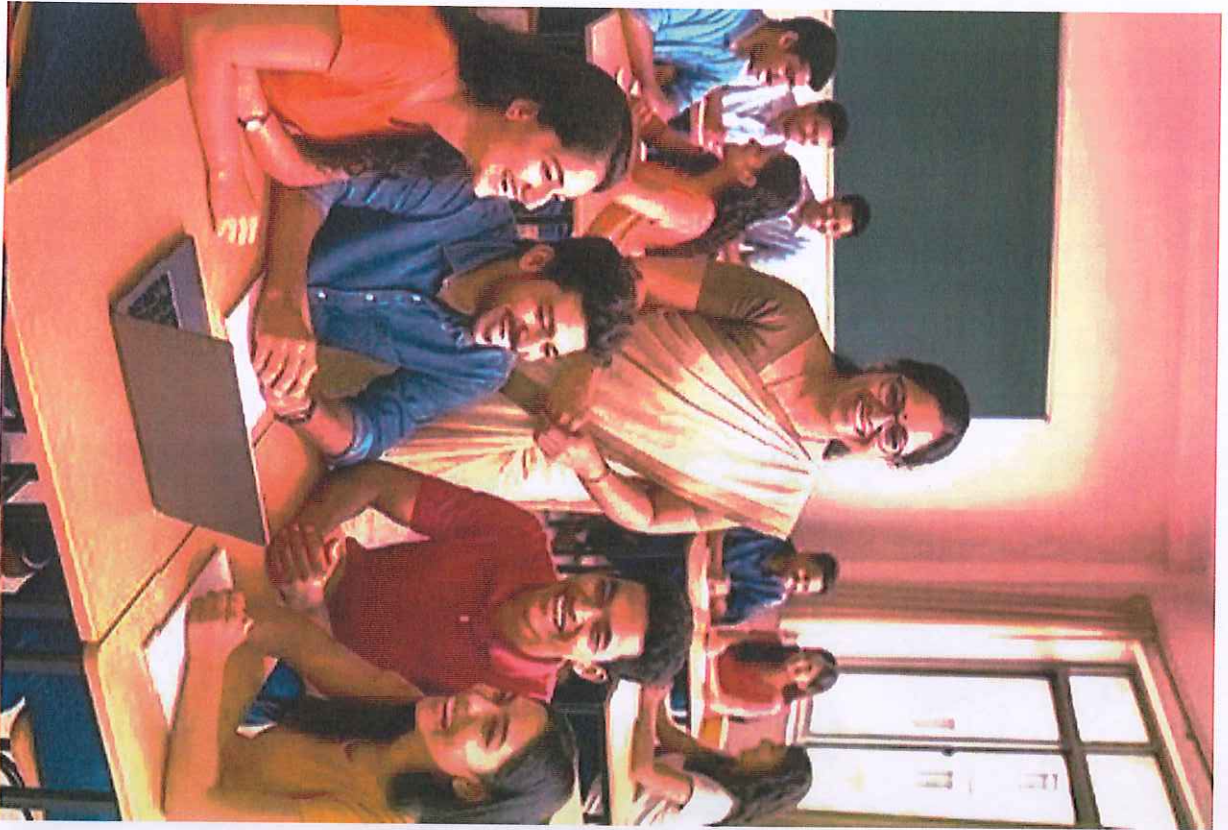
**formulate** motivating lesson start.

## **Steps of today's lesson**

- Paper airplane game, Line-up
- Extrinsic/intrinsic motivation
- Evaluation

# Motivation, Part 1







# Icebreaking

**Icebreaking**

**with a friendly expression and  
a smile on your face.**

# 18 Best Icebreakers for students

<https://scienceandliteracy.org/ice-breakers-for-high-school-students/>

**Meta Level**

## **Name Planes Game / Paper Airplanes**

- A simple but effective get-to-know-you, icebreaker game
- Find the owner of the paper airplane that you pick up and learn a few things about them!
- This game works best for larger groups of ten or more students
- The activity is ideal for the classroom
- There is no winning or losing in this game

## **Setup for Paper Airplanes (Name Planes Game)**

- At least 1 sheet of paper per person
- 1 pen, pencil per person
- To set up the game, you can either place the supplies around the room on the seats, desks, or tables where group members will be sitting
- In a room where the group will be standing, it's best to just hand out the supplies

## **How to play Paper Airplanes (Name Planes Game)**

- Ask them each to write their names and two questions down on the paper.
- Ask them to form their paper into a paper airplane of their choice.
- Start a timer and have everyone throw their airplanes around at the same time, twice!
- Stop the timer and ask everyone to pick up one paper airplane that is not their own.
- Ask them to find the owner / owners. Groups of 2-4 can be formed. Chaos is normal in this game!

# Task 1

**Task:** In '1\_Icebreaking' you find Icebreaker questions. Choose two of them and write it on your paper airplane. Write your name on your paper. Wait for the timer.

## Interaction

**pattern:** Individual / Partner / Group work

**Location:** Classroom

**Resources:** Paper, pens

**Product:** Airplane with name and questions

**Time:** 15 min. creating a paper airplane with icebreaker questions  
15 min. short presentation



# Time for statements, reflections, questions



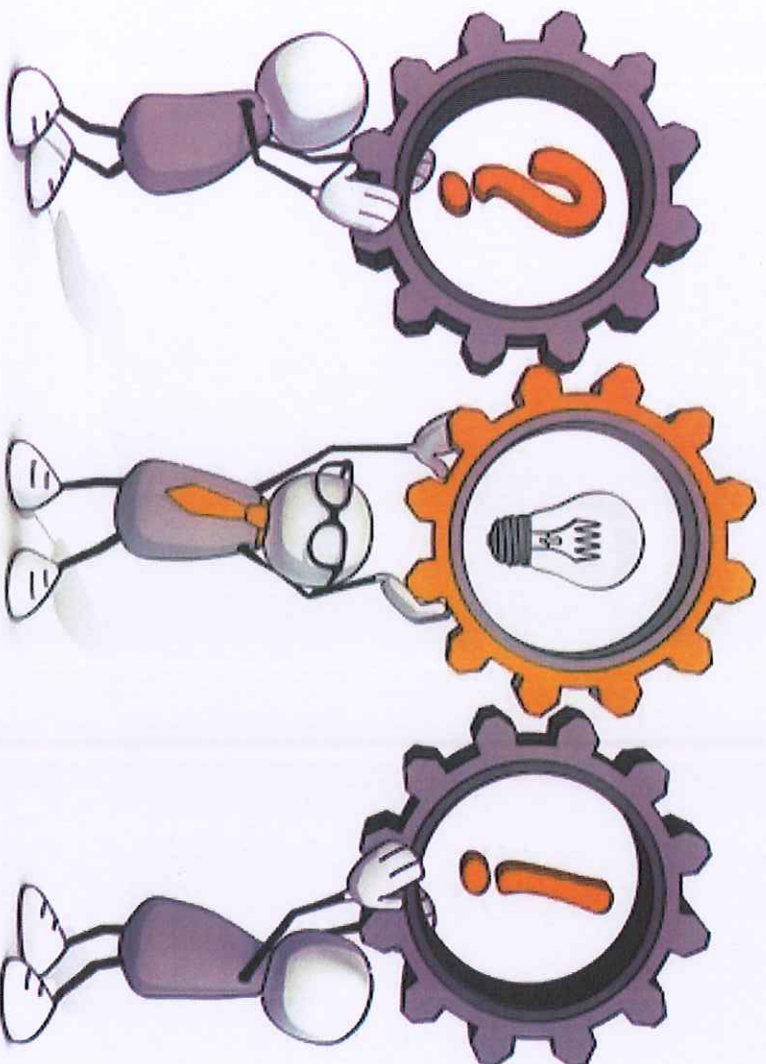
## **How to play 'Mix-and-Match' or ,Line-up'**

The group is organized as follows:

- Name (A – Z)
- Year of birth, including month and day
- Number of brothers and sisters
- Distance from place of birth
- Distance from the furthest place they have visited
- Distance from home to BSDU
- etc.



# Time for statements, reflections, questions



## Steps of today's lesson

- Paper airplane game, Line-up ✓
- Extrinsic/intrinsic motivation
- Evaluation

# Motivation, Part 2

## Task 2

**Task:** Please read the text '2\_Learners Need to be Motivated'. What 'new strategies' can you create/adapt/use/implement in your lessons to motivate students?

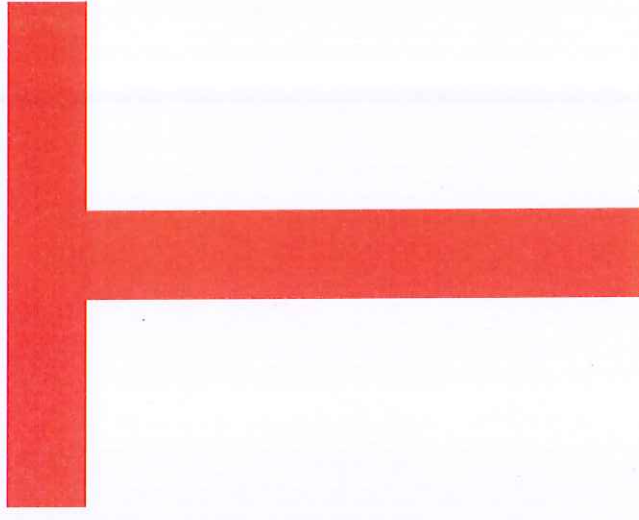
**Interaction pattern:** Partner work

**Location:** Classroom

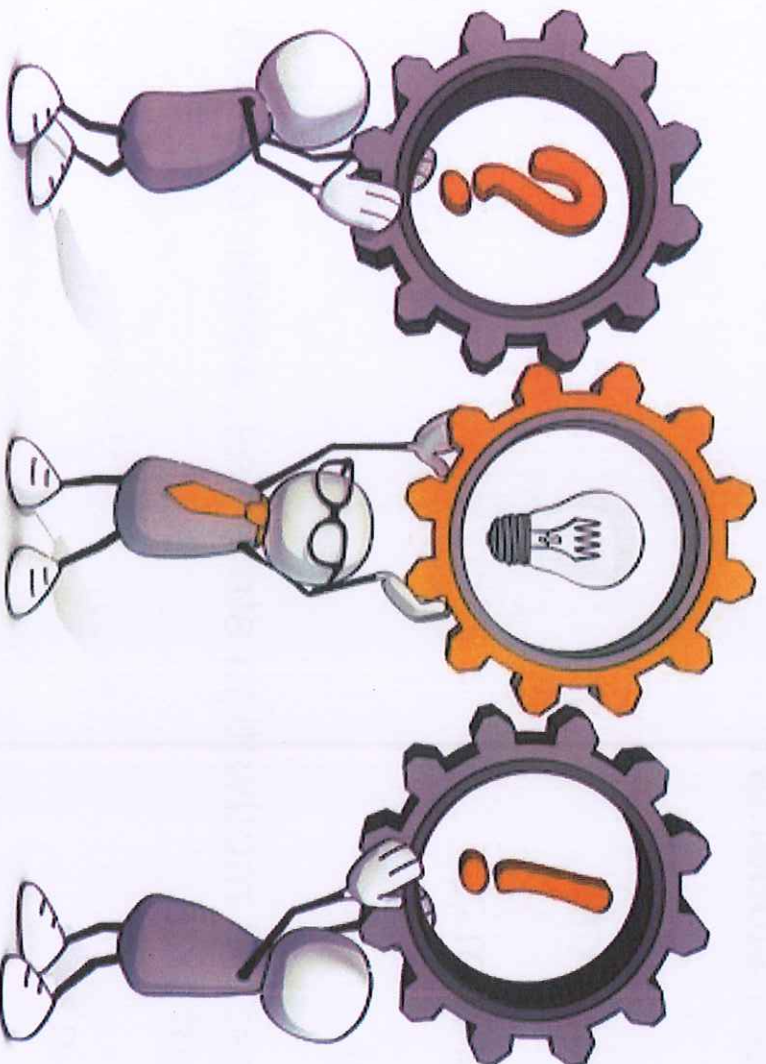
**Resources:** Script

**Product:** At least 2/3 motivation strategies, written on A4/3 big font size

**Time:** 15 min.



# Time for statements, reflections, questions



# Motivation, Part 3

## **AKIDE Model**

**Arriving – Knowledge activating,  
motivating**

## Task 3

**Task:** Please read the examples in '3\_Creative\_Methods\_Arriving'. Which of them will you try in your next lessons (variation). **Why?**

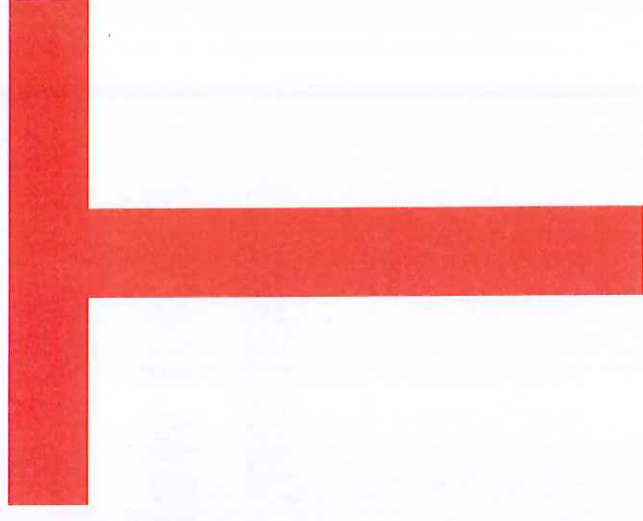
**Interaction pattern:** Individual work / Partner work

**Location:** Classroom

**Resources:** Script

**Product:** Decision, selection

**Time:** 10 min. Individual work  
10 min. Partner work



## **AKIDE Model**

### **Arriving – Knowledge activating**

> **Provocation** is not about being aggressive – it's about waking up the **brain**. If students never question, they never truly understand.

## Task 4

**Task:** Please read the examples in '4\_Provocativ\_Lesson\_Starters'. Try to create a similar one for one of your topics in your faculty.

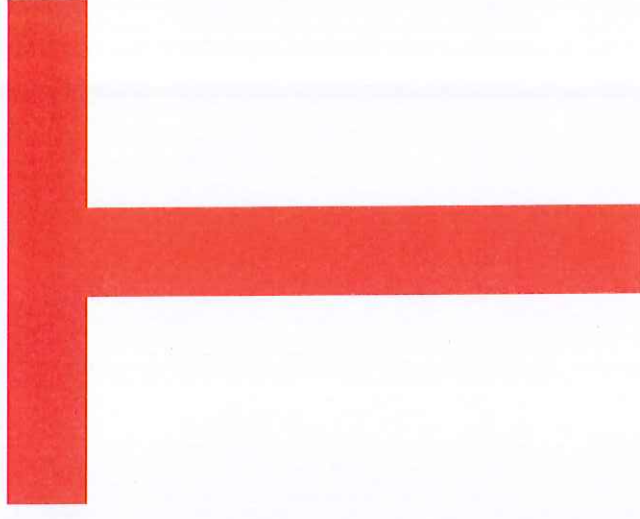
**Interaction pattern:** Individual work / Partner work

**Location:** Classroom

**Resources:** Script

**Product:** Provocativ example

**Time:** 10 min. Individual work  
10 min. Partner work



## Steps of today's lesson

- Paper airplane game, Line-up ✓
- Extrinsic/intrinsic motivation ✓
- Evaluation

## Task 5

**Task:** Please read page 9 in the script U1\_3. Which motivation killers are common for you? Which one do you use? How will you change this?

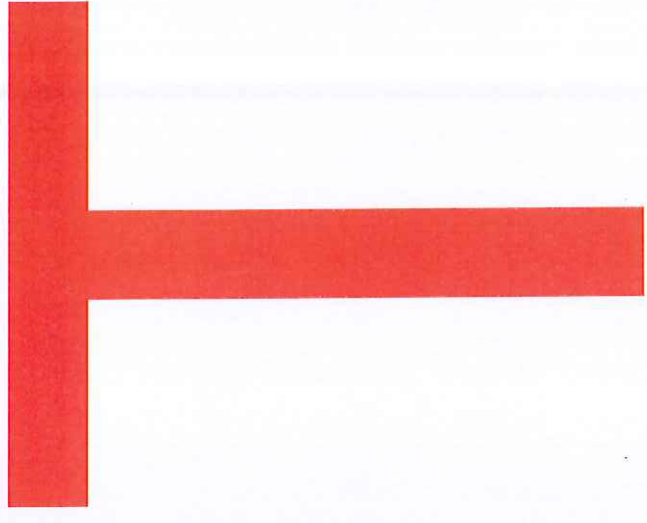
**Interaction pattern:** Individual work

**Location:** Classroom

**Resources:** Script

**Product:** Evaluation

**Time:** 10 Min.



## Today's goals

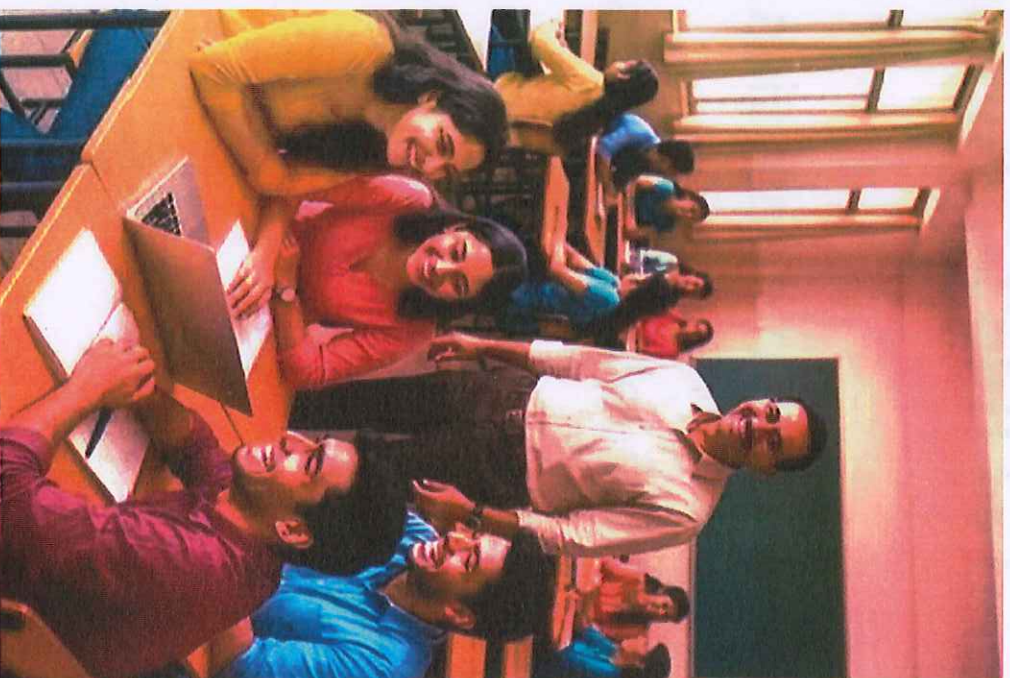
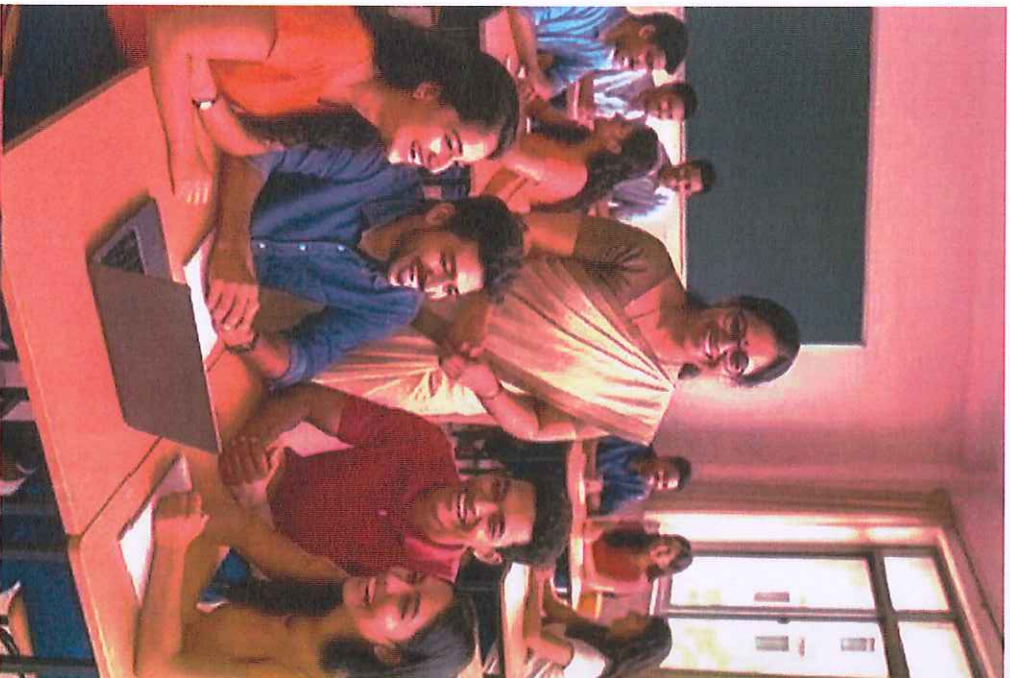
- **Execute** motivation strategies ✓
- **Formulate** motivating lesson start ✓

**At the end of this lesson you can...**

**execute** motivation strategies. ✓

**formulate** motivating lesson start. ✓

**Thank you for your attention!**



# Icebreaking

# Motivation



## Icebreaking – with a **friendly** expression and a **smile** on your face

Learning who you have in the classroom is HUGE! So many teachers overlook this critical element in favor of moving straight into the curriculum. What they don't realize is that they are missing the opportunity to connect with the students on a foundational level so that students are willing to work harder for them. Don't underestimate the pay off of a short time spent playing name games and ice breaker activities. That said, there are several other considerations that help you learn about your students in ways that they may not choose to share with you but may in fact be roadblocks to their learning.

This will help you determine the amount of structure and support that each individual student needs in order to be successful in your class.

How you choose to address these students with various needs will determine how they interact with you. If you fail to consider the supports that they need, it is likely that they will be unmotivated when you ask them to work because they do not have the correct balance of high expectations and appropriate supports in order to be successful.

An icebreaker is a swift and engaging activity, strategically employed in the classroom to foster connections between students and teachers. Its purpose spans various scenarios, from commencing a fresh session or term to bridging the gap between prior and upcoming course activities. The paramount focus is on crafting an enjoyable experience, ensuring students feel at ease within the classroom. Often referred to as "warmer activities" these icebreakers play a pivotal role in setting the tone for positive interactions.

How you interact with students may be drastically different from how others have interacted with them. You should afford them the courtesy of a **fresh start** in your classroom.

As a teacher, it is your job to moderate this game with a **friendly expression**, motivating behavior, an appreciative attitude, and a **smile on your face!**

### **Paper Airplanes (Name Planes Game)**

Paper Airplanes (or Name Planes Game) is a simple but effective get-to-know-you game: find the owner of the paper airplane that you pick up and learn a few things about them! This game works best for larger groups of ten or more people. The activity is ideal for the classroom.

#### ***Setup for Paper Airplanes (Name Planes Game)***

There is not much setup required for this activity. However, several materials do need to be provided:

- At least 1 sheet of paper per person
- 1 pen, pencil, or other writing utensil per person

To set up the game, you can either place the supplies around the room on the seats, desks, or tables where group members will be sitting. Alternatively, you can hand them out as members arrive. In a room where the group will be standing, it's best to just hand out the supplies.

## ***How to play Paper Airplanes***

1. Make sure every participant has one sheet of paper and a writing utensil. Ask them each to write their names and two questions down on the paper. You may want to specify that questions should not be *too personal* or uncomfortable, but this is up to your discretion.
2. After each student has written down his/her name and questions (next page: 'Ice breaker questions'), ask them to form their paper into a paper airplane of their choice.
3. Start a timer and have everyone throw their airplanes around at the same time. While the timer is going, everyone should be picking up airplanes and throwing them again to move them around the room and mix all the papers together.
4. Stop the timer and ask everyone to pick up one paper airplane that is not their own.
5. Each student should end up with a paper airplane in his/her hands. They must then find the original owner of the plane and ask them the two questions on their plane.
6. Now that everyone has found the owner of their paper airplane and have asked them the questions, have each person come up individually and introduce the person to the group by reading the name on the plane and telling the group the questions and answers given by that person.

As an icebreaker activity, **there is no winning or losing in this game**. The objective is to have group members become more familiar with each other, rather than to foster a competitive environment. This game will help people get to know each other better in a fun way!

## **Funny Icebreaker Questions**

What are some **funny icebreaker questions** that you can use for your classroom or work event? Check out this guide for several excellent (and hilarious!) questions that you can use.

Here are several discussion starters that you can use to break the ice! These questions are sure to make your group laugh, especially when players get creative with their answers! You can award bonus points at the end (or via group vote) for the silliest or funniest answers. We're pretty sure that these open-ended questions will get people to chuckle or crack up; more importantly, they can make it easier for your students or teammates to feel at ease with each other after they've had some funny moments together.

See below for over 30 questions that you can choose from. Some are random and silly, while others involve a bit more sharing or some thoughtfulness that might reveal something about one's personality, preferences, memories or interests. Enjoy!

### **Silly, Zany and Wacky Questions**

1. If you were an animal, what animal would you be (which represents your personality best?), and why?
2. If you could be any food, what would you be and why?
3. What is something shocking that you wish you could do before you die?
4. What is the craziest thing you've ever done?
5. If you had to be one body part, what would it be and why?
6. If you were to be a superhero, who would you be, what super power would you have?
7. If you had to live in another planet with the aliens, what job would you have, and why?
8. If you had to rename yourself into a strange word, what would your name be?
9. If you could only have one sense (sight, taste, hearing, touch, smell) for the rest of your life, which one would you choose and why?
10. If you had to change something about yourself, what would you change, and why?
11. If you had three wishes but had to wish them on someone else, what would you wish for?
12. If you could only eat one thing for the rest of your life (every day), what would it be?
13. If you were an ant, what would you do first, and why?
14. If you had a time machine and could go back in time, what would you change in history, and why?
15. If you were a pet, what would you want to do to your owner, and why?

### **Embarrassing Moments and Other Funny Things to Share**

1. What was one of your most memorable embarrassing memories in your life?
2. What was the funniest thing that has ever happened to you?
3. What was your craziest experience you've ever had?
4. What was the happiest memory you've ever had?
5. What was the most interesting food you've ever eaten (this one might surprise folks)?

## Would You Rather Questions

1. Would you rather be a giant that everyone always can see, or a microscopic size that no one can see, and why?
2. Would you rather be a cat or a dog, and why?
3. Would you rather live in the ocean or in deep outer space, and why?
4. Would you rather be loved by someone special (but hated by everyone else) or liked by everyone (but never loved) and why?
5. Would you rather live forever but have a boring life or live a short but amazing life, why?
6. Would you rather be chocolate or vanilla ice cream and what does that say about your personality, and why?
7. Would you rather be a hero but have no one notice or a zero but have everyone think you're a hero, and why?
8. Would you rather be invisible or always visible, and why?
9. Would you rather be the best at everything but have everyone dislike you, or the worst at everything but have everyone like you, and why?
10. Would you rather be a fruit or a vegetable, and why?

## **18 Best Icebreakers for students**

<https://scienceandliteracy.org/ice-breakers-for-high-school-students/>

## Learners Need to be Motivated

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Learning requires motivation, and it is difficult to initiate learning processes without motivation. At first glance, it might seem unimportant whether this motivation is internal (intrinsic) or external (extrinsic), because the learner will try hard in both cases. When one takes a closer look at these two forms of motivation, however, one notices an important difference in regard to learning intensity and retention: Whereas extrinsically motivated learning often remains in the domain of surface understanding and leads only to short-term learning gains, intrinsically motivated learning leads to deep understanding and enables long-term learning gains. Intrinsic motivation is, therefore, preferable to extrinsic motivation.

Teachers can frame this issue in psychological terms and ask: How can I promote intrinsic motivation in my students? Or they can approach it from a methodological standpoint and consider: What possibilities are available **for motivating my students**? Every teacher knows that these are not easy questions to answer. As soon as one enters the classroom, it is clear from the learners' facial expressions and body language whether they will show interest in what is to come. In the latter case, teachers have two options open to them: Either they can take this indifference as a given and resign themselves to the fact that these students will be lost for the entire instructional sequence, or they can question themselves and their teaching and reconsider the **possibilities for motivating** these students in order to arouse their interest in the lesson after all hopefully. This decision is a matter of having the right mindframe and that the second option will be more successful. **It is the teacher's responsibility to set the tone of the class and motivate students, not vice versa.**

Incidentally, the same goes for situations in which the motivational strategy one chooses is unsuccessful. Again, teachers have two options for dealing with the situation: Either they can argue that the learners did not understand things again and take consolation in the belief that they did all they could, or they can search for **new strategies**, regard the learners' failure as their own failure, and thus take it as a challenge.

Empirical educational research offers several practical models to help teachers meet this challenge, to see themselves as change agents again and again and act accordingly. These models endeavor to bring together methods that have been shown to positively affect student learning.

## Provocative Lesson Starters

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These provocative, sometimes uncomfortable statements are designed to challenge students' assumptions and **disrupt authoritarian teaching styles**. They are tailored to spark **emotional** engagement, self-reflection, and open discussion at the beginning of a lesson.

### **Manufacturing Faculty**

"In Germany, robots now train the apprentices. Would you prefer that over your trainer here?"  
→ Triggers discussion about human vs. machine authority and the definition of good training.

### **Computing Faculty**

"Raise your hand if you've ever copied code from ChatGPT and pretended you understood it."  
→ Sparks honest discussion about learning responsibility and understanding over shortcut solutions.

### **Facility Management Faculty**

"You clean toilets. Why should you be proud of that?"  
→ Opens a conversation on dignity in labor, hygiene standards, and societal views of 'low-status' work.

### **Automotive Faculty**

"Google will soon fix more cars than Indian mechanics."  
→ Challenges the role of digital diagnostics vs. human expertise.

### **Food Production Faculty**

"Street food vendors earn more than you ever will in a hotel kitchen. So why are you here?"  
→ Leads to debate on quality, safety, reputation, and long-term career pathways.

### **Health Care Faculty**

"If patients are poor, does it really matter how you treat them?"  
→ Provokes reflection on ethics, professionalism, and empathy.

### **Woodworking Faculty**

"Any machine can make a perfect chair. So, what's the point of you?"  
→ Invites reflection on craftsmanship, creativity, and the value of handmade products.

### **Electrical Faculty**

"Electricians just follow instructions – they don't need to think."  
→ Intentionally demeaning to spark discussion about problem-solving, safety, and technical judgment.

### **Refrigeration & Air Conditioning (RAC) Faculty**

"Anyone can install an AC. Why should we pay you?"  
→ Encourages students to articulate the complexity of their skills, system design, and energy efficiency.

### **General Education**

"Why are we wasting time with this? You'll never need English or algebra in your real job."  
→ Triggers defense of transferable skills, communication, and basic numeracy in all professions, gets the role of digital diagnostics vs. human expertise.

## The Teacher's Role in Furthering Motivation / Motivation Killers

**Teachers are role models for students in the classroom.** Teachers who are interested in a topic or a subject **can spark this interest in their students.** This means that they must bring to the students a corresponding attitude and interest in their profession as well as the learners. This includes the attitude to have confidence in the students and to show them that trust. However, this trust must be evidenced in practice.

The attitude and mindset of teachers also have to do with how they explain the successes and failures of their students. The attribution of the causes and failure is not done by the learners themselves. It is significant on what basis the teacher ascribes good or bad grades to their students and especially how this is communicated.

Feedback to the students is important for the special feedback on the task, as well as for shaping relationship level. In the interaction with students, is there a real interest in them? Is communication open, does it occur in both directions or is it characterized by sarcasm and withholding praise? Sarcasm and irony are elements that teachers should use carefully. **Open communication means that students can also feedback to the teachers.**

Teachers frequently underestimate their effect on the learners and the relationship. The following list underscores the no go's that a teacher should really avoid in the classroom.

### **They are motivation killers!**

- Non-verbal gesture of disregarding
- Non-verbal ignoring
- Non-verbal disparaging
- Attitude of a know-it-all
- Constant self-staging
- Excessive talking
- Attitude of no confidence
- Superior teacher posture
- Constant reprimanding
- Minor belittling of students
- Inappropriate sarcasm
- 'Forgetting' a message
- Ignoring a contribution of a student
- Dismissive-busy facial expression
- Brusque interrupting
- Mildly ambiguous smile
- Contemptuous shrugging of the shoulder

