**FLO: Micro-course Activity 2**

**Metacognitive Activity**

**Context**

The learners are all staff and Faculty members who are Fire Wardens. A new Fire Safety Plan (FSP) has been rolled out across the Campus and Wardens must be familiar with the Plan and their responsibilities within it. There will be different levels of knowledge and experience across the learners. The initial roll out will be to all learners in the group, beyond that any new hires will be required to take the course.

**Exercise Design Considerations**

The metacognitive exercises included should be contained within the timeline of the course as taken by the learner.
The exercises should consider all levels of experience and knowledge of learners, from new hires to old hands and should allow for an individual level reflection.

**Digital Badge**

Course Participants will be awarded a Fire Warden badge in the LMS on successful completion of the course. Success demands learners post a stipulated level of reflection during the metacognitive and other exercises throughout the course.

*>>Motivating for some but also highlights for all learners the level of importance given to the >>reflection exercises. Thank you Sylvia*

**Metacognitive Exercise 1**

At the beginning of the course, as part of the introduction, ask the students to note in short form:-

What they believe is their current level of understanding of the Fire Safety Plan?
What they believe are their responsibilities as Fire Wardens?
What these responsibilities mean in terms of actions within their routines?
If they have taken part in a fire drill before what are their thoughts on their role in the evacuation?

*>>This should allow the learner to form an idea of what the activities will cover. Noting >>perceived knowledge might allow the learner to reach back to stored knowledge and >>pronounce insights when encountered during the course.*

**Course Activities I**

The first metacognitive exercise is followed by short exercises to:-

* highlight the purpose of the FSP, responsible members and what they do, benefits of an FSP. This piece includes short activities e.g. adding FSP contacts to your desk phone, taking the learner from the FSP context and linking it to the practical world of an office space.
* Highlight fire hazards identified as relevant to the workforce by the Joint Occupational Health and Safety Committee.

**Metacognitive Exercise 2**

A mid-course question to bring the learner back to their initial perceptions of what they understood about the FSP, noting any insights, or questions / clarifications needed.

**Course Activities II**

The next section is about the evacuation plan. Along with information on the evacuation plan details, learners are asked to:-

* print off an applicable campus plan(s) and draw their route(s), mark fire extinguishers,
* speak with other workers in their work area(s) about their route and responsibilities (closing doors, are others willing to tackle a small fire), identify and communicate hazards.
* Take a short quiz (T/F) about what actions to take in an emergency.
* Connect with workers who they may not see often but who share work-spaces (e.g. part time faculty) asking about their insights or points of view (probable email activity).

Many employees will work in various parts of the campus so may have several routes to complete and various people to connect with.

**Metacognitive Exercise 3**

1. Ask the learners to summarize in two or three sentences any key learning or ideas that arose from the course. They are prompted to include connections to the day to day work, their colleagues or responsibilities.
2. Use a pinboard forum for those who have completed the course to post a brief item for others to see. It could be a big reminder, an a-ha moment, something subtle, a photo.

**Declaration of Completion**

Check box, Submit button.

**Feedback Survey**

Ask for learner’s thoughts on the course and what they found to be useful.

*>>The idea is to make sure that the course reflects the importance of the FSP but also not to >>overwhelm employees. Pose questions like how much is too much?*

**Conclusion**

*>>I hope I have covered much of the ideas that were garnered during the first feedback from >>many of you. I excluded the online forum because felt there was opportunity to connect with >>others from the course face to face, and this I felt was a more appealing way for people to >>connect and have watercooler moments, particularly on such a short course. There won’t be a >>rush to the chat room when the alarm goes off.*