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Webinar Ghent University
February 5, 2021

Models and experiences in relation to Professional development in Higher Education

Prof. Dr. Martin Valcke,
Dr. Britt Adams, dr. Laura Thomas

Structure

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Main part 09:00-10:00 and 11:00-13:00

1. Professional Development at Ghent University: conditions in the environment
2. Professional Development at Ghent University: models and approaches
3. Professional Development as a service to partners in an academic network: The case of the “Master of Didactics” in collaboration with the Polish Ministry of Education
4. Demonstration of the professional development “Capacity Building Centers for Higher Education”, in collaboration with 6 Indian Universities

Intersection 10:00-11:00: Demonstration of the professional development “Master of Didactics” by dr. B. Adams and dr. L. Thomas

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Section 1: Conditions

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1. QA cycle positioning professional development within a broader framework
2. Formal definitions and approaches towards “Teaching and learning”
3. Formal definitions and approaches towards “Evaluation”
4. Two examples of a formal course description, that incorporates explicitly the formal definitions and approaches towards “Teaching and learning” approaches towards “Evaluation”
5. Example of a course evaluation and report back to teacher with a focus on approaches towards “Teaching and learning” approaches towards “Evaluation”

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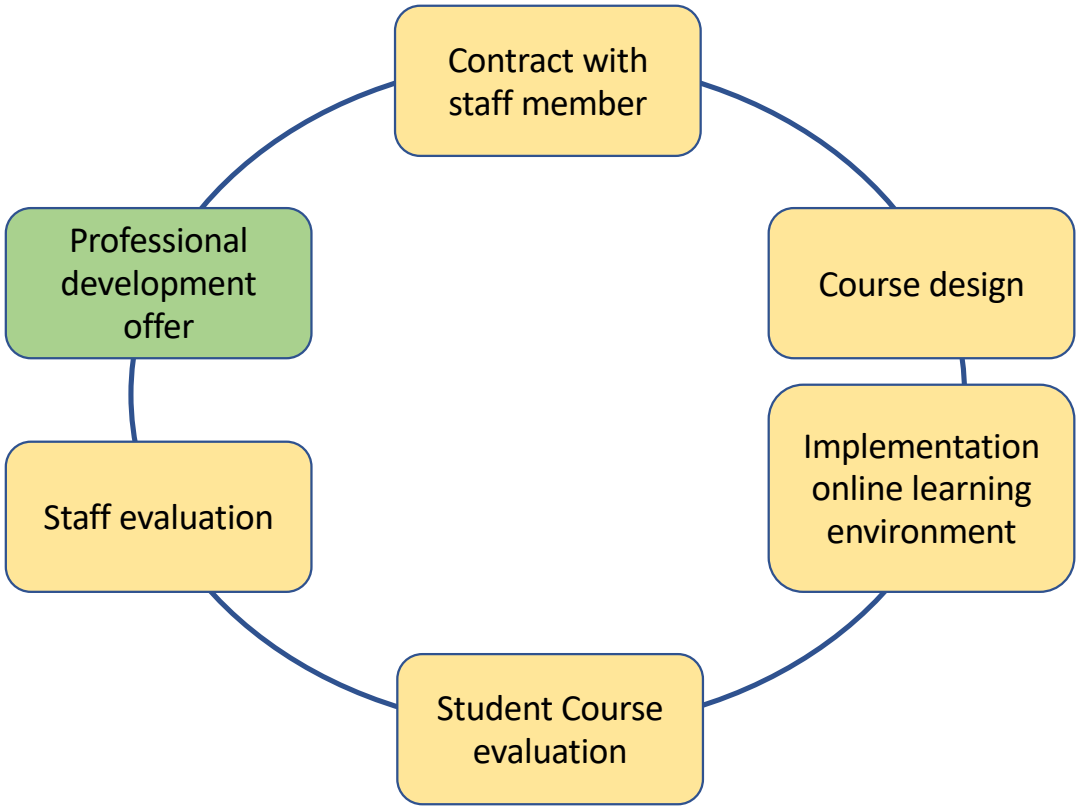
Section 1: Conditions – QA cycle



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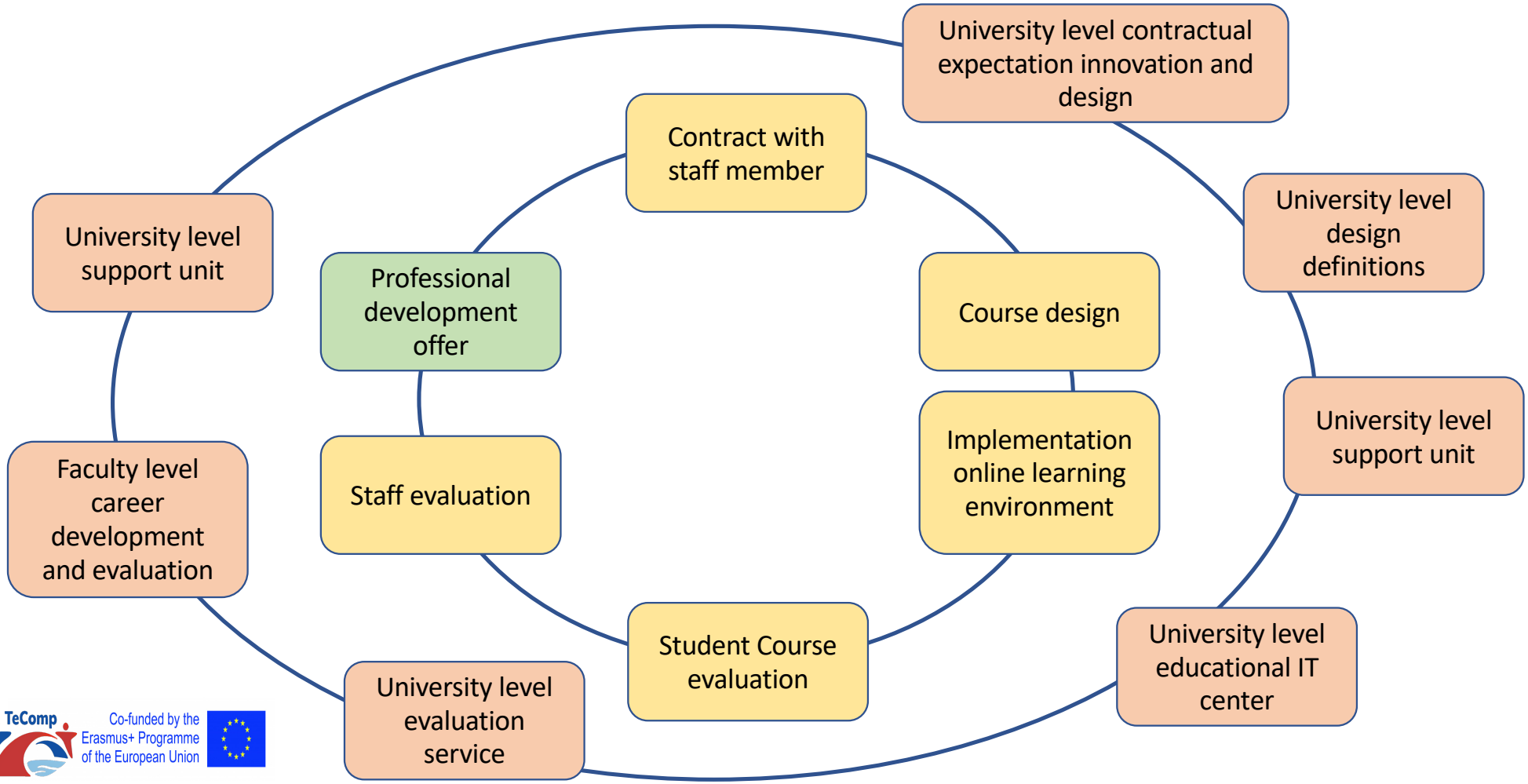
Section 1: Conditions – QA cycle



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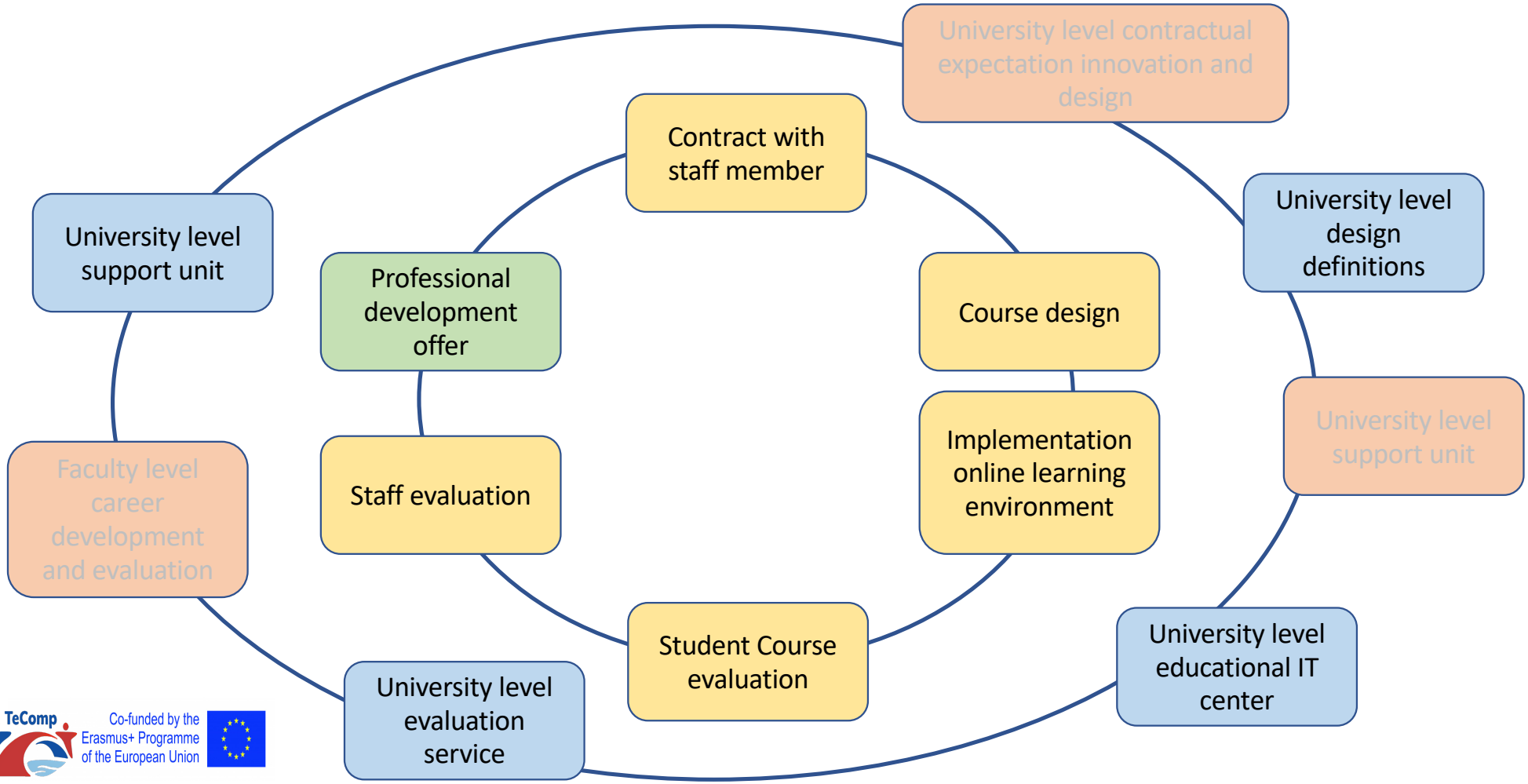
Section 1: Conditions – QA cycle



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Section 1: Conditions

University level design definitions

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PART IX
GLOSSARY OF TEACHING AND EVALUATION METHODS

SECTION I
GLOSSARY OF TEACHING METHODS

students have but a limited understanding of the positive and negative elements in the final product submitted by them or the process that they are experiencing, they are given feedback and suggestions for improvement.

INTEGRATION SEMINAR (INTEGRATIESEMINARIE)

Interactive learning situation with an explicit focus on the integration of contents from different course units. An integration seminar differs from a seminar in that a seminar is not specifically aimed at the integrated application of contents from different disciplines. Integrated seminars draw on learning and educational conversations, discussions, exercises, role plays, simulations, short assignments, etc. The total number of students is limited, so that the supervisors can actively monitor the learning progress of all the students, provide individual guidance (or in groups) and possibly even intervene when necessary.

LECTURE (HOORCOLLEGE)

Sub forms: plenary exercises, clinical lectures and response lecture

Collective learning situation in which the lecturer transfers knowledge to a group of students. The students' activity is mostly limited to listening and taking notes, although lecturers may ask students questions or give them minor assignments. Interactions are mainly initiated by the lecturer, and are intended to support the transfer of knowledge. The lecturer can only check to a small extent whether all students have acquired the new knowledge, and follow-up and coaching towards individual students is limited. Lectures (i.e."ex-cathedra" classes) may set out from concrete situations or refer to material that was read by the students beforehand.

education and examination code.

MICROTEACHING

Independent learning situation in which students present specific content which they have prepared individually or in groups to their fellow students (also referred to as student lessons or student presentations). These types of sessions are aimed at the active (selection, analysis and) processing of specific contents, while equally focusing on practising presentation and teaching skills. The supervisor and possibly the fellow students comment on the students who gave the lesson or presentation and give suggestions regarding the contents and/or form of the lesson or presentation. The supervisor may also choose to organize remedial sessions during the preparation stage.

ONLINE DISCUSSION GROUP (ONLINE DISCUSSIEGROEP)

Interactive learning situation in which students communicate online and learn from each other by posting messages and responses to messages from fellow students. To get the discussion going, the supervisor usually introduces a topic or a proposition, poses a question, or assumes a particular viewpoint on a specific topic. The goal of online discussions is to allow students to process knowledge content in an insightful manner. Moreover, electronic discussion groups can be set up in order to train students in developing and amending a professional opinion of their own and to train their ability to express and substantiate these views. Discussion groups are mostly used in combination with other teaching methods. The role of the supervisor can be to comment on the students' contributions, to take part in the discussion himself, to summarize and/or steer the discussion, to introduce new items

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PART IX
GLOSSARY OF TEACHING AND EVALUATION METHODS

SECTION II
GLOSSARY OF EVALUATION METHODS

ASSIGNMENT (WERKSTUK)

Related terms: report, project report, log, paper, group work, writing assignment, dissertation, essay, scale-model, design or draft, record, project assignment.

The evaluation of the end result created by an individual student or a group of students after a specific question or assignment from the lecturer(s). The end result can take on a variety of different forms: reports, papers, scale-models, designs, video productions, etc. The aim of these assignments is to develop and test competencies such as the ability to critically and thoroughly analyse specific cases or issues, to apply knowledge in an integrated manner, or to independently develop new knowledge, methods, understanding and/or scientific writing abilities. As these competencies are usually of a more complex nature, it is important that evaluation criteria are formulated. Such guidelines are to offer sufficient support to both students in the execution of their assignment and lecturers and assistants in reviewing and evaluating students' products.

BEHAVIOURAL EVALUATION ON THE WORK FLOOR

OPEN BOOK EXAMINATION (OPENBOEKEXAMEN)

Variations: Problem based learning (PBL) assignments, Over All Tests.

A written examination in which students can consult sources of information to answer the questions, assignments or cases that are presented to them. Examples of such sources include (sections from) the textbook or syllabus, articles, students' own notes, PowerPoint slides, formula tables, legal texts, the Internet, maps, drawings, or databases. Examinations in which the use of tools such as dictionaries, pocket calculators or drawing materials is permitted are considered "regular" written examinations with open or closed questions instead of open book examinations.

For open book examinations, students are not expected to be able to reproduce any information. The aim is to establish to what extent students are capable of employing the available sources in order to establish links, analyse problems, substantiate possible solutions and evaluate the solutions/ decisions of a case or issue.

Variations of open book examinations are PBL assignments and Over All Tests.

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Section 1: Conditions

University level design definitions

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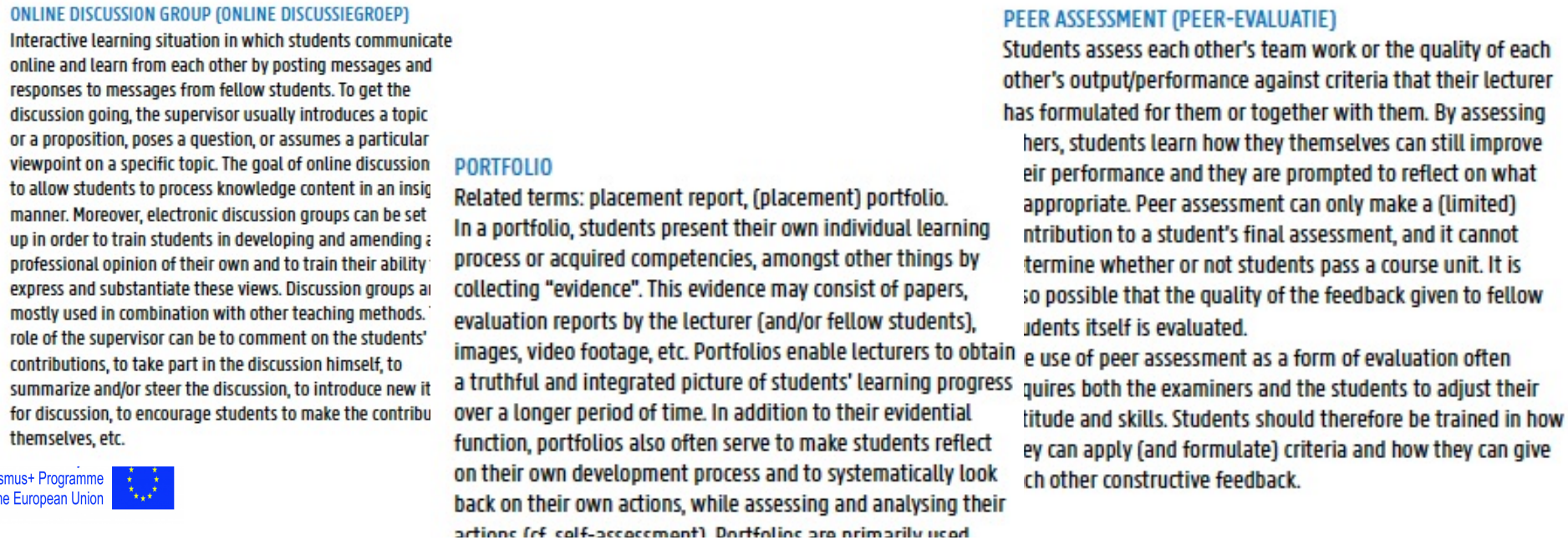
- Determines a ‘shared’ perspective on teaching and learning ‘ and on ‘evaluation’ approaches
- Acceptance and formal position of of innovative approaches



ONLINE DISCUSSION GROUP (ONLINE DISCUSSIEGROEP)

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PORTFOLIO

Related terms: placement report, (placement) portfolio.
In a portfolio, students present their own individual learning process or acquired competencies, amongst other things by collecting "evidence". This evidence may consist of papers, evaluation reports by the lecturer (and/or fellow students), images, video footage, etc. Portfolios enable lecturers to obtain a truthful and integrated picture of students' learning progress over a longer period of time. In addition to their evidential function, portfolios also often serve to make students reflect on their own development process and to systematically look back on their own actions, while assessing and analysing their actions (cf. self-assessment). Portfolios are primarily used

PEER ASSESSMENT (PEER-EVALUATIE)

Students assess each other's team work or the quality of each other's output/performance against criteria that their lecturer has formulated for them or together with them. By assessing hers, students learn how they themselves can still improve eir performance and they are prompted to reflect on what appropriate. Peer assessment can only make a (limited) ntribution to a student's final assessment, and it cannot termine whether or not students pass a course unit. It is so possible that the quality of the feedback given to fellow udents itself is evaluated.
e use of peer assessment as a form of evaluation often quires both the examiners and the students to adjust their titude and skills. Students should therefore be trained in how ey can apply (and formulate) criteria and how they can give ch other constructive feedback.

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Section 1: Conditions

University level design definitions

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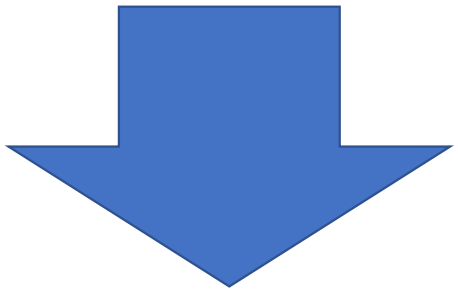

Is the base for the competences to be developed in teaching staff

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Section 1: Conditions

University level design definitions

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Course Specifications

Valid as from the academic year 2017-2018

Capita Selecta in Pedagogics (D002893)

Course size *(nominal values; actual values may depend on programme)*

Credits 4 **Study time 120 h** **Contact hrs** 30 h

Course offerings and teaching methods in academic year 2019-2020

D002893A (semester 2)	fieldwork	10.0 h
	group work	5.0 h
	self-reliant study activities	5.0 h
	seminar: coached exercises	10.0 h

Lecturers in academic year 2019-2020

Martin Valcke	PP06	lecturer-in-charge

Offered in the following programmes in 2019-2020	crdts	offering
Master of Science in Speech Language and Hearing Sciences (main subject Audiology)	4	A
Master of Science in Speech Language and Hearing Sciences (main subject Logopaedics)	4	A

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Course Specifications

Valid as from the academic year 2018-2019

Instructional Sciences: Practices, Research and Policy (H001860)

Course size *(nominal values; actual values may depend on programme)*

Credits 5 **Study time 150 h** **Contact hrs** 45 h

Course offerings and teaching methods in academic year 2018-2019

H001860A (semester 2)	guided self-study	5.0 h
	project	30.0 h
	lecture	2.5 h
	seminar	7.5 h

Lecturers in academic year 2018-2019

Martin Valcke	PP06	lecturer-in-charge
Liesje De Backer	PP06	co-lecturer

Offered in the following programmes in 2018-2019	crdts	offering
Bachelor of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)	5	A
Bachelor of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)	5	A

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Section 1: Conditions

University level educational IT center

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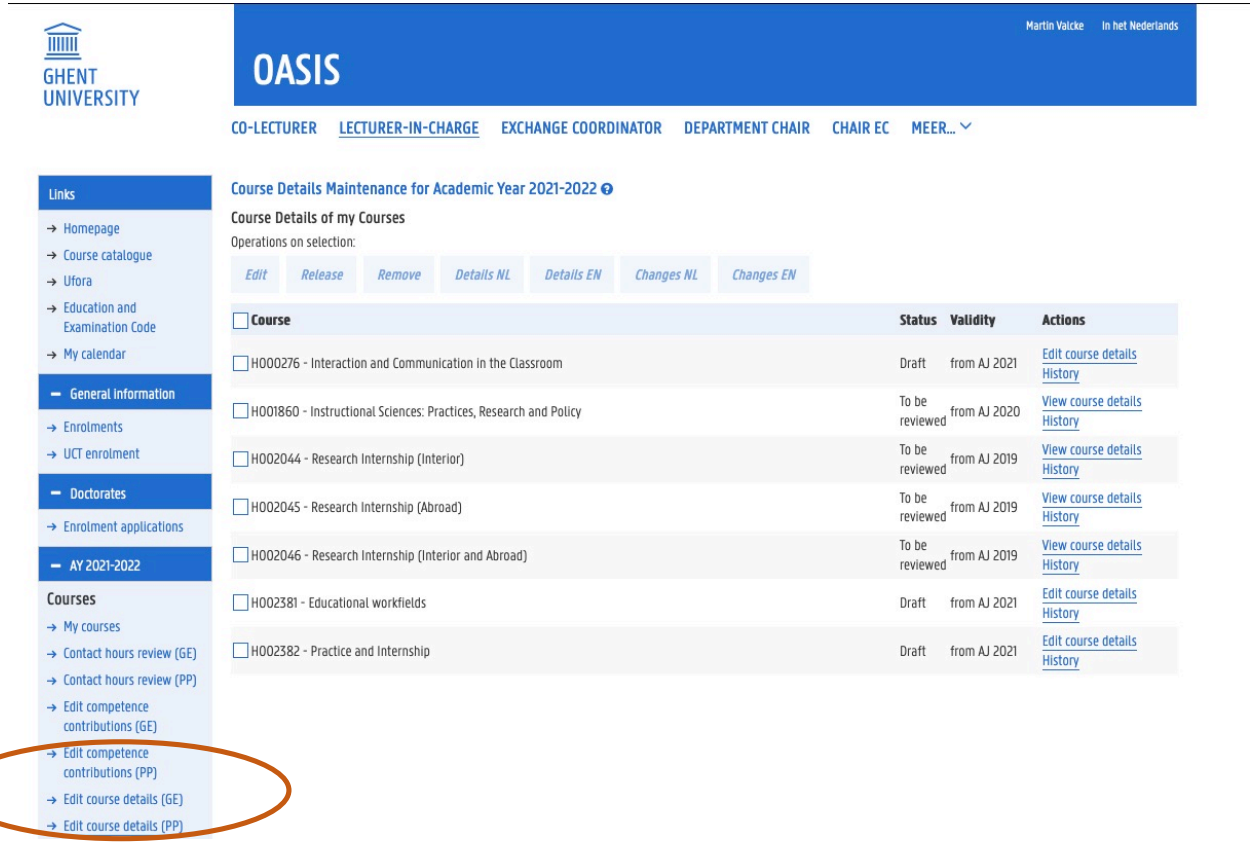
- Design of courses is supported with tools that build on course building blocks



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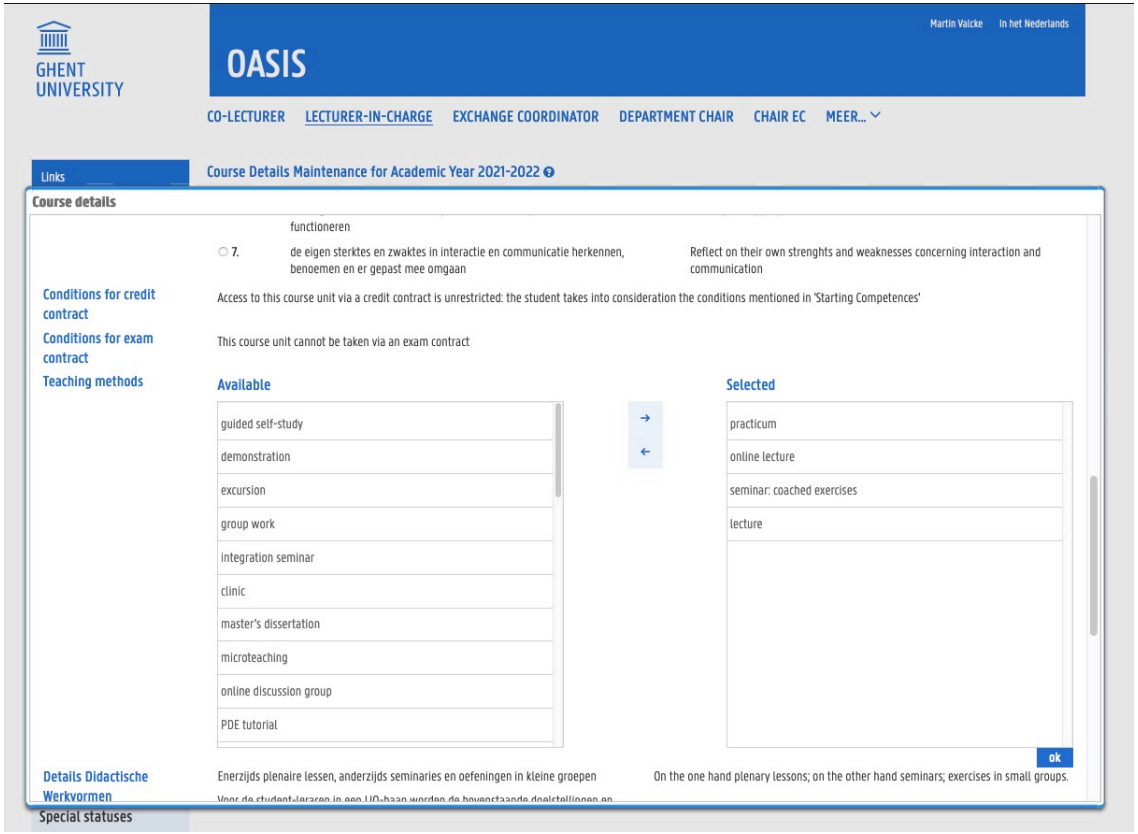
Section 1: Conditions

University level educational IT center

GHENT UNIVERSITY

- Design of courses is supported with tools that build on course building blocks

Reinforces need for welll trained staff



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Section 1: Conditions

University level evaluation service

GHENT UNIVERSITY

- Course design building blocks are partly the base for ‘evaluation’ of courses by students

ACTIVE LEARNING

1. The course requires students to actively engage with the material

strongly disagree	disagree	neutral	agree	strongly agree	GA
0.0 %	0.0 %	2.7 %	34.6 %	62.8 %	# 1

2. The course stimulates learning activities throughout the semester

strongly disagree	disagree	neutral	agree	strongly agree	GA
0.0 %	0.0 %	8.0 %	33.5 %	58.5 %	# 1

1. The methods of evaluating student work were fair and appropriate.

strongly disagree	disagree	neutral	agree	strongly agree	GA
0.5 %	3.7 %	12.8 %	57.2 %	25.7 %	# 2

2. Examinations/graded materials tested course content, as prioritised by the staff member.

strongly disagree	disagree	neutral	agree	strongly agree	GA
0.0 %	3.2 %	12.3 %	56.1 %	28.3 %	# 2

3. I was clearly informed about the evaluation methods in this course.

strongly disagree	disagree	neutral	agree	strongly agree	GA	NVT
0.0 %	1.1 %	6.9 %	36.5 %	55.6 %	# 0	# 0

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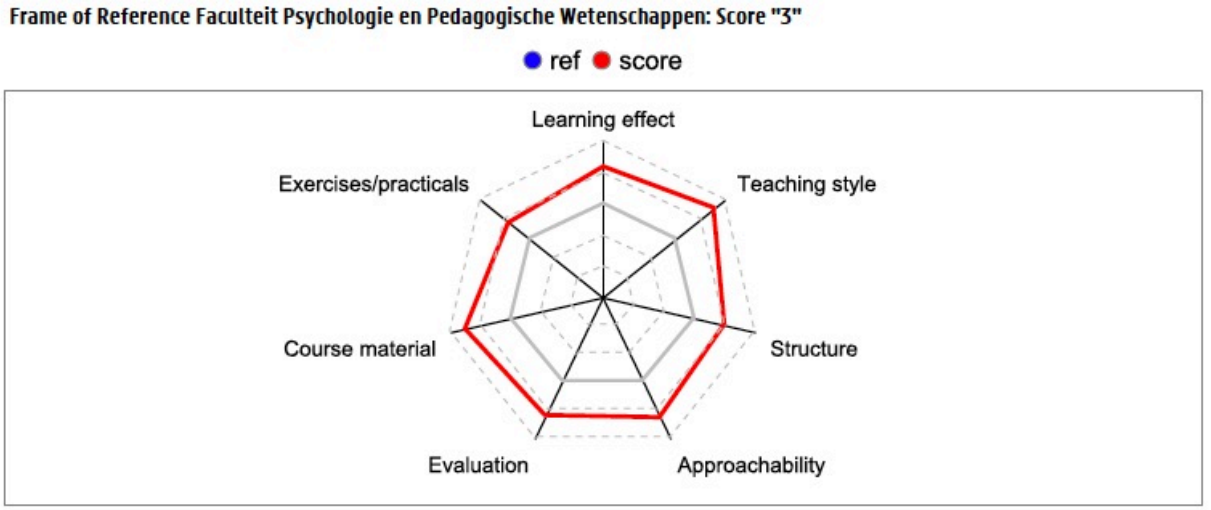
Section 1: Conditions

University level evaluation service

- Course design building blocks are partly the base for ‘evaluation’ of courses by students



	Learning effect	Teaching style	Structure	Approachability	Evaluation	Course material	Exercises/practicals
Your score	4.177	4.611	3.987	4.298	4.207	4.497	3.874
CI	0.09	0.071	0.11	0.09	0.084	0.076	0.114
Reference	NA	NA	NA	NA	NA	NA	NA
Signic. 0.05	NS	NS	NS	NS	NS	NS	NS
Effect size							

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Section 1: Conditions

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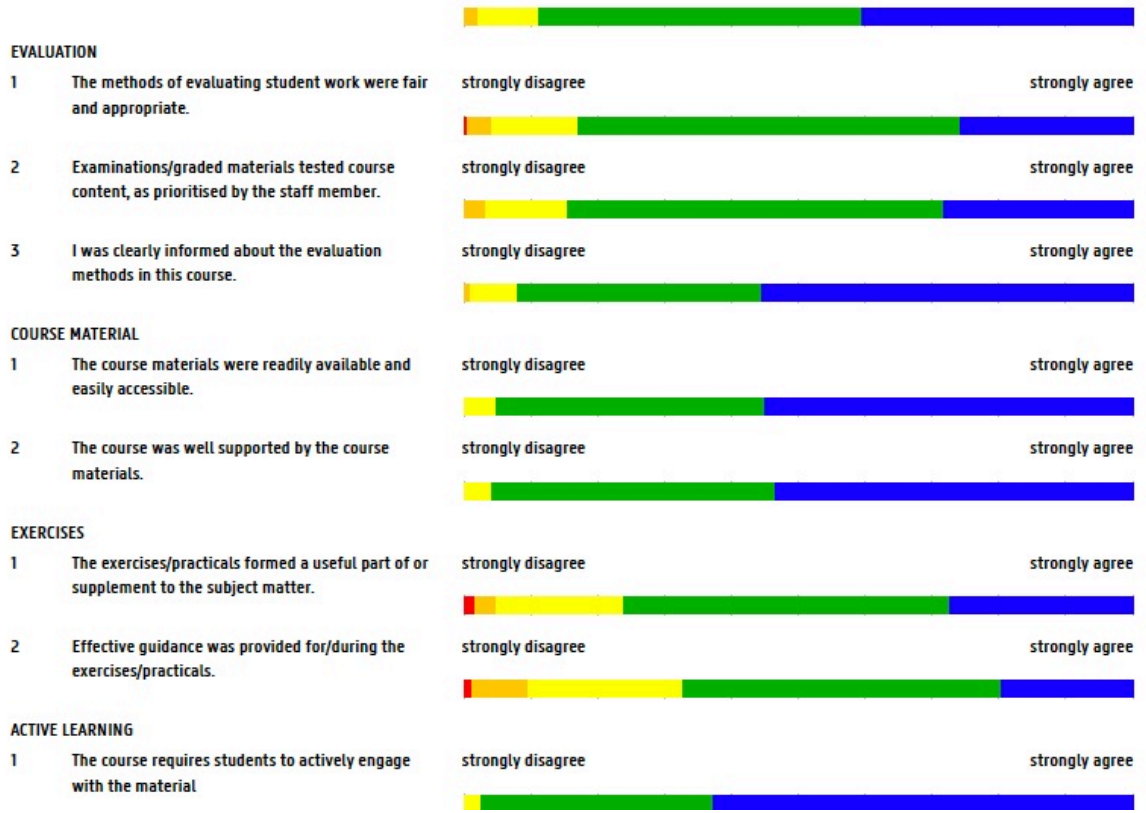

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Section 1: Conditions

University level evaluation service

GHENT UNIVERSITY

- Course design building blocks are partly the base for ‘evaluation’ of courses by Peers
  - Peer learning visits
  - Development of portfolio with overview evaluation staff in program/faculty
  - Exchange between faculties

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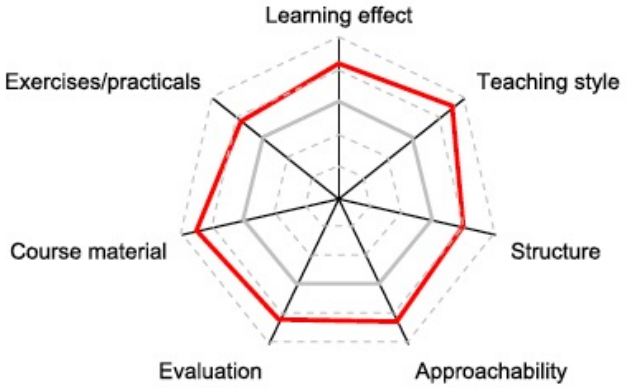
Section 1: Conditions

University level evaluation service



Base for strengths-weakness analysis of staff members in view of professional development

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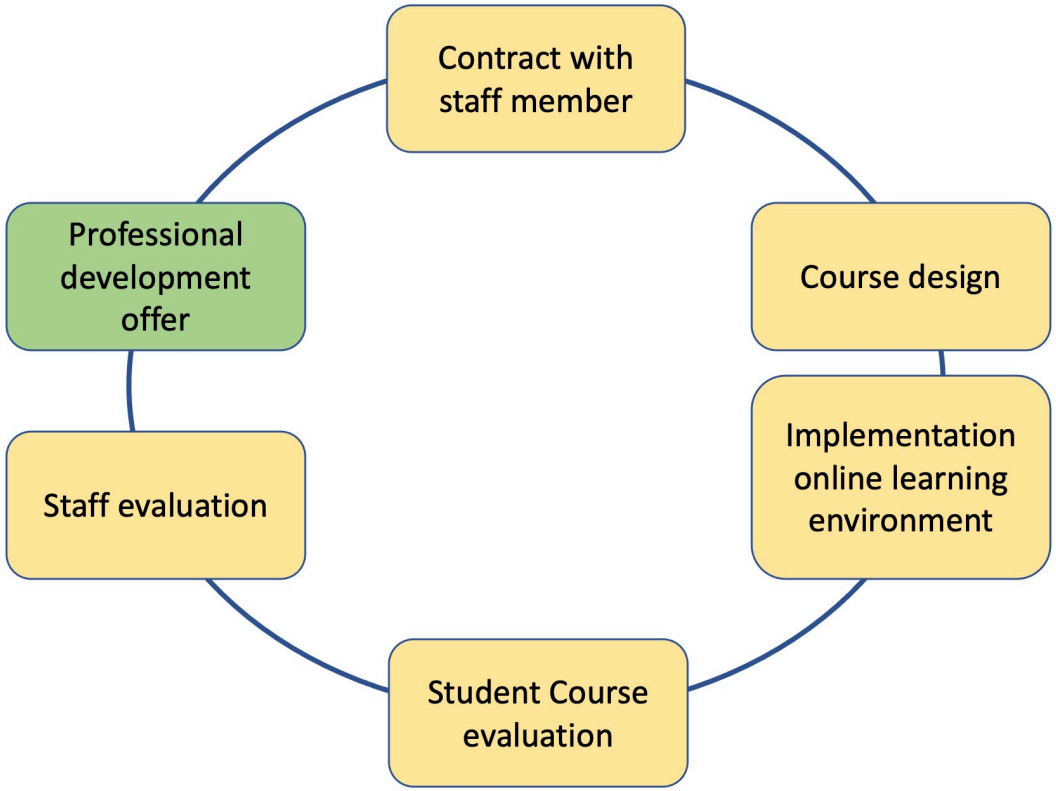
Section 2: Models professional development

- Different approaches possible
- Key is explicit choice
- Consider (dis)advantages of choice



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Section 2: Models professional development

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Journal of In-service Education, Volume 31, Number 2, 2005

Models of Continuing Professional Development: a framework for analysis

AILEEN KENNEDY
University of Strathclyde, United Kingdom

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Section 2: Models professional development

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- Different models as found in the literature

Model of CPD
The training model
The award-bearing model
The deficit model
The cascade model
The standards-based model
The coaching/mentoring model
The community of practice model
The action research model
The transformative model

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Section 2: Models professional development

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- Choice for model might be dependent on answer to the following questions:

  - What types of knowledge acquisition does the CPD support, i.e. procedural or propositional?
  - Is the principal focus on individual or collective development?
  - To what extent is the CPD used as a form of accountability?
  - What capacity does the CPD allow for supporting professional autonomy?
  - Is the fundamental purpose of the CPD to provide a means of transmission or to facilitate transformative practice?

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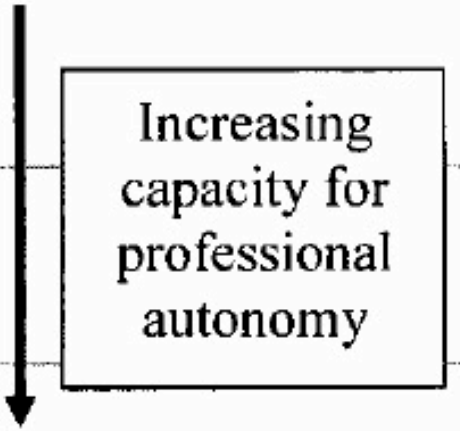
Section 2: Models professional development

- Relationship purpose CPD and impact on organisation/individual

Model of CPD	Purpose of model
The training model	Transmission
The award-bearing model	
The deficit model	
The cascade model	
The standards-based model	Transitional
The coaching/mentoring model	
The community of practice model	
The action research model	Transformative
The transformative model	



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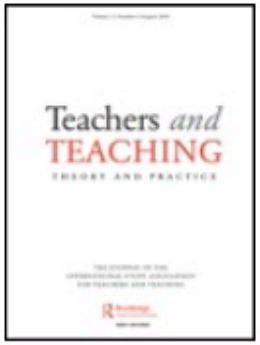
Section 2: Models professional development



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Teachers and Teaching
theory and practice

ISSN: 1354-0602 (Print) 1470-1278 (Online) Journal homepage: https://www.tandfonline.com/loi/ctat20

Professional Development and Teacher Change

Thomas R. Guskey

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To link to this article: https://doi.org/10.1080/135406002100000512

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Section 2: Models professional development

- Impact of PD might be far away and is dependent on ‘experienced’ impact in learners
- Only when ‘beliefs’ are affected, has PD had a sustainable impact

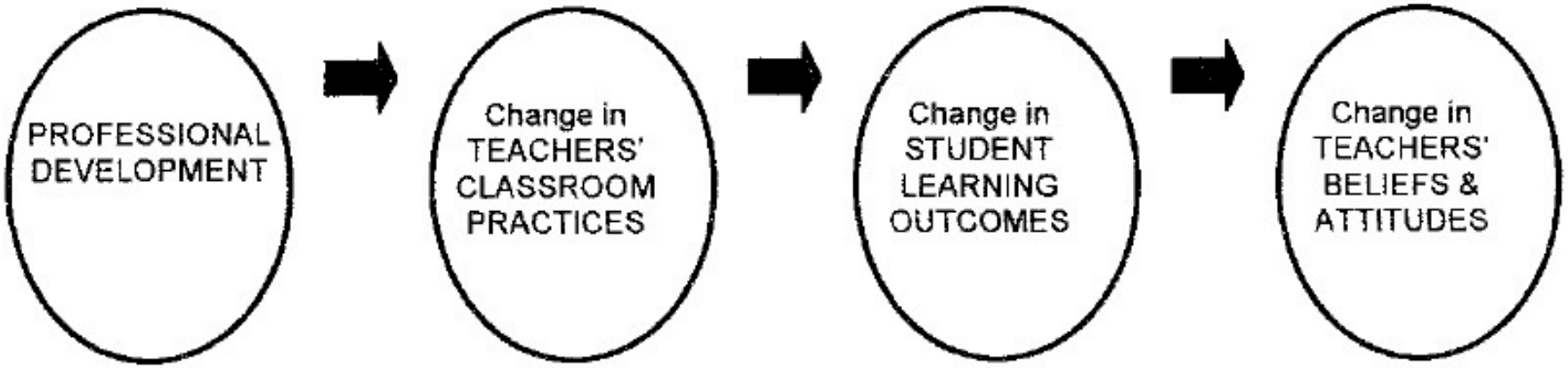

FIG. 1. A model of teacher change.

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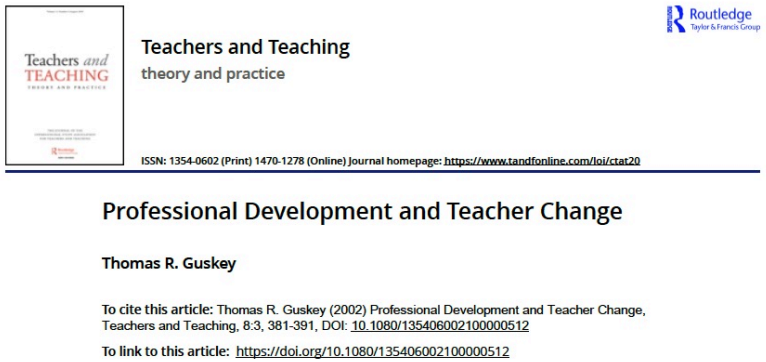
Section 2: Models professional development

- Key observations from practice
  - Recognize that Change is a Gradual and Dif®cult Process for Teachers
  - Ensure that Teachers Receive Regular Feedback on Student Learning Progress
  - Provide Continued Follow-Up, Support and Pressure



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Section 2: Models professional development

- Approach and model at Ghent University (see ppt in docs p. 66)
- **Model** characteristics on slide 29
- **Cocktail** of PD actions on slide 30
- Focus on **variety** of 'players'
- **ACTIVO teams/antennas** in faculties
- **Specialized training**; see e.g., Videotraining

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Section 3: Case “Master of didactics”

- Project 2019-2022 in collaboration Polish Government
- Starts from a “model” for the teaching, learning and evaluation approach in the Polish universities

TUTORING

- Focus on all faculties
- Focus on “individual” teachers

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Section 3: Case “Master of didactics”

- Model “Tutoring” from Ghent University perspective
- Unique model that caters for diversity in approaches
- Small and group learning contexts

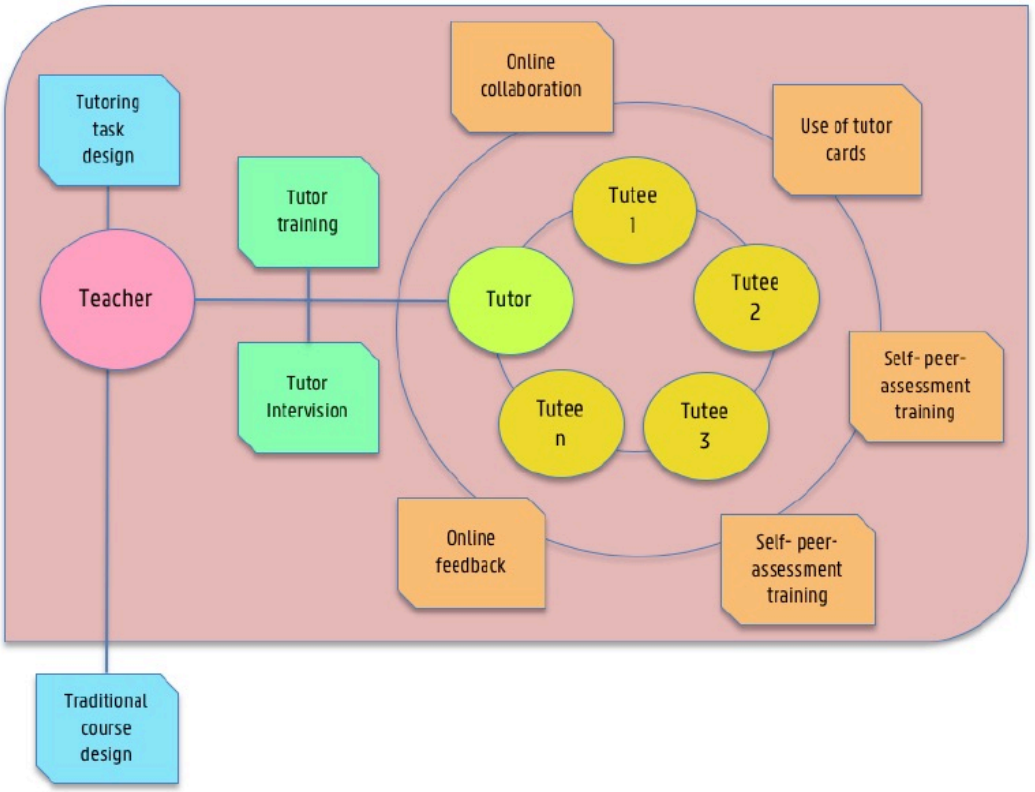

Figure 1. Projection of tutoring from the Ghent University perspective.

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Section 3: Case “Master of didactics”

- Model is based on Merchie, E., Tuytens, M., Devos, G., & Vanderlinde, R. (2018). Evaluating teachers’ professional development initiatives: towards an extended evaluative framework. Research Papers in Education, 33(2), 143-168.

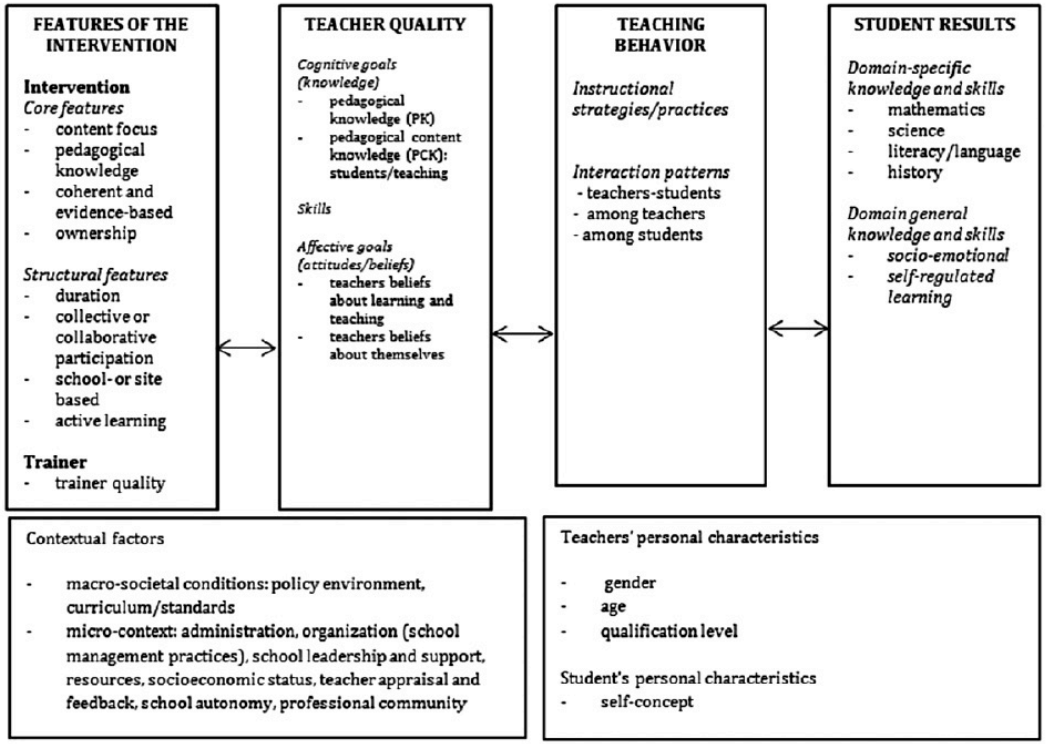

Figure 2. Framework integrating processes and variables that are related to the outcomes of professional development.

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Section 3: Case “Master of didactics”

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- Model is developed to focus on processes and variables
  - Focus on features of intervention
  - Clients: Teacher quality
  - Focus on teaching behavior to be developed
  - Focus on definition of outcomes in students
  - Taking into account contextual factors
  - Taking into account personal characteristics of teachers
- Three levels:
  - Government
  - University
  - Individual teacher

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Section 3: Case “Master of didactics”

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Structural features

- The duration of professional development is crucial. Single shot, one-shot training has proven not to be sustainable, effective and satisfactory. This brings us to a three-phase design that starts with
  - (a) a study visit based training at Ghent University (5 days x 8 hours = 40 hours), continue with
  - (b) an online booster session with feedback and online peer tutoring among a local group of teachers (20 hours) and followed up by
  - (c) a local good practice session where teachers meet one another and exchange real life practices (4 days x 8 hours = 32 hours + 8 hours preparatory work). The aim is to share hands-on practices, ideas, and to explore actively each other's materials. By preference video-based materials will enrich the demos and explorations to see teachers and students at work.

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Section 3: Case “Master of didactics”

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Trainer quality

- This is a factor of paramount importance. Therefore, we propose involving post-doc researchers as trainers, that are experienced in setting up training, ecological valid interventions and have an established track record in approaching practice-questions from a flexible and contextualized angle.
- In addition, the project will be carried out with a supervisory team in the background. Above we introduced shortly the academic professors that are experienced in this field and that under scribe a active involvement in the project.
- Moreover, building on our experiences and the nature of the “peer tutoring” approach, we will also involve the participants as “experts” in the training. They will be required to take up tutoring roles for their group.

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Section 3: Case “Master of didactics”

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Teaching behavior

- This section reiterates the focus on teacher “quality” but emphasizes now the actual monitoring of what changes in teacher behavior. A variety of instruments will be used to help teachers monitoring their own teaching behavior. This will partly be set up as part of the evaluative strand of the project. But, building on the present framework, we also transfer part of the responsibility for the monitoring and evaluation of the teachers themselves. Data will be collected to study together the quality in the changes in instructional strategies, as reflected in the recently implemented tutoring approaches. Typical (self-observational checklists that can be used are based on Van de Grift (2007).
- In addition, we will also monitor change variables and how teacher react to the design of this specific professional development project.

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Section 3: Case “Master of didactics”

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- Budget: calculation of costs and ROI

- Critical: cost per participant!
  Now 1908 Euro/staff member

TOTAL		452320,00	56940,00	509260,00	1590,00
Overhead cost 20%		90464,00	11388,00	101852,00	318,00
		542784,00	68328,00		1908,00
GRAND TOTAL				**611112,00**	

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Section 4: “Master of didactics”

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DEMO
dr. Britt Adams and
dr. Laura Thomas

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See extra slides

Section 5: Case “Capacity Building Centers for Higher Education”

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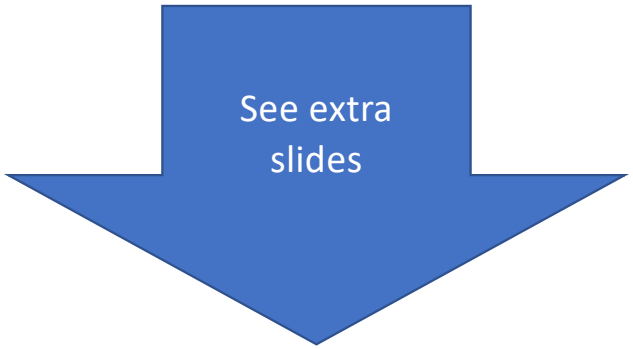
- Erasmus+ project 2015-2020
- Capacity building staff in 5 Indian universities
- BUT by developing capacities of staff of a capacity building center in each university
- AND developing a policy document in view of estabishing the centres



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The CABCIN project

The CABCIN central objective is to strengthen the capacity and quality of teaching at partner HEIs in India by the establishment of Capacity Building Centers (CBC) at each Indian university.

This CABCIN project will directly address a key priority, namely improving the quality of teaching in Indian HEIs, including cooperation with EU HEIs and increasing internationalization.

Download Newsletter

International Conference "ICBHE 2019"

Wroclaw, Poland, 5th - 6th Sep 2019
After the grand success of CABCIN's International Conference... More details...

3rd Project Management Board Meeting

Kosice, Slovakia, 4 - 5 Feb 2019
3rd Project Management Board Meeting

Venue: TUKE, Kosice, Slovakia

International Conference "IPDIH 2018"

Vadodara, India, 12 - 13 Dec 2018
International Conference on Professional Development of Instructors In Higher Education And Training Institutions. More details...

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- North Maharashtra University, Jalgaon, Maharashtra
- Amity University, Manesar, Gurgaon, Haryana
- Parul University, Vadodarra, Gujarat
- RK University, Rijkot, Gujarat
- SAL Institute of Technology & Engineering Research, Ahmedabad, Gujarat

Belgium: Ghent University, Ghent

Cyprus: Frederick University, Lefkosia

Poland: Wroclaw University of Science and Technology, Wroclaw

Portugal: Universidade Nova de Lisboa, Lisbon

Slovakia: Technical University of Kosice, Kosice

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UTTAR PRADESH
Nepal
Kathmandu
काठमाडौं
SIKKIM
RAJASTHAN
Jaipur
जयपुर
Lucknow
लखनऊ
BIHAR
JHARKHAND
WEST BENGAL
GUJARAT
Ahmedabad
અમદાવાદ
Kolkata
কলকাতা
CHHATTISGARH
Chhindwara
छिंदवाड़ा
Surat
ODISHA
MAHARASHTRA
Mumbai
मुंबई
TELANGANA
Hyderabad
హైదరాబాద్
GOA
KARNATAKA
Bengaluru
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Chennai
சென்னை
Bay of Benga
Mysuru
ಮೈಸೂರು
TAMIL NADU
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Gorakhpur
गोरखपुर
Jaipur
जयपुर
RAJASTHAN
Gwalior
ग्वालियर
Jodhpur
जोधपुर
Ajmer
अजमेर
Kanpur
कानपुर
Prayagraj
प्रयागराज
Jaunpur
जौनपुर
Kota
कोटा
Varanasi
वाराणसी
Udaipur
उदयपुर
Badin
Bhuj
MADHYA PRADESH
Indore
इंदौर
GUJARAT
SAL University
India
Jamnagar
Ahmedabad
RK Un
RK University
Parul University
CHHATTISGARH
Nagpur
नागपुर
Raipur
रायपुर
Surat
North Maharashtra University
Diu
Bhilai
भिलाई
Nashik
नाशिक
Aurangabad
औरंगाबाद
Mumbai
मुंबई
MAHARASHTRA

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Home » About CABCIN » Objectives

Objectives

Wider Objective:

To strengthen the capacity and quality of teaching at partner HEIs in India by the establishment of educational centers.

The target goal of establishing the Capacity Building Centers is to offer an initial and continuous training for current and future university teachers with focus on pedagogical skills with ICT use. This will be done through preparing selected staff to conduct high-quality and innovative face-to-face, as well as e-learning courses, deliver feedback and resources to make excellent teaching possible.

Specific Project Objectives are:

- To create campuswide teaching culture by establishment the Capacity Building Centers with open and flexible access to its e-learning resources
- To build own capacity by preparing selected staff towards delivering trainings for academics
- To develop map of key teaching competencies in order to design tailormade courses for current and future university teaching staff
- To develop key selfregulation and self-managing competencies for teaching staff in order to overcome the obstacles that they face during the teaching process by preparing teaching programs with focus on pedagogical skill
- To enlarge number of trained staff by implementing innovative blended courses with ICT use
- To create possibility of applying gained skills and building international teaching and research networks by developing European Visiting Program

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Home » About CABCIN » Work Packages

Work Packages

WP 1 Management: Project management and consortium coordination
Deliverable 1.1. Project Management Plan established
Deliverable 1.2. Project reporting system established
Lead Organisation: Wroclaw University of Science and Technology

WP 2 Preparation: Implementing Train-the-Trainer program (TTT)
Deliverable 2.1. training staff selected
Deliverable 2.3. E-learning course "Developing e-learning courses and activities" prepared
Deliverable 2.4. Train-the-Trainers program (TTT) conducted
Lead Organisation: Frederick University (Cyprus)

WP 3 Development: Establishing the program for improving teaching skills with ICT use
Deliverable 3.1. Pedagogical competency assessment survey prepared (PCAS)
Deliverable 3.2. Training subjects identified
Deliverable 3.3. Training materials for teaching staff prepared
Deliverable 3.4. Training program for teaching staff conducted
Lead Organisation: Wroclaw University of Science and Technology (Poland)

WP 4 Development: Establishment of the Capacity Building Centers
Deliverable 4.1. The CBC web platform with learning materials developed
Deliverable 4.2. The CBC Development Plan prepared
Deliverable 4.3. E-learning courses developed
Lead Organisation: Ghent University (Belgium)

WP 5 Development: Establishment the European Visiting Program (EVP)
Deliverable 5.1. The European Visiting Program for Indian staff conducted
Lead Organisation: Universidade Nova de Lisboa (Portugal)

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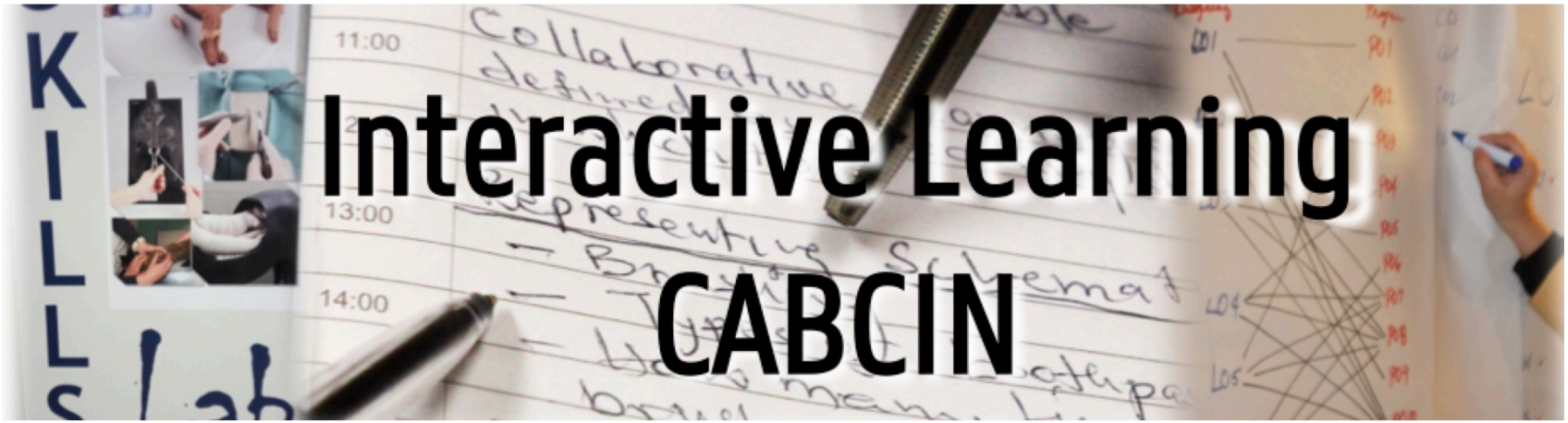
HOME THEMES



New!

...

- January 21, 2018 Update PPTs
- January 19, 2018 Update of all webpages
- January 7, 2018 All videoclips added at the start of the themes.
- January 5, 2018 Theme 10 redeveloped in view of focus on curriculum design
- December 28, 2017 Themes released for general public
- December 27, 2017 First main themes activated
- December 26, 2017 CABCIN UGent site has been launched

Search

You can search the entire website with this function. Explore!

Introduction

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https://ilcabcin.weebly.com/ password: cabcin

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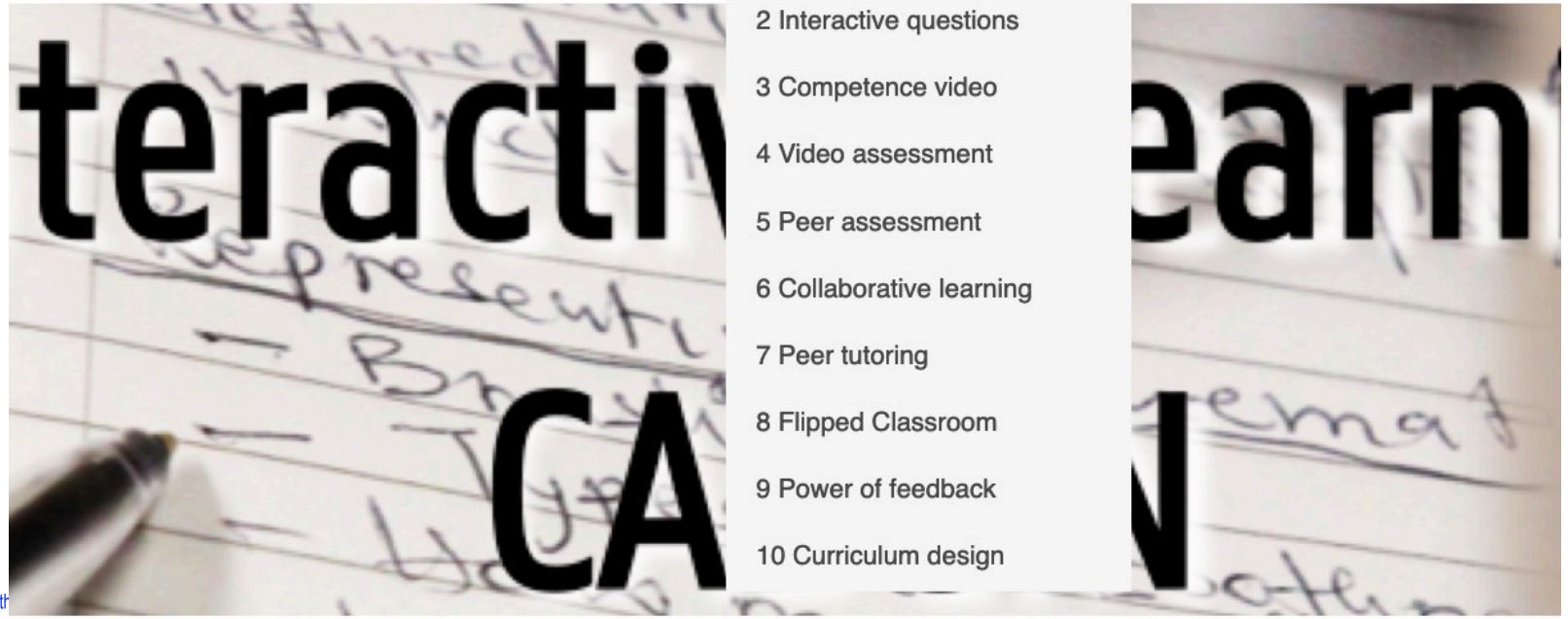
HOME THEMES

1 Metaplan
2 Interactive questions
3 Competence video
4 Video assessment
5 Peer assessment
6 Collaborative learning
7 Peer tutoring
8 Flipped Classroom
9 Power of feedback
10 Curriculum design



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HOME THEMES

1 Metaplan
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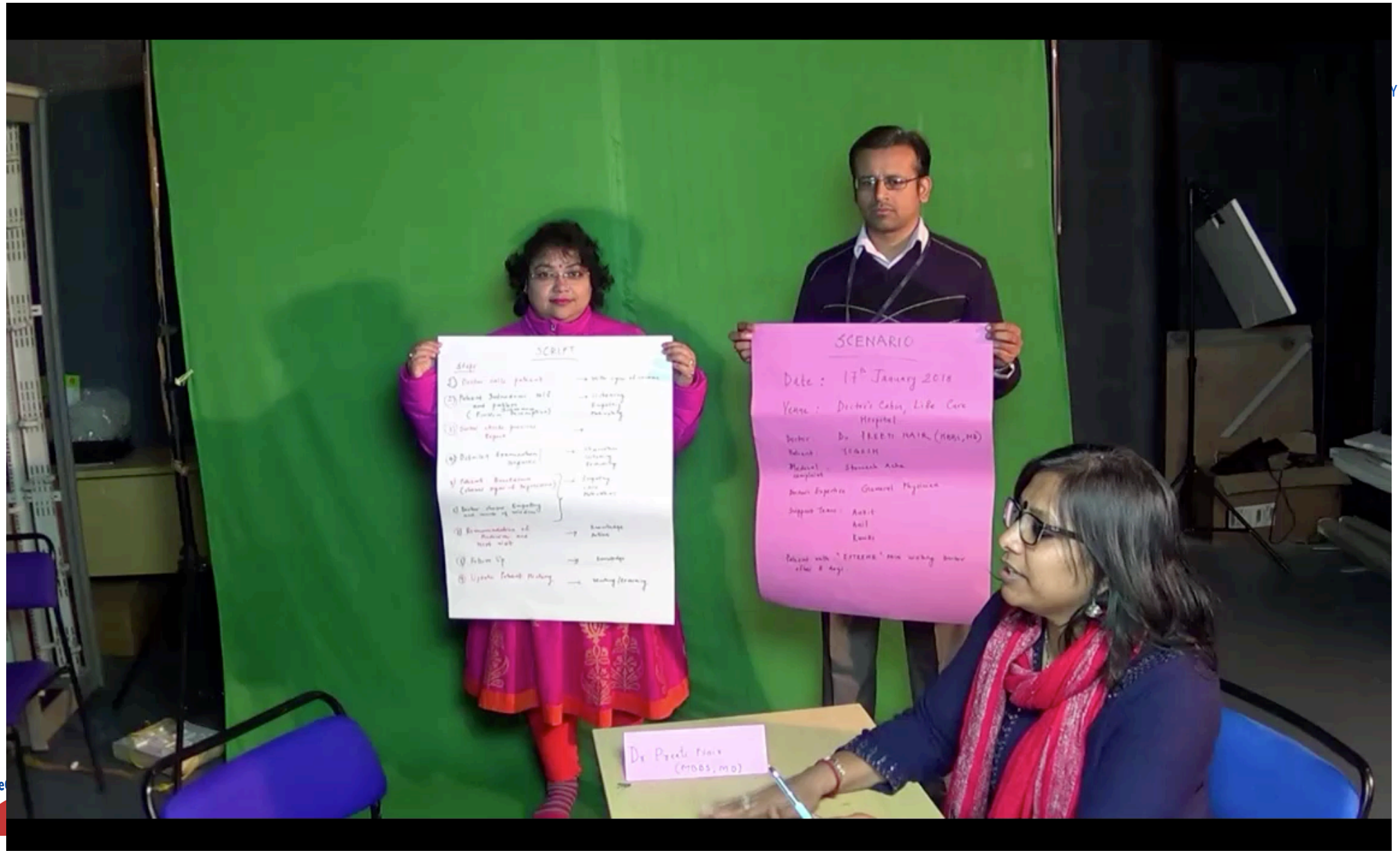
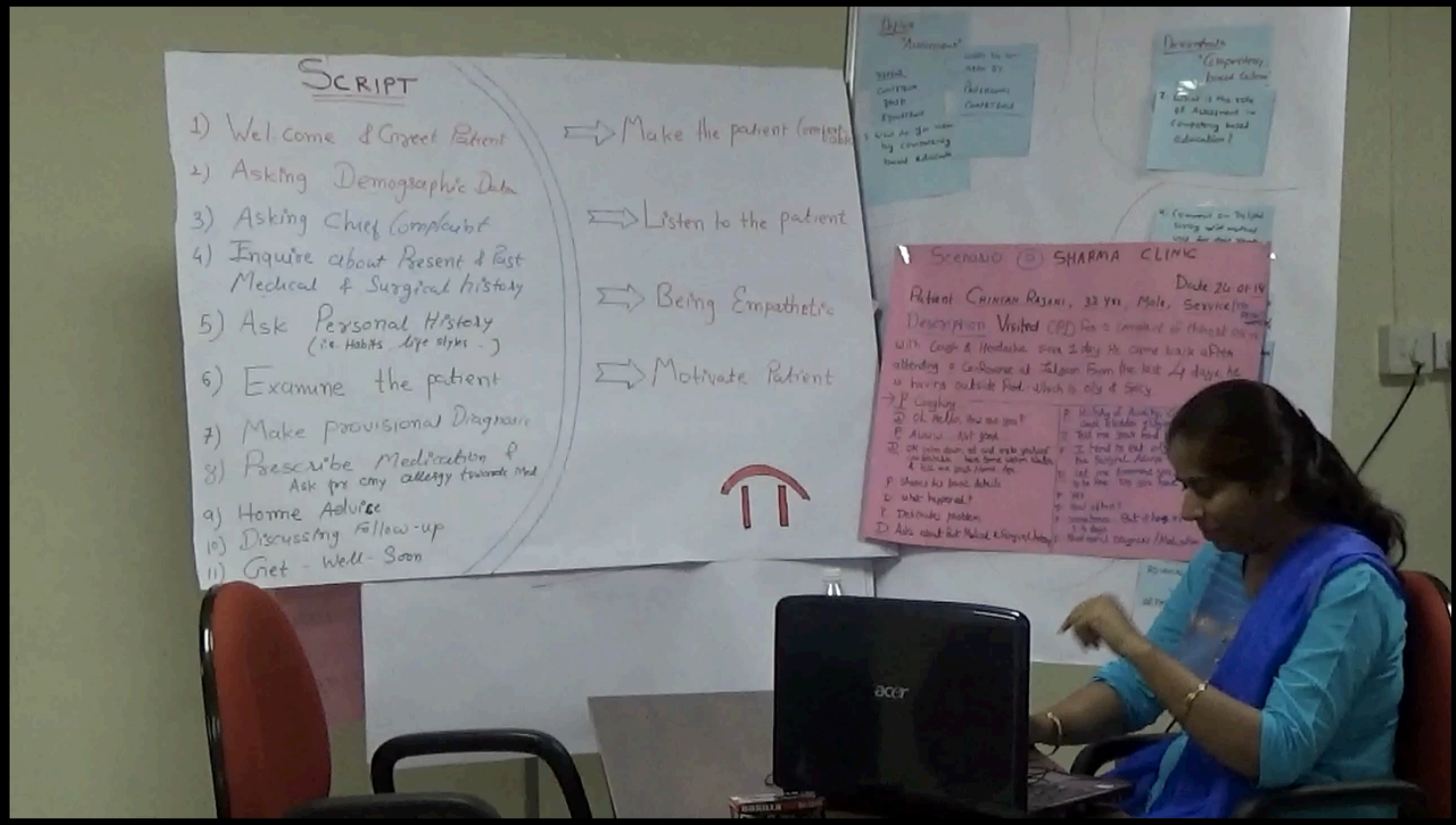
Online and face to face training in India


SCRIPT
SCENARIO
Date : 17th January 2018
Dr. Preeti Nair
(MBBS, MD)


SCRIPT
1) Welcome & Greet Patient
2) Asking Demographic Data
3) Asking Chief Complaint
4) Enquire about Present & Past Medical & Surgical history
5) Ask Personal History (ie. Habits, life styles -)
6) Examine the patient
7) Make provisional Diagnosis
8) Prescribe Medication & Ask for any allergy towards Med
9) Home Advice
10) Discussing Follow-up
11) Get - Well - Soon
Make the patient comfort
Listen to the patient
Being Empathetic
Motivate Patient
SCENARIO ③ SHARMA CLINIC
acer

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Establishing Capacity Building Centres

CBC Development Plan

- bleuprint CBC Development Plan Document
- each university checked their approach towards CBC DEVELOPMENT PLAN
- final version blueprint after discussion and set up in Indian universities; see report of meeting

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Appendix 8
CBC development plan after discussion

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CBC DEVELOPMENT PLAN

In the CABCIN project plan, the following is written in relation to deliverable 4.2:

- Development Plan for CBC describes actions that will be undertaken by university trainers after the end of the project.
- It aims to ensure sustainability of the project results, by creating the opportunities and methods to develop established CBC.
- The plan will be published on the CBC website to promote teaching culture and enhance teachers to participate in planned activities.

In the following document we present a blueprint for the development of the Capacity Building Centres in (CBC) each university. Important to notice is that part of the operationalization of the blueprint will be shared, but part of it might also differ from each University to another University. This is related to the specific structural and functional organisation or each Indian university. Especially in a setting where there is already a centre of professional development (PD), the CBC might be incorporated in the existing units and as such become dependent on the existing status.

Below we give an outline of the topics that should be elaborated in a final version of this CBC development plan. Each partner university will be responsible for the fine-tuning of the content. In a first state, rather generic content will be developed in view of each topic.

The procedure to develop the CBC development plan follows a year-long trajectory:

- Discussion and elaboration of a draft version (meeting September 2017)
- Discussion and elaboration of a draft elaborated by Ugent, based on the September 2017 discussion.
- Elaboration of specific individual CBC development plans for each Indian university; discussion and presentation mid 2018. In this adaptation of the genetic plan, each university will adapt the names, structural entities, hierarchical layers, planning mechanisms, … that fit their organisation.
- Final version of specific CBC development plans for each Indian university; final presentation end 2018.

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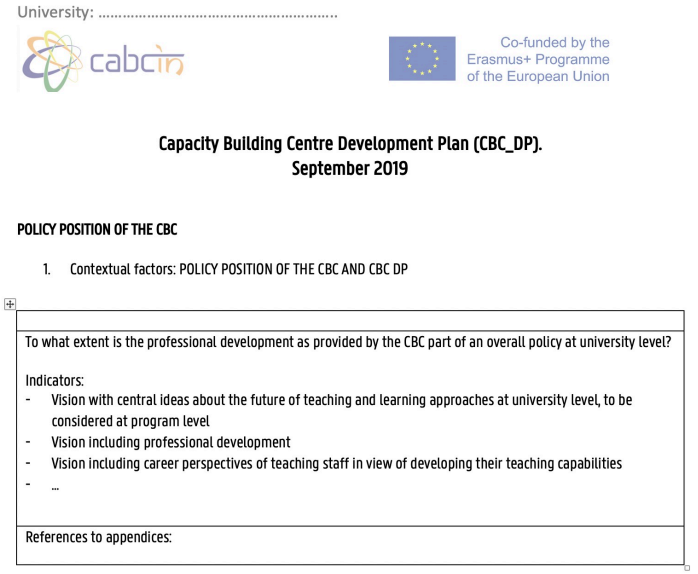
Section 5: Case “Capacity Building Centers for Higher Education”

- Policy document in view of estabishing the centres
  - Format for all universities
  - Two draft versions before finalisation 2019-2020

Example SAL – New Delhi



University: .....

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Capacity Building Centre Development Plan (CBC_DP).
September 2019

POLICY POSITION OF THE CBC

1. Contextual factors: POLICY POSITION OF THE CBC AND CBC DP

To what extent is the professional development as provided by the CBC part of an overall policy at university level? Indicators: - Vision with central ideas about the future of teaching and learning approaches at university level, to be considered at program level - Vision including professional development - Vision including career perspectives of teaching staff in view of developing their teaching capabilities - …
References to appendices:

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CBC Development Plan 2018
Sal Institute of Technology and Engineering Research

CBC DEVELOPMENT PLAN

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Below we give an outline of the topics that should be elaborated in a final version of this CBC development plan. Each partner university will be responsible for the fine-tuning of the content. In a first state, rather generic content will be developed in view of each topic. This generic content will change, once each university has available the hardware and software and the formal internal training activities start taking place. This will require making the CBC Development Plan more specific for once own university

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CONCLUSION

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- To conclude
  - 5 sections about PD, models and examples and experiences

- To continue …
  - Offer to involve partners in a concrete PD initiative “Educational Interaction and Communication”
  - Webinar on February 8, 9 and 10

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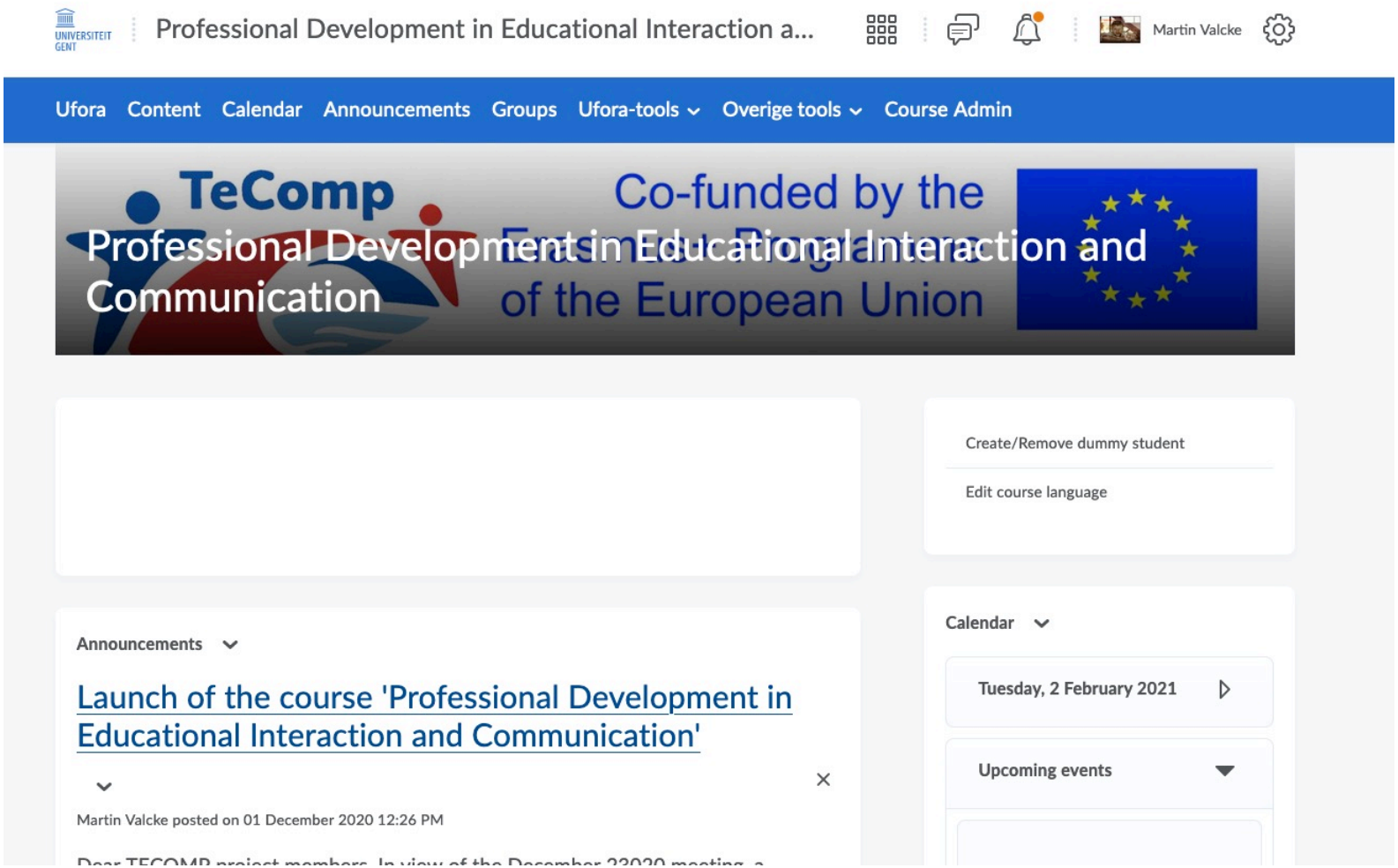
CONCLUSION


Professional Development in Educational Interaction a...
Martin Valcke
Ufora
Content
Calendar
Announcements
Groups
Ufora-tools
Overige tools
Course Admin
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Professional Development in Educational Interaction and Communication
Co-funded by the
of the European Union
Create/Remove dummy student
Edit course language
Announcements
Launch of the course 'Professional Development in Educational Interaction and Communication'
Martin Valcke posted on 01 December 2020 12:26 PM
Calendar
Tuesday, 2 February 2021
Upcoming events

CONCLUSION

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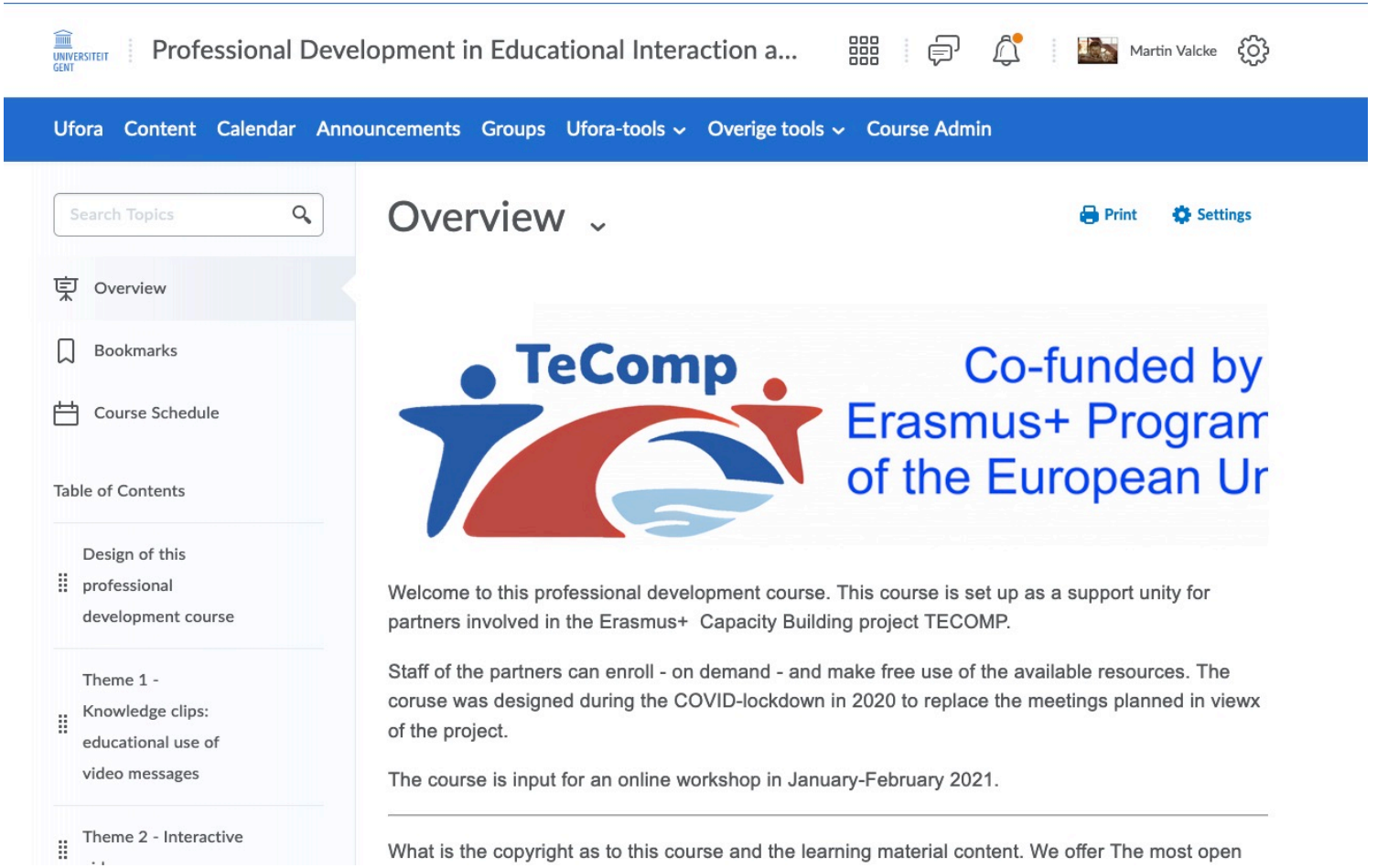

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CONCLUSION

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- Theme 1 - Knowledge clips: educational use of video messages
- Theme 2 - Interactive video
- Theme 3 - Posters: a forgotten learning and communication approach
- Theme 4 - Discussion and collaboration in higher education
- Theme 5 - Animations as an interaction and communication strategy
- Theme 6 - Asking questions

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Webinar Ghent University
February 5, 2021

Models and experiences in relation to Professional development in Higher Education

Prof. Dr. Martin Valcke,
Dr. Britt Adams, dr. Laura Thomas