

Appendix B

Example Activity: Motivated vs. Unmotivated Classroom Atmosphere

A proposed example activity includes participants being asked to complete the following: One of the student guides asks for a teacher to volunteer to assist with a group exercise. Once the volunteer is selected, he/she will be asked to come in front of the group and give a mock lecture on a topic of his/her choosing. The rest of the group will be instructed to role-play as highly unmotivated and disinterested students while the teacher is giving his/her lecture. Following the run through of the mock lecture, the group will provide feedback on the teacher's lecture and its overall presentation. In addition to this, the group will give feedback on how it was to experience the overall atmosphere. For instance, how it felt/must have felt to be giving a lecture in front of a highly demotivated group or how this affected the teacher's feelings and/or perception of the task and his/her performance on the task. This exercise can then be redone or implemented in a reversed manner in which the 'students' are then instructed to roleplay as highly engaged and motivated participants whilst the teacher is to be highly unmotivated and uninterested.

The overarching idea of this simulation is to engage the participants in thinking about and experiencing a typical issue faced in academia in a hands on approach (i.e., a demotivated group). By additionally requesting participants roleplay particularly exaggerated roles (e.g., *highly* unmotivated and disinterested students) we hope to facilitate further engagement and enjoyment as the 'students' are encouraged to be goofy and enact the roles in a rather humorous manner. And, by asking the volunteer teacher to provide a mock lecture, we additionally encourage the volunteer to present on something he/she is personally interested in. What is more, this volunteer will hopefully use the personal style he/she would normally use when giving a lecture. These aspects should provide an environment that blends parts of reality (i.e., the teacher's personal teaching style) and parts of an exaggerated reality (e.g., an extreme form of disengagement), thus requiring the major issue to be tackled to be highly prominent while contrasting with actual effects that this may cause (i.e., effects on the more reality driven part of the exercise).