# Teaching module: TM5 Technology Assessment Session 2:

Dimensions of technology assessment

# 

**Class plan Class time:** 90 min.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Activity name | Procedure | Teaching guide | Method | Interaction type\* | Expected outcome | Materials | Time allocation |
| 1. | Introduction | 1. Introduction into the session | * The teacher briefly introduces the content of this session. He/she explains the starting point of this session: a group task about policy briefs that provide condensed technology assessments related to an energy issue. | * Lecture | T 🡪Ss | * Students gain an initial impression of the session content and understand the task involved in the subsequent group work. | * TM5-S2-RM-00\_Session scope | 10 min |
| 2. | Group work | 1. Students are asked to build groups of up to 5 students 2. Students read the summary of the TAB report. | * The students are asked to form groups of three or four people (group size may be adjusted to suit the total number of participating students, however a total number of four groups should not be exceeded). * Each group discusses one of the policy briefs: environmental impact of tidal energy barrages (POST, 2013) OR energy-efficient office buildings (ITA, 2016). The handouts provide some background information and guiding questions (see Materials). * The students are asked to take notes in order to document the main points of the discussion. * One student from each group will present the results during the joint discussion. | * Text based group work | T 🡨🡪Ss | * Expand students’ knowledge of technology assessment reports: the reports’ underlying assumptions, dimensions and questions covered, as well as the role of the authors of TA reports. | * TM5-S2-RM-01\_POST\_Environmental Impact of Tidal Energy Barrages * TM5-S2-RM-02\_ITA\_Energy-efficient Office Buildings * TM5-S2-RM-03\_Handout\_POST * TM5-S2-RM-04\_Handout\_ITA | 35 min |
| 3. | Discussion | 1. Discussion guided by the teacher in which the students reflect and discuss the content of the previous group work session | * The discussion is guided by the teacher, who encourages the students to reflect on and discuss the content of the previous group work. If both policy briefs have been discussed, two students should briefly summarize the content, goal, target audience, knowledge base, and methods used in each policy brief. * Each group should summarize the central points they discussed in the groups (about five minutes for each group). | * Presentation, guided discussion | T 🡨🡪Ss | * Reflection on the group work and discussion of the results. | * TM5-S2-RM-05\_Discussion questions\_teacher | 30 min |
| 4. | Lecture | 1. Lecture on the dimensions of technology assessment. | * Information on the content of this lecture can be found in the E-book. | * Lecture using PowerPoint slides | T 🡪Ss | * The students learn about the dimensions that are relevant in technology assessment processes. * During the lecture, students may edit their notes regarding which dimensions were addressed in the policy brief they analyzed. | * TM5-S2-RM-06\_ppt\_dimensions TA | 15 min |

\* Interaction type:

**T** – teacher

**S** – student

**Ss** – students

**🡪** - one way

**🡨🡪** - two way