Strengthening Teaching Competences
in Higher Education
in Natural and Mathematical Sciences

Co-funded by the
Erasmus+ Programme
of the European Union

Short-cycled CPD course (for submittion)

Professional Development in Educational Interaction and Communication

UGENT

Center for Continual Professional Development of Teaching Staff

Faculty of sciences and mathematics, UNI

September 2022

Professional Development in Educational Interaction and Communication

Data training course: 5 days course (see the time schedule below)

Place: Faculty of Sciences and Mathematics, University of Niš [address: Visegradska 33, 18000 Nis]

Organiser: Ghent University - Department Educational Studies (Prof. dr. Martin Valcke; dr. Britt Adams; Maxime Moens)

Language: English

What to bring with you?

- Laptop (the face-to-face workshop is supported by an online course created on the learning management system of Ghent University – once registered, you will receive an email how to get access to this online part that we will intensively use during the face-to-face workshop too)
- Headphone/Earset
- Nothing, if the course is organised in a computer laboratory (classroom equipped with computers)

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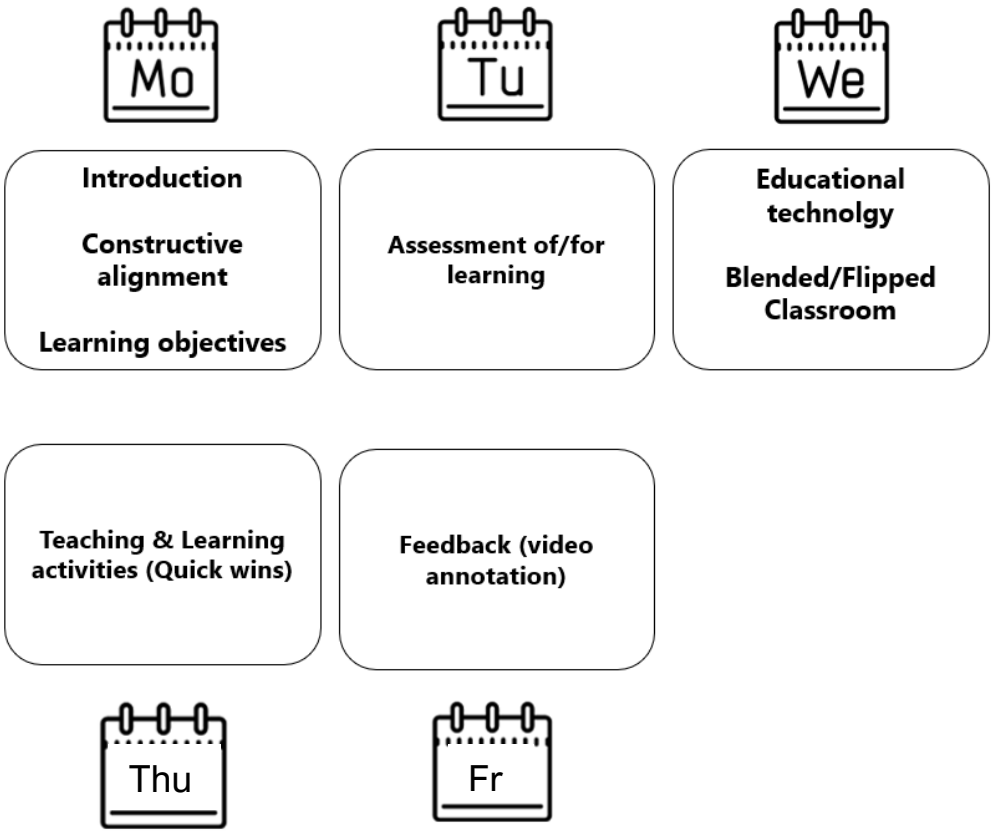
Active or not? That's the question!

Curious about how students can be activated during lectures, seminars or in the evaluation process? In this workshop you get familiar with (technological) quick wins that encourage your students to think critically, reflect, collaborate with fellow students, etc.



Monday: The principle of constructive alignment will be theoretically framed during the Monday session. In short, constructive alignment means that the predetermined learning objectives are in line with the teaching and learning activities as well as the assessment strategies.

Tuesday: As constructive alignment prescribes that learning objectives are in line with assessment strategies too, we zoom in on the difference between assessment of and for learning during the Tuesday session. In particular, attention will be paid to several assessment for learning strategies, going from some formative quick wins (e.g., one-minute paper, quiz) to the use of peer-/self-assessment or portfolio assignments.

Wednesday: We suddenly became incredibly dependent on technology during the COVID-19 period. During the last day of the workshop, we will discuss how technology can continue to play a role in higher education by zooming in on the use of blended/flipped classroom, knowledge clips, etc.

Thursday: We will do exercises related to the construction of learning objectives. When it comes to teaching and learning activities, some quick win activities that can be used during lectures/seminars will be discovered in depth.

Friday: The focus will be on giving feedback to students and how the tool 'VideoAnt' can be helpful in this process.

***

Short biography of professors

Martin Valcke (°1957)

Martin Valcke is full professor in the field of 'Instructional Sciences' at Ghent University, Belgium and Head of the Department of Educational Studies in the Faculty of Psychology and Educational Sciences. Building on his PhD-work in the field of educational information sciences, his actual field of research focuses mainly on the Innovation of Higher Education and the integrated use of Information and Communication Technologies (ICT).

Britt Adams (°1991)

Britt Adams is a postdoctoral researcher in the Department of Educational Studies at Ghent University, Belgium. From 2018 to 2022, she is working on the Masters of Didactics project, in which she designs, implements and researches a professional development programme aimed at university teachers. Her current research interests lie in the area of professionalisation of higher education teachers.

Maxime Moens (°1995)

Maxime Moens is a teaching assistant in the Department of Educational Studies at Ghent University, Belgium. Since 2020, she is working on the Masters of Didactics project, in which she designs, implements and researches a professional development programme aimed at university teachers. Her research interests include the professionalisation of higher education teachers and wellbeing school policies.

Carousel brainstorm

hat is it?

arousel Brainstorming is a cooperative learning activity that can e used to discover and discuss background knowledge prior to tudying a new topic. This technique allows for small group iscussion, followed by whole-class reflection.

Example

Before beginning a lesson on the civil rights era, you might p the names of some key people and events from this time in history to draw out students' background knowledge.

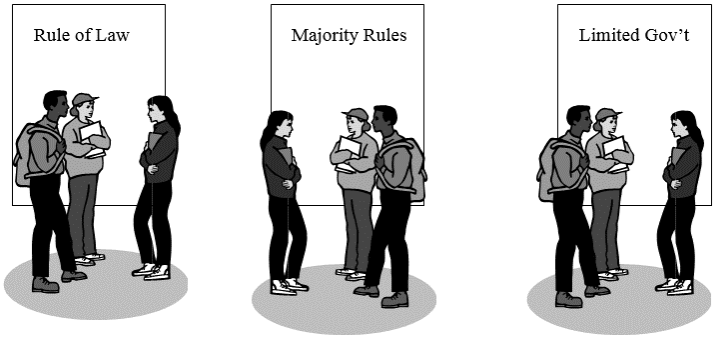
ow does it work?

mall groups of students rotate around the classroom, stopping t various "stations" for a designated period of time (usually 1-2 inutes). At each station, students activate their prior knowledge f a topic or concept and share their ideas with their small group. ach group posts their ideas at each station for all groups to read.

Technology Spin: Take away the chart paper and go digital!

Google doc or Google presentation: To get students moving, each student open a specific slide or be in charge of one que on their own computers and have each student rotate throu the computers in their teams.

ideo? an me!



Source: https://www.smore.com/5xegq-strategy-carousel-brai

Metaplan

ckground and purpose

s technique was developed in Germany in the 1970s by two brothers, Wolfgang and Eberhard Schnelle. Metaplan is a method for collecting and processing ideas and opinions v
people are working together.

e pillars of the Metaplan approach:

Actively involving all participants and their opinions.

Visualization of topics plays an important role in structuring the meeting and keeping the speed up: use of oval, cloud-shaped, rectangular cards of various colors; paper in A2
boards, etc.

Moderators (facilitators) administer the groups and ensure that good communication, cooperation and high levels of understanding are achieved.

y-step guide

Introduction. Set the scene, give the rationale, describe the objective.

Create individual input. One leading sentence concerning the issue at stake should be proposed. The sentence should end with "..." in order to invite the participants to continu
with their own ideas (e.g., If I want to judge the quality of an eco school the first things I look at are...). The participants work individually and can write as many ideas as they lik
8 to keep it manageable). Only one idea should be on each card.

Group the ideas together. The participants are invited to form groups with 6-8 people. The groups pin their cards on prepared boards and name a coordinator/group speaker. T
should organize their ideas into relevant topic headings. During this process no comments or criticism should be made on the proposed ideas but group members are allowed t
questions to clarify understanding of the ideas.

Discuss the ideas presented. The group should now discuss what has been written. The group can also prioritize certain ideas and proposals in order to define a common vision
plan. For example, each participant can allocate 10 votes (using a coloured mark, or a cross with a colour pen), with no more than 3 votes being given by each participant to the

Share the results. Short presentations are given by each group enabling the plenary group to understand the total picture, followed by plenary discussion.

Technological spin

If there is still time after doing your exercise, you can explore these technological tools. No panic, we will discover these tools further during this week.

- https://stormboard.com/
- https://padlet.com
- https://en.linoit.com/
- ...

Sources:

- http://www.hostingtransformation.eu
- https://horae.nl/wat-is-metaplan/

Concept maps

s it?

ept map is a visual organization and entation of knowledge. It shows concepts and and the relationships among them. You create a t map by writing key words (sometimes enclosed es such as circles, boxes, triangles, etc.) and then g arrows between the ideas that are related. ou add a short explanation by the arrow to how the concepts are related.

Tutorial: Scan me!

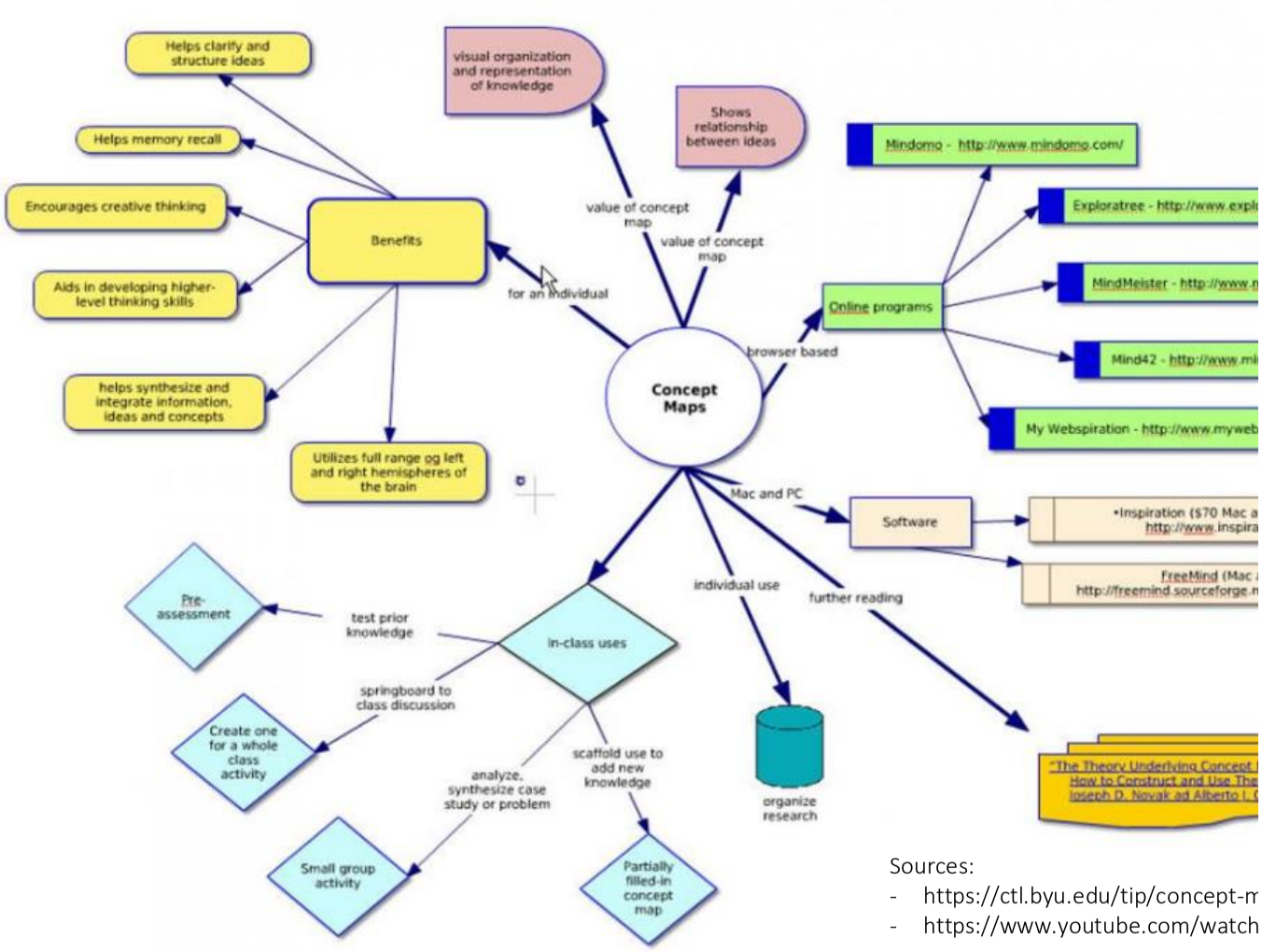
Technological spin

gle.it is an online tool for creating haring mindmaps and flow charts. rks online in your browser: there's othing to download or install.

coggle

How does it work?

Since students might not know how to create a concept map, it is beneficial to model the proce students understand the process, concept maps can be used to activate students' prior knowle discussing a topic, ask students to create a concept map individually or in group. Then, as you d information, they can add to or modify their map to reflect their understanding about the topic information, see concept map below).



Sources:
- https://ctl.byu.edu/tip/concept-m
- https://www.youtube.com/watch

Focused freewriting

t is it?

used freewriting is writing about a particular subject or
stion which has been posed. It simply means putting
to paper and writing whatever comes into your head. It
useful tool for generating ideas and discovering
udes. The key is to keep writing, even when you feel
k or at a loss for words. The goal isn't so much learning
rite (e.g., spelling, grammar), but coming to learn,
erstand, remember and figure out what you don't yet
w. The duration of a focused freewriting activity varies
n three to fifteen minutes.

e-lesson brain dump: Writing-to-learn activities can be
l before a learning experience to get students to 'warm
by thinking about what they know or think they know or
about a new topic.

rce: http://writing2.richmond.edu/wac/freewrit.html

Examples of prompt to provoke focused freewriting

- Write everything you know about cells.
- Had you been a peasant during the French Re
  what do you feel your greatest fear would hav
- What assumptions do you make about the aut
  piece you have just read?
- …

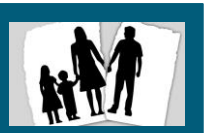
In a context and/or In the news

In a context

?

luce the lesson, the teacher outlines a “real life” situation

you need the knowledge/skills that are covered in the



laster of Science in Social Work and Social Welfare

e lesson: Applying for benefits

r tells the story of a mother of two children whose

vants a divorce. (S)he asks the question: What benefits

woman apply for and what steps should she take to

ese benefits? This assignment can be carried out in

n class. Many students will probably not have the

yet of the various benefits and the steps that have to be

they can write things down on the basis of prior

.

In the news

What is it?

The teacher presents a newspaper article, news video

advertisement that relates to the subject of this lesson

finds out whether the students have heard the messag

and what they think about it. What questions does thi

appeal to the students? After a short discussion of abo

minutes, the teacher can start with the link to the ther

lesson.

Example

Context: Bache

physics and as

Sources:

- https://activeerjeles.nl/werkv
- https://activeerjeles.nl/werkv

Initial Measurement

What is it?

he students find a test on their table when they enter the classroom. This test consists of questions related
ontent for the students. The students are instructed to make the test without preparation. The test can con
r two comprehension questions or a number of multiple choice questions. Do not make the test too difficul
ssure the students that this test does not count. Give the students a few minutes to answer the questions. A
hat, the students can compare their answers in pairs. It is important that the students discuss why they have
he answer(s). After this consultation moment, the teacher shares the correct answers to the questions (e.g.,
nswer sheet, or in class to the plenary group). The students share which questions they had right or wrong.
tudents who had a good answer the chance to explain in class why (s)he chose this answer.

Source: https://activeerjeles.nl/werkvormer

A picture is worth a thousand words

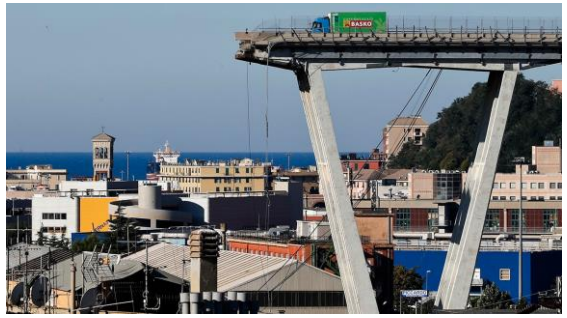
hat is it?

t the end of the previous lesson, the teacher gave the assignment to the students to find an image that fits ubject of the next lesson. This image may not contain text. It may be a drawing or a picture. Let the student eir images to the class. At the beginning of the lesson, the teacher divides the class into groups of about 4 tudents. Every student receives the assignment to tell about his/her image for one minute and why (s)he ha is image in relation to the subject. After one minute it is time to switch to the next group member, until all embers have got their turn.

xample

ontext: bachelor of ngineering sciences lext lesson: Bridge onstruction

Suspension bridge Geierlay in Germany
Student: I walked over this bridge last year and I constantly wondered how it was constructed.



Ponte Morandi in Italy
Student: How is it possible that this bridge collapsed in the summer of 2018?

Student: the theme reminds me of building bridges between people.

Source: https://activeerjeles.nl/werkvormen/een-foto-zegt-meer-dan-

Lie Beast

What is it?

During the introduction to a subject, the lecturer deals with some untruths in his/her story. It is up to the stu
nd out what the untruths are in the teacher's story. This format can also be applied in a text or video. Prese
omething to the students as if it is truth and tell them later how much false statements there are. Let the st
nvestigate which of the texts or videos are fake news.

Ghent University

der the credo ‘Dare to think’, Ghent University
hallenging everyone to question conventional
vs and to dare to take a nuanced stand. It is
ause of ‘daredevils’ who sometimes defy
minant views and strong convictions, that the
ld progresses and we learned that the earth is
flat and that we aren’t the centre of the
verse.

Social experiment @Ghent University (Spring 2018)

During their lessons, three professors introduced dubious, provocative or even t
wrong statements as ‘Steve Jobs already had foreseen the image of 'smartphone
in 1984, you effectively became zombies/slaves, addicted to your smartphone’ (
Lieven De Marez – Media, technology, and innovation) or ‘Darwin’s theory of evo
does not make sense’ (Prof. dr. Johan Braeckman - Philosophical anthropology).
Do students dare to correct professors when they make controversial statement
Only a few students dared to openly contradict the professor in a crowded audit
video, scan QR code). Students think that the professor will be right.

://activeerjeles.nl/werkvormen/liegbeest
://www.ugent.be/en/ghentuniv/principles/dare-to-thin
://www.vrt.be/vrtnws/nl/2018/03/20/-dat-de-studenten-van-de-ugent-zo-goed-als-niet-reageren-op-prov/ k

Knowing, want to know, what have I learned?

hat is it?

his strategy consists of three phases:

1. The teacher write the subject that will be treated in the lesson on the board. The students receive a sheet with three columns. To begin with, the students fill in the first column “Knowing”. What do they already know about the subject students write at least three things here.
2. Then the students fill in the second column: "Want to know". What do the students want to know about this subject as the students have filled these two columns, the lesson will start.
3. At the end of the lesson the students take the paper again and write what they have learned this lesson. When they classroom, the students hand in the papers to the teacher. In this way, the teacher gains a good insight of students’ p knowledge, their learning questions and what they have learned in the lesson.

Knowing	Want to know	What have I learned?

Source: https://activeerjeles.nl/werkvormen/weten-willen-weten

Word chain

at is it?

students stand in the classroom. The teacher appoints the theme of the lesson and mentions a word, concept or person related to this theme. T
first student to name a new term, word or person which starts with the last letter of the word mentioned by the teacher. This chain is continued
dents have had their turn. To make the chain run smoothly, a time limit can be set on the answers. For example, a student must name a term, wo
hin 10 seconds. If it is not possible to do this within 10 seconds, then the student is finished and must sit down. The last remaining student is the

ernative Pim Pam Pet: When entering the classroom, the teacher gives a letter to each student. The student who enters first receives the letter A
dent receives the letter B, etc. Difficult letters as X and Y can be skipped. When the Z is reached, the teacher starts again with the letter A. As soo
dents are seated, the teacher writes the subject of the lesson on the board. Now, each student need to mention a concept, word or person what
he lesson subject.

mple

ntext: Bachelor of Bioscience Engineering

urse: Climatology

ncept mentioned by the teacher: Climate change

rd chain of students: Earth - Human – Nature – Environment – Tornado –
ne – Extreme conditions – Sea levels – Sun – Nuclear – Rainfall –
ntning – Global warming – Gas – Storm – Metreologist – Temperature –
ctric vehicles – ...

pam pet: Atmosphere – Biodiversity – Contanimation – Dioxide –
logy – Flood – Global warming – Heat – Industry - ...

e: https://activeerjeles.nl/werkvormen/woorden-ketting

Technology Spin: Word Clouds with the aid of Mentimeter

Word Clouds (also known as wordle, word collage or tag cloud) ar
representations of words that give greater prominence to words t
more frequently. For Mentimeter Word Clouds, the words that are
frequently by audience members using their smartphones. This typ
visualization can help presenters to quickly collect data from their
highlight the most common answers and present the data in a wa
can understand.

See https://www.mentimeter.com/features/word-cloud

Interview

What is it?

The students need to imagine that they will be interviewed on television about the lesson topic. In group, th
tudents need to write down 5 questions that can be asked on television. By doing so, the teacher gets insig
spects students didn't know yet about the topic.

xample

ontext: Bachelor of arts in History

ourse: History of Belgium

ve questions:

- On which date Belgium declared independence?
- What is the oldest city in Belgium?
- Which colonial activities did Belgium have?
- What was Belgium's role in World War II?
- What was/were the reason(s) for the 2007-2011 Belgian political crisis?

ce: https://www.slo.nl/voortgezet/vmbo/themas/theoretische_leerweg/Actief-
/Docentenmateriaal/Werkvormen_voor_het_activeren_van_voorkennis.doc/

Who/What am I?

is it?

n entering the classroom, the teacher/assistent sticks a post-it on back of each student. On these post-its, concepts, persons or terms written that are related to the subject of the lesson. It is up to the ents to guess what is on their card. They can do this by asking tions to their fellow students. To make it more difficult, students be restricted to ask only one question per fellow student. Another iction may be that students' questions can only be answered with r no. As soon as a student has guessed what is on his/her card, gets another card from the teacher.

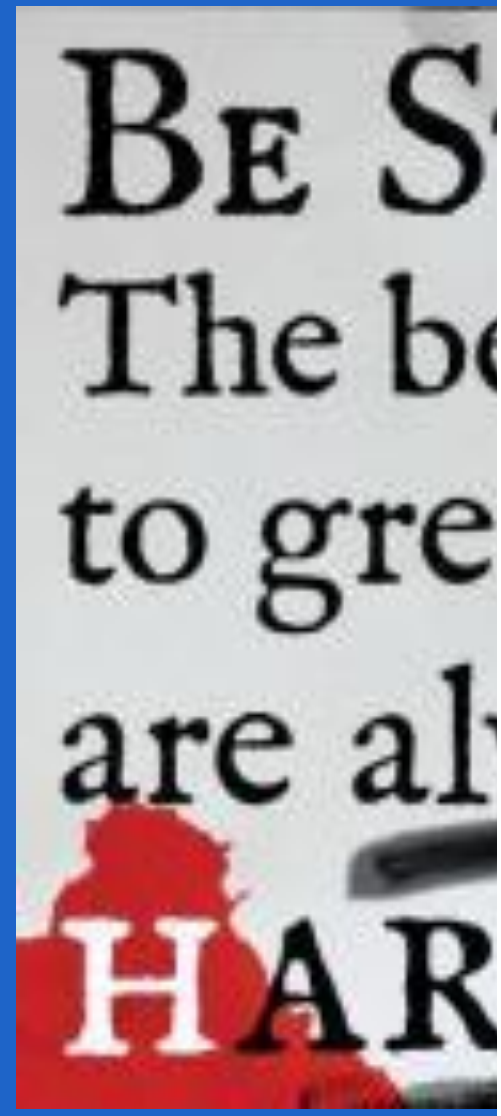
ple

ext: Bachelor in Political Science

se: Introduction to World Politics (Small group of students)

t terms/persons/concepts could be: Herman Van Rompuy (first President of the European Council) – Donald Trump – Arab Spring ns – Globalization – Kyoto Protocol – Schengen Area – …

https://activeerjeles.nl/werkvormen/wat-ben-ik



Y SESSION

# of this day

in virtual Ghent and Ghent

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e learning objectives of your course

arning?

g prior knowledge

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Learning

After this session,

- Explain how you
  learning environ
- Formulate learn
  course unit.
- Activate your st

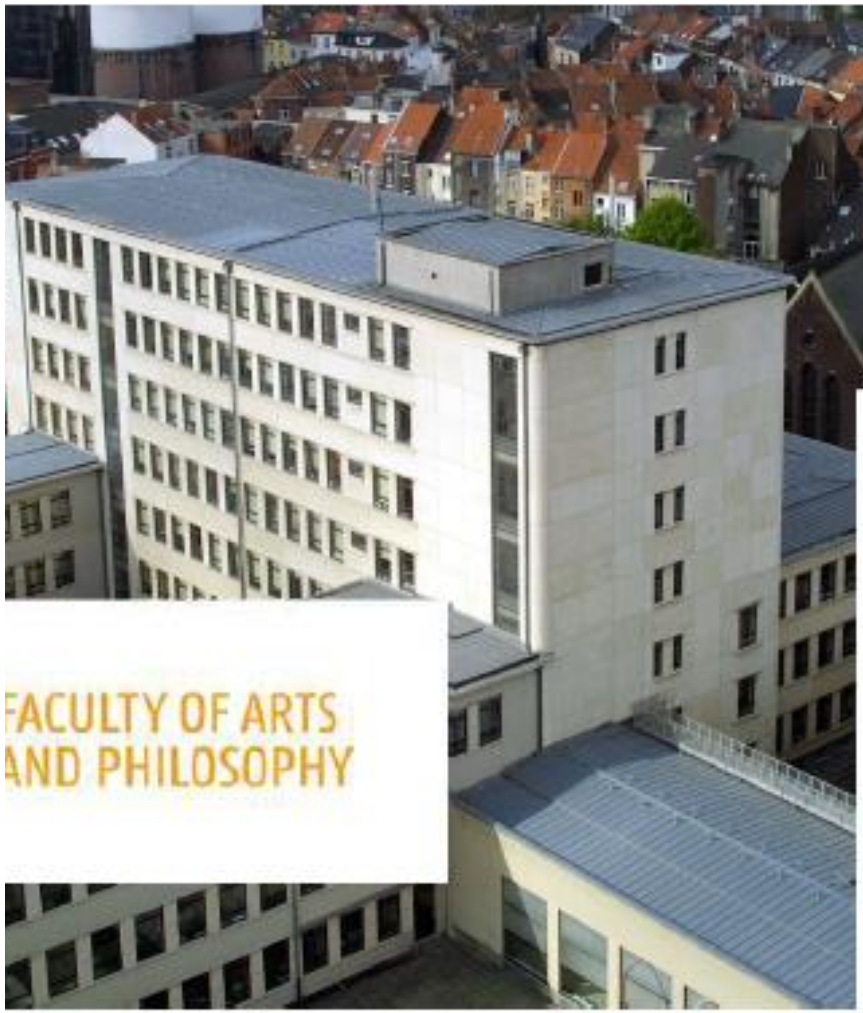
UNIVERSITY

GHENT IN 2 MINUTES
OFFICIAL SELECTION
NEW YORK CITY DRONE FILM FESTIVAL
2016
NYCDFF

- Founded in 1817 (Latin-speaking State Univers
- In 1930: First Dutch-speaking university in Belg
- Anno 2022:
  - 11 faculties – 85 faculty departments
  - > 9,000 staff members (+ 6,000 in Ghent U
  - > 44,000 students
  - Campuses in the Ghent region, but also in Ostend, Bruges, and South Korea

University Forum (UFO), Sint-Pietersnieuwstraat 25, 9000 Ghent

FACULTY OF
LAW AND CRIMINOLOGY



FACULTY OF ARTS
AND PHILOSOPHY

FACULTY OF MEDICINE
AND HEALTH SCIENCES

FACULTY OF ENGINEERING
AND ARCHITECTURE

BIOSCIENCE ENGINEERING

FACULTY OF
PHARMACEUTICAL SCIENCES

K, OSTEND, BRUGES

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the credo of Ghent University. Critical and independent brains study, do rese

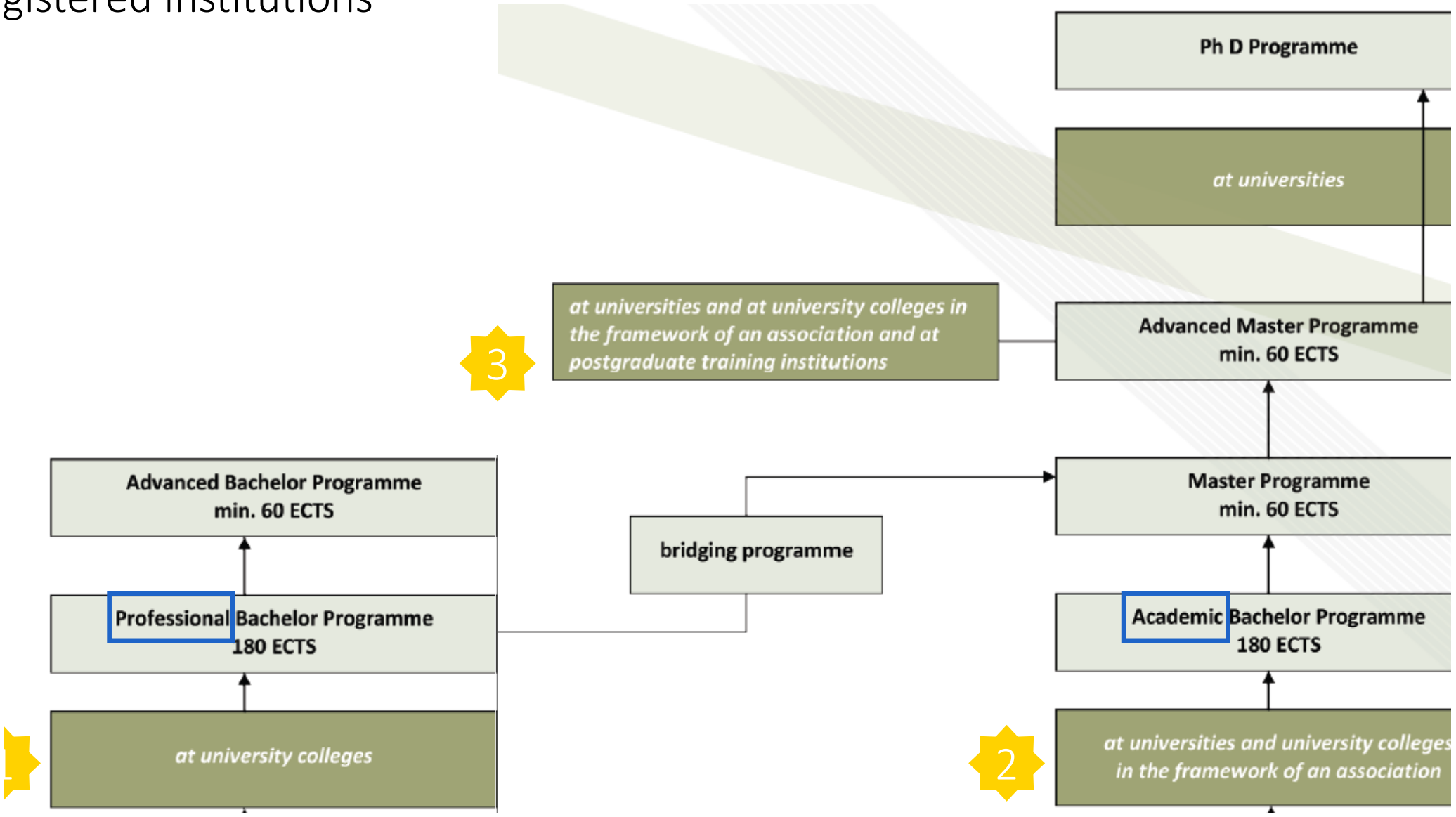
retothink is in our DNA and we encourage everyone to do the same.

de Walle

KF2

ıd Master degrees (in line with Bologna process, uniform European framework

gistered institutions



s	116
	113
	3
	277
	205
	76
	38
es	36

INTERNATIONAL STUDENTS (n > 6.800)

ERASMUS EXCHANGE STUDENTS (2019-2020)

1.450 from 61 countries

Italy, Spain, Germany, France, China

PhD (2019-2020)

± 2.384

Mostly active in BioScience Engineering, Engineering & Architecture, Sciences

China, the Netherlands, Italy, Iran, India

RE WE?

Prof. Dr. Martin Valcke

Innovation in higher education

Dr. Britt Adams

(Professional development) in higher education

Maxime Moens

Wellbeing policy in prim and secondary schools

Britt Adams (31 years – Ghent)

- Education & work experience:
  - 2009 – 2014: Bachelor/Master Education Sciences
    - 2013: Internship in adult education; designing a training for beginning te
  - 2014 – 2018: PhD in Educational Science (Advertising literacy)
  - 2018 – 2022: Masters of Didactics
- Hobbies: Strong, Cooking, Sien (°2020)
- Animal: Turtle
  - Land versus Sea
  - Green
  - Slow (perfectionistic side)

Maxime Meens (26 years – Wetteren)

- Education & work experience:
  - 2013 – 2019: Bachelor/Master Educationa
    - 2018: Odisee University of Applied S education; research coaching tool fo teachers.
  - 2019 – 2020: Specific teacher training prc
  - 2020: Masters of Didactics: replacement I Laura Thomas
  - 2021: Researcher short term project: Wel Flemish schools
  - 2022: Masters of Didactics (50%) and assi training (50%)
- Hobbies: Hiking, Clarinet, Animals
- Animal: squirrel
  - Caring

RE YOU?

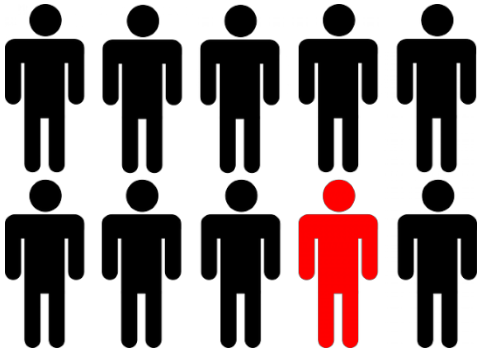
Preparation time: 10 min.

e.g., Name, University, Department, not course unit(s) the three following ways to introduce yourself	@UGent: This exerci lesson of the cour (Educational Science students)

Animal

Which characteristics of the chosen animal typify your

Unique



✓ A unique characteristic that distinguishes you from the

True/not tru

✓ Formulate th statements a

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e

n.

Ufora Content Calendar Announcements Groups Ufora tools Other tools Course

Search Topics

Overview

Bookmarks

Course Schedule

Table of Contents

Introduction

Monday: First class session

> Slides

> Present yourself

> Present yourself

Add dates and restrictions...

Present yourself

Via this forum, we invite you to prepare your short introduc
write down your introduction.

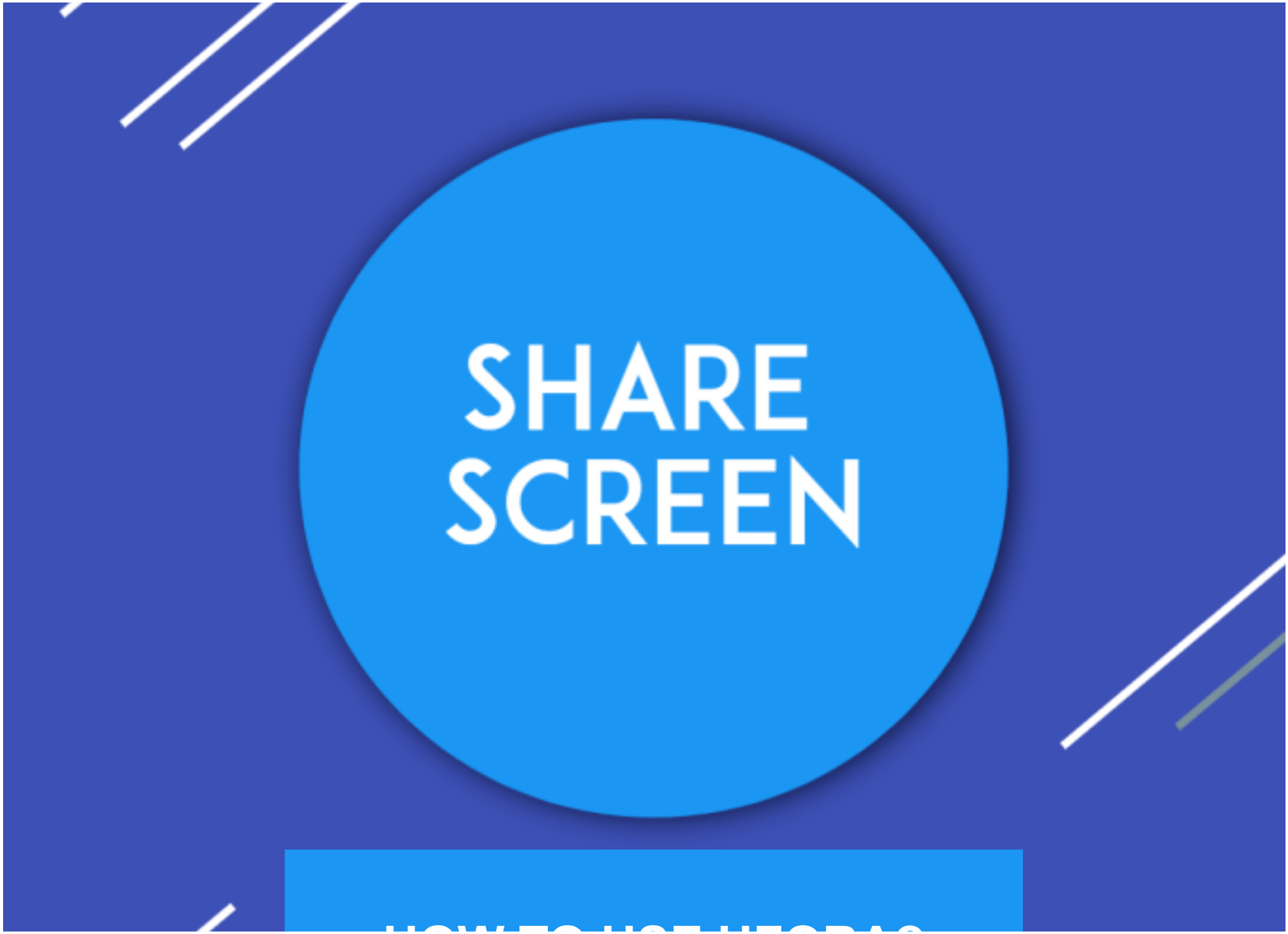
Step 1: You will see a box 'Enter a subject'. Write down the
(first- and last name or a nickname, the name that we may u
Department

Step 2: Upload a picture of yourself (by clicking on this icon

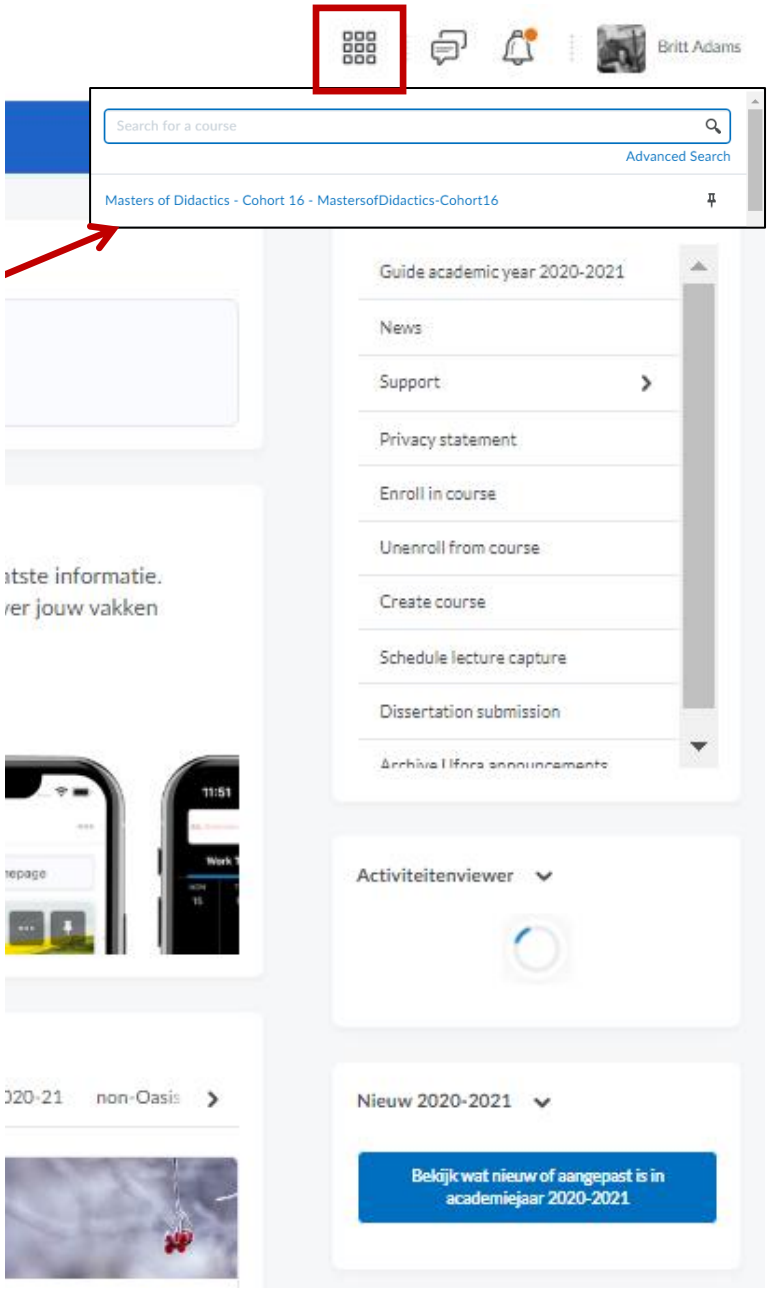
Step 3: Present yourself by using one of the following strate

Animal

Unique


SHARE
SCREEN

he online course?



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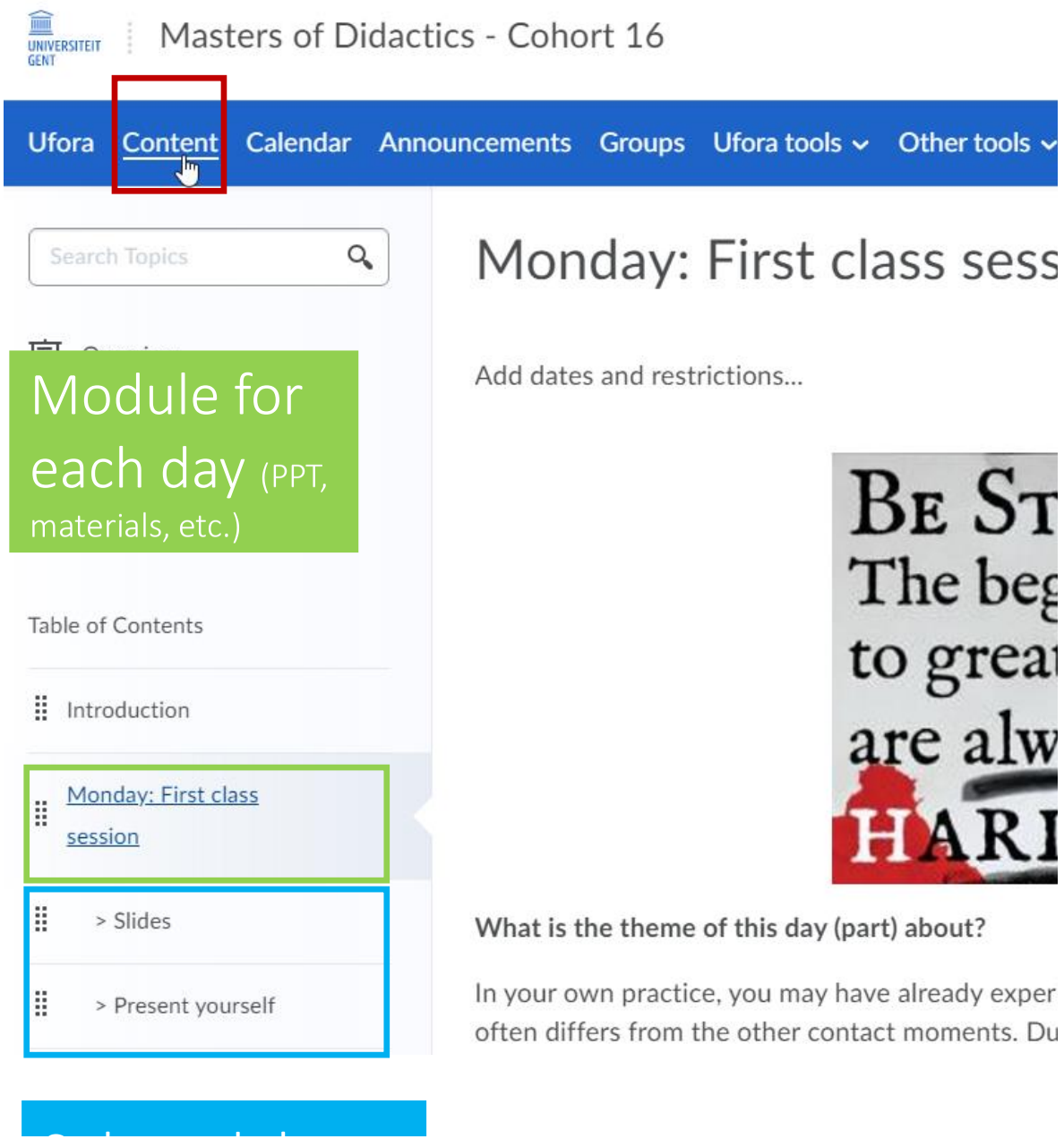
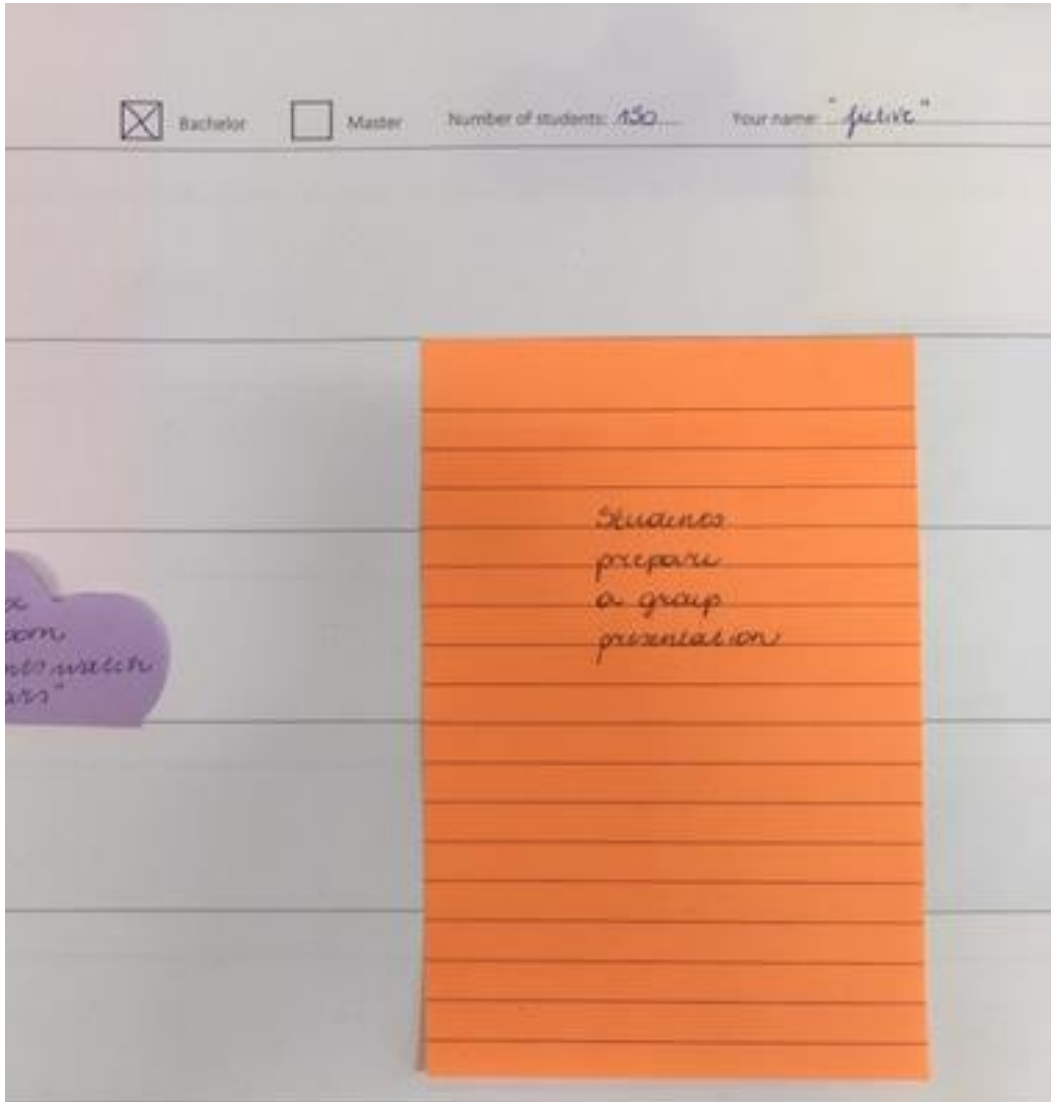
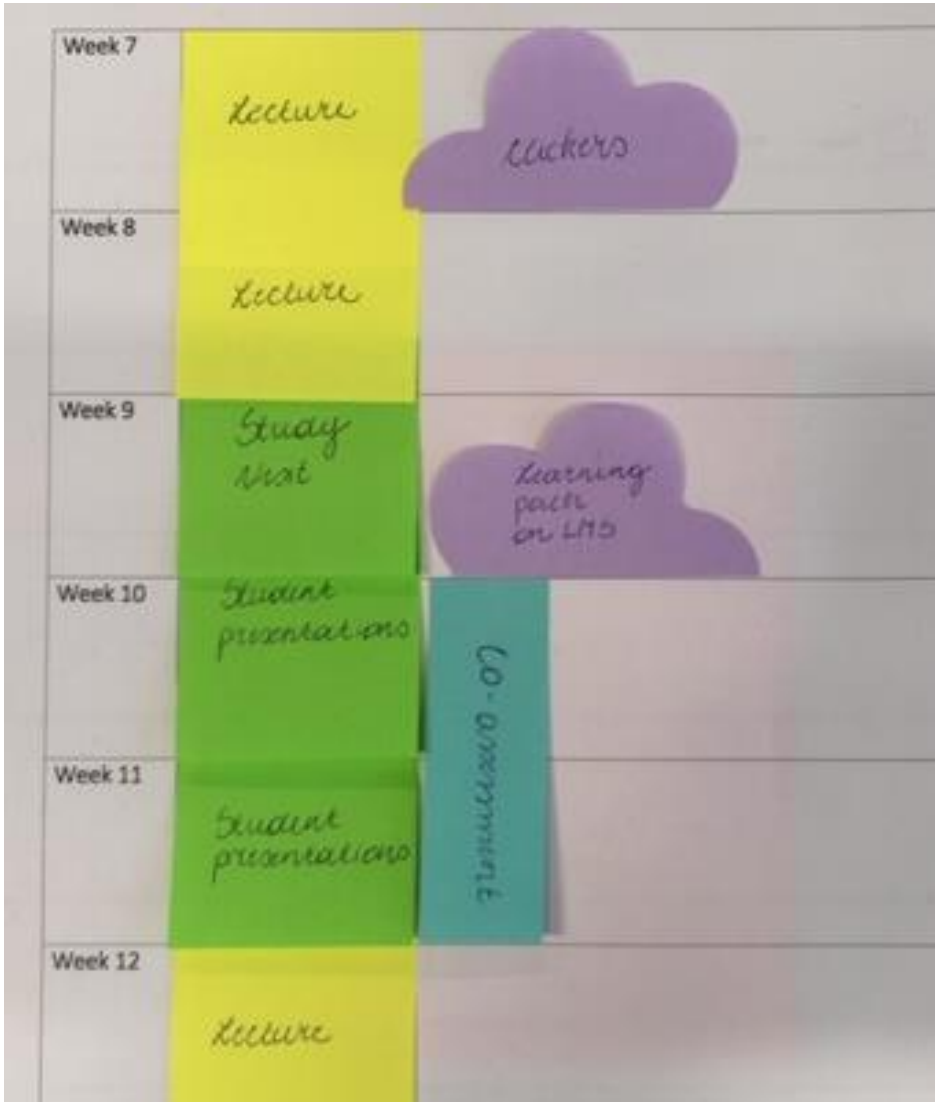


one of your course unit(s) with the aid of A3 template and post-its (cu

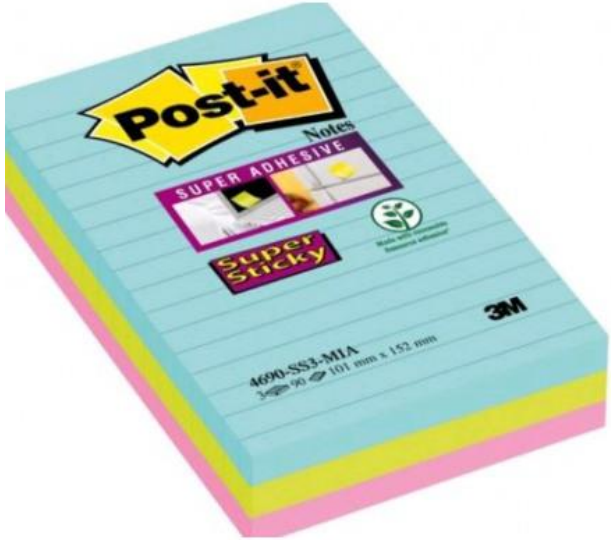




RE OF YOUR COURSE UNIT

Teaching & Learning activities

Assessment & Feedback

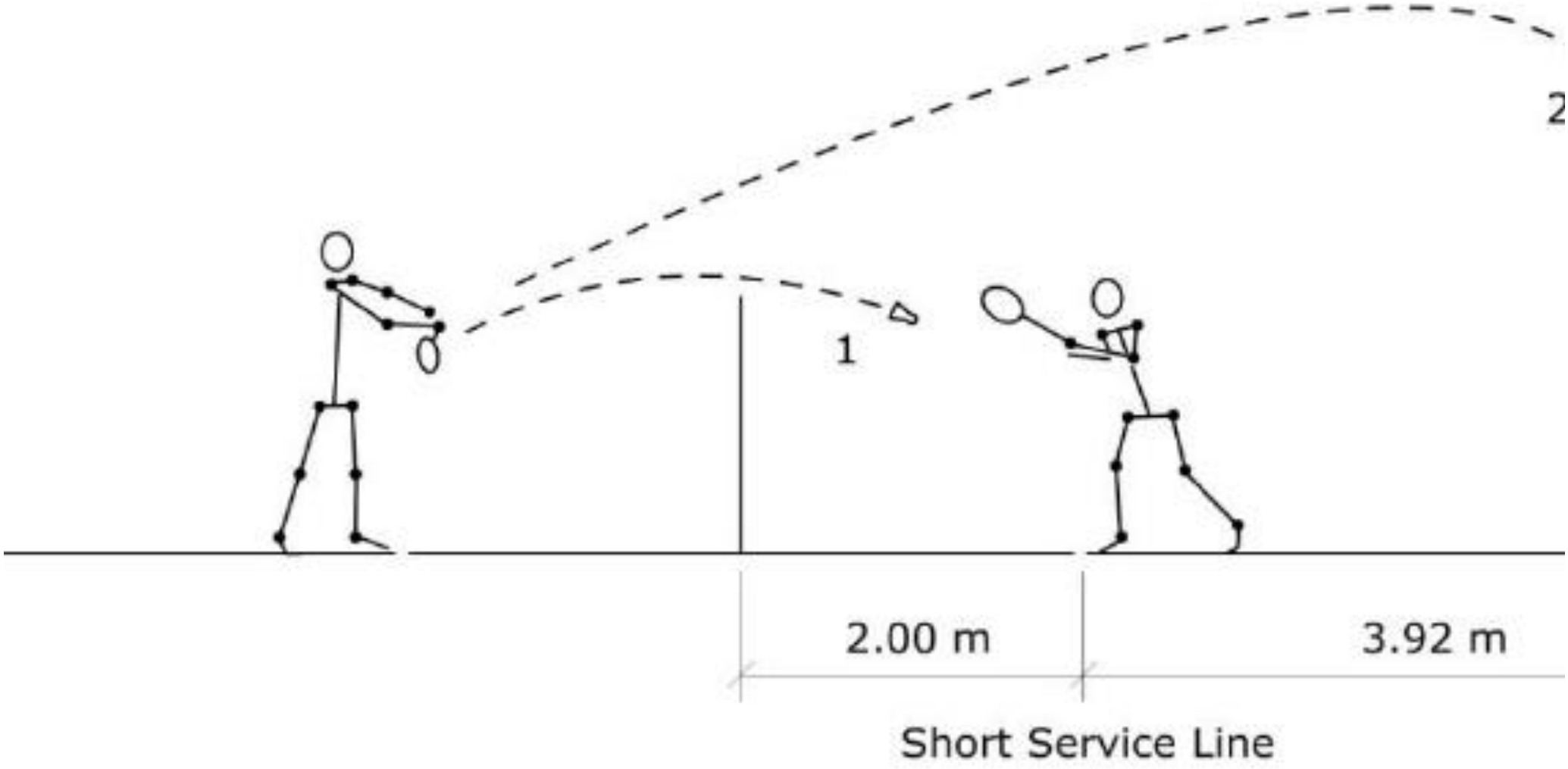


VE (© 20 MIN.)

nit with colleagues.

break

RUCTIVE ALIGNMENT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2.00 m
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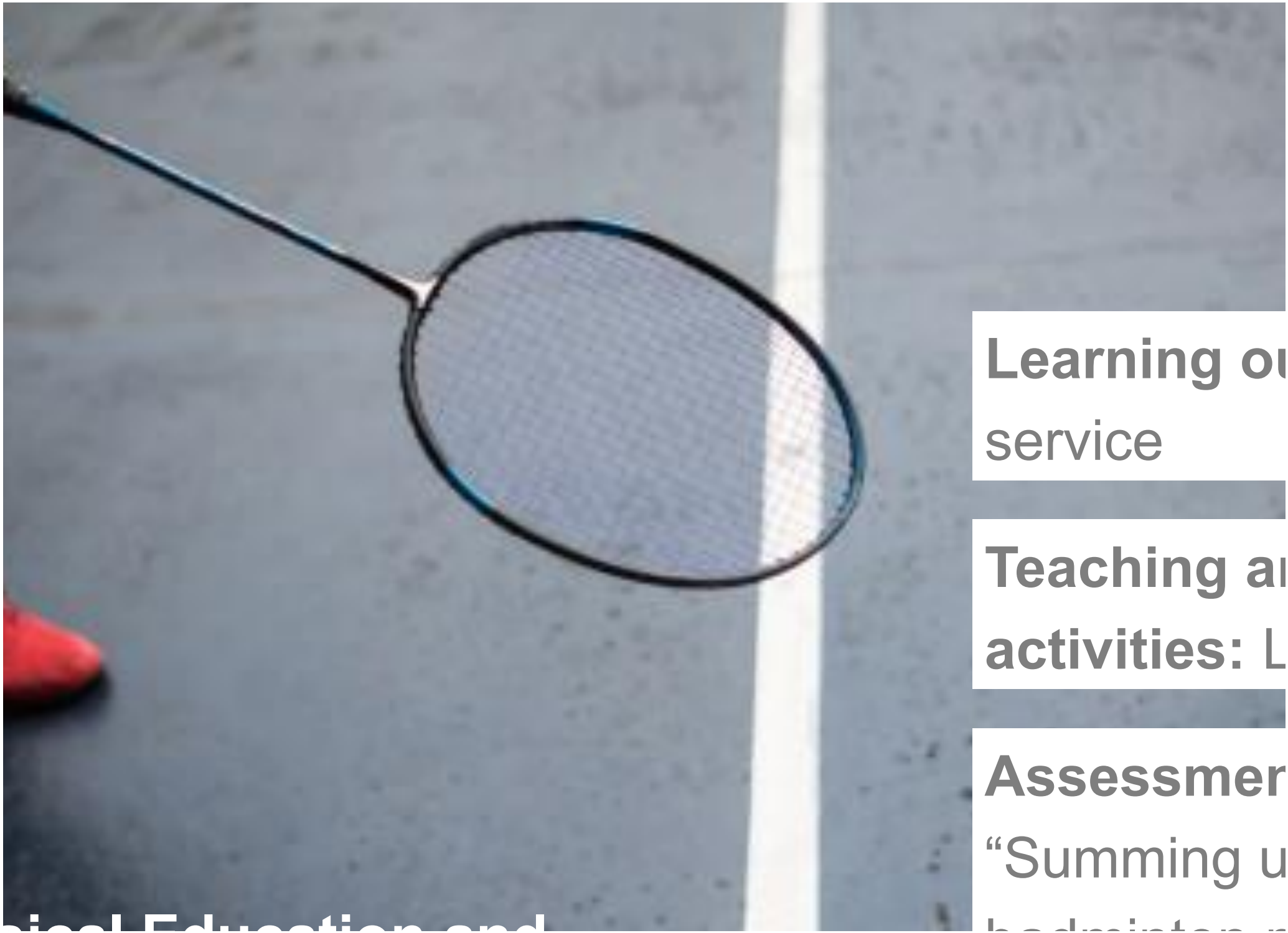
Short Service Line



Learning ou

service

Teaching ar

activities: L

Assessmer

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ical Education and

CTIVE ALIGNMENT

ısed for devising
earning activities, and
sks, that directly
tended learning
)s).

TVET ALIGNMENT: THEORETICAL B

learning theory

& Biehler, 2003)

ningful learning is the

knowledge structures

ere transferring of

ge from one person to

other

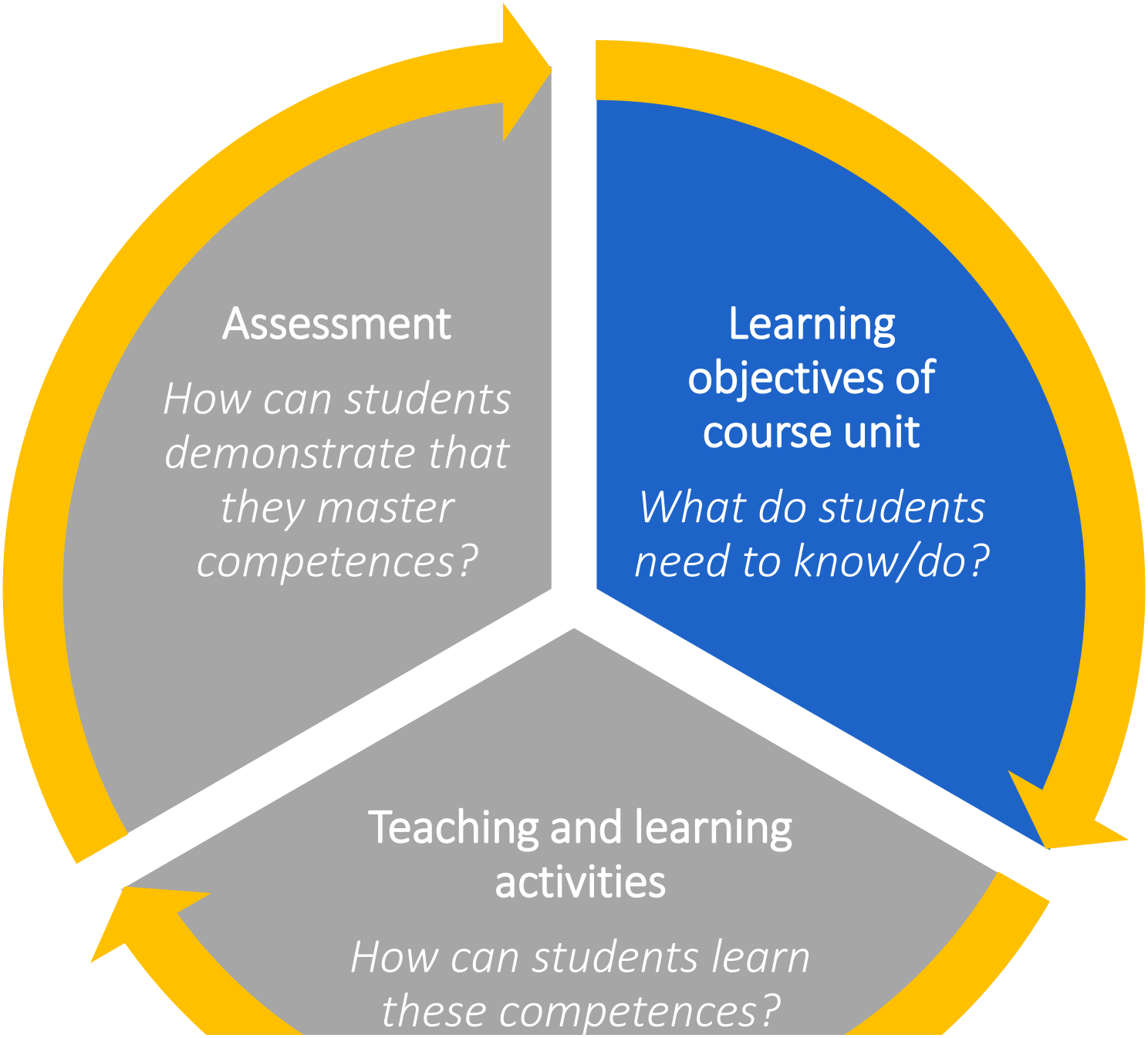
Instructio

(e.g., Gustaf

- The practice of syste developing and deli products and experi
- The process consist:
  - (a) determining the the learner;
  - (b) defining the end
  - (c) creating an "inte
  - (d) the outcome of be directly obse

Constructive a
marriage
constructivi
framework
making at all

CONSTRUCTIVE ALIGNMENT



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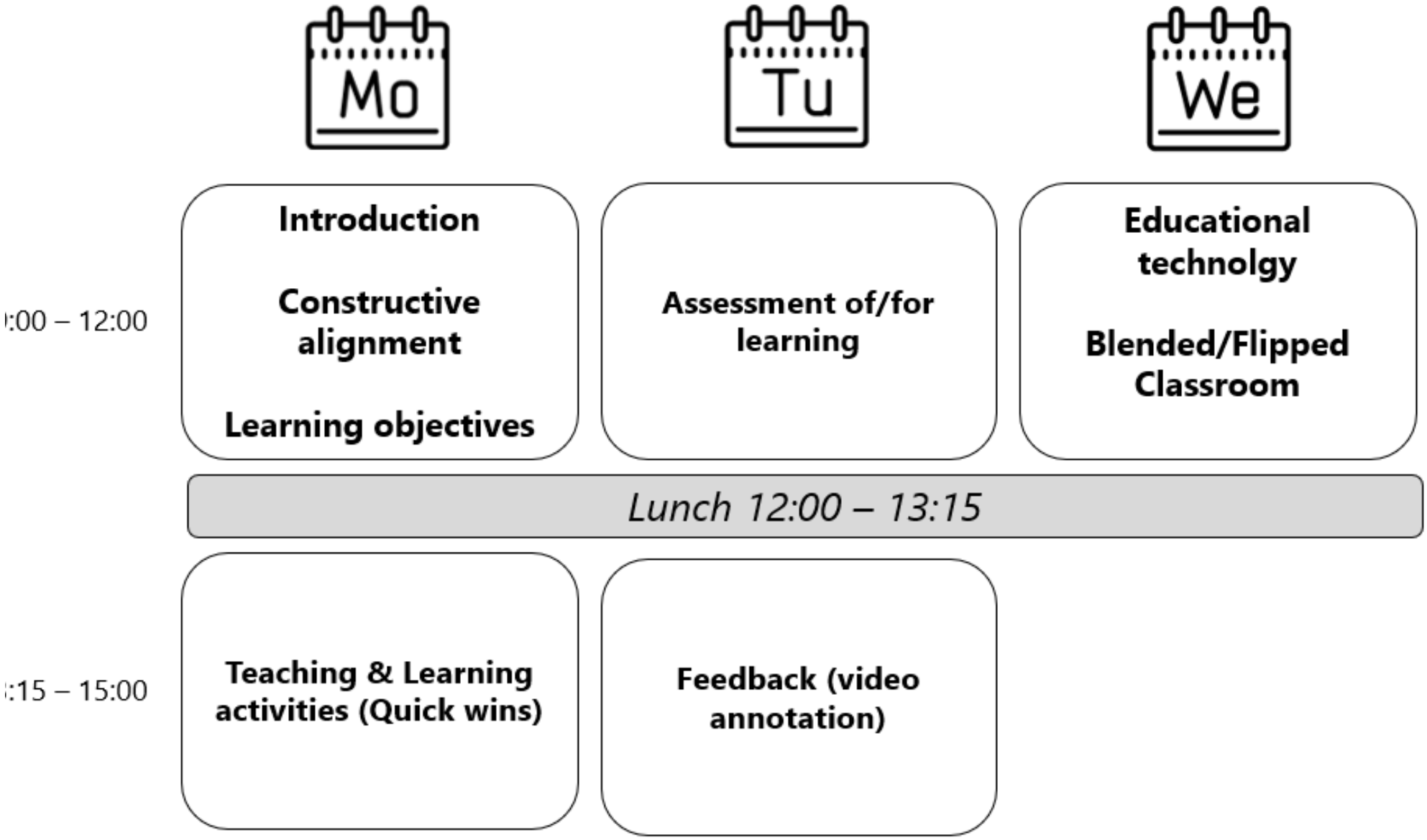


NG OBJECTIVES/

OMPETENCES OF

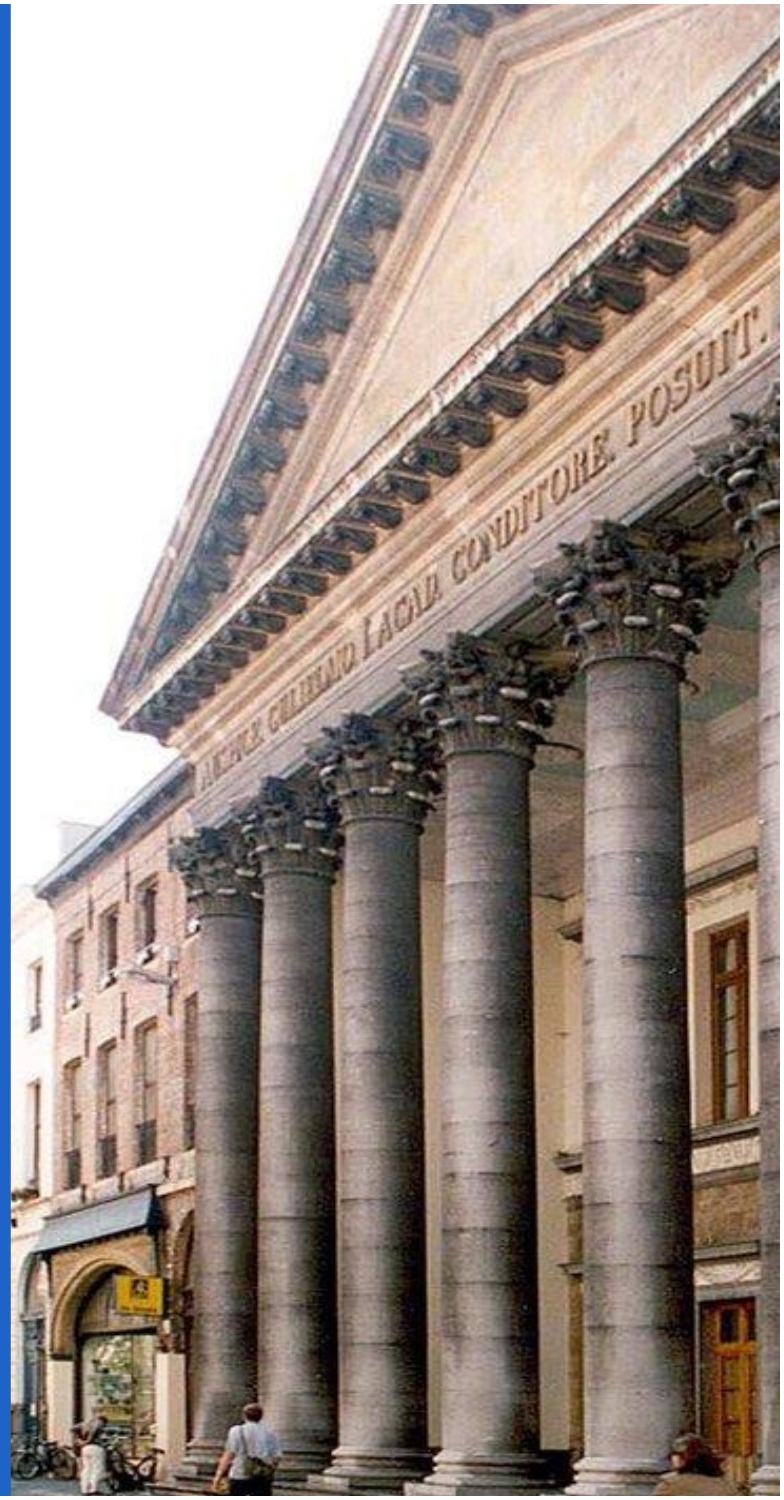
OURSE

- Learning objectives: first class session + beginning of each le
- Link with other course units in the study programme

s at university

leads to ...

enter the code on the screen, OR:



Descriptors (2003)
pean Qualifications
ork (EQF, since 2005)

- Generic statements of typical expectations of achievements
  (1) Knowledge and understanding; (2) Applying knowledge a
  judgements; (4) Communication; and (5) Lifelong learning sl

Flanders

nish Qualifications
ork + Domain-specific
rning outcomes

nt University

mpetence model

Six competence fields: (1) Competency in one or more disciplin
competences (research and design); (3) Intellectual competenc
and communication; (5) Social Competency; and (6) Profession-

Programmes

amme competences

In competence matrix: Which course units tackle which compet

ourse unit

ea of competencies 3: intellectual competency *ademics are competent at analysis, reasoning and critical reflection, and in acquiring a titude for life-long learning and multiperspectivism. These are competencies which are quired or academically perfected within the context of a single discipline, and then app a wide range of research situations.*	
Analyze abstract as well as concrete oblems.	3.1 Independently and critically analyze new a complex problems.
Draw conclusions on the basis of scholarly owledge for abstract and concrete problems.	3.2 Independently come to conclusions for complex problems.
Adopt a point of view on an abstract or ncrete problem	3.3 Adopt a point of view on a complex proble and critically weigh various points of view.
Critically reflect on one's own thinking, rning, decision-making and acting and adapt se as a result.	3.4 Independently and systematically reflect o one's own thinking and learning process, decision-making and acting and on that of oth and as a result translate this reflection into adequate solutions.
Learn to cultivate a research attitude and an itude for life-long learning.	3.5 Practise life-long learning and continually strive to develop new ideas or processes.

nces	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	3.5	4.1	4.2
	X	X		X								X	X			
	X	X	X	X			X	X				X	X		X	X
	X	X		X			X					X	X		X	X
cts)	X	X		X		X	X					X				
	X	X		X		X		X				X				
		X	X	X	X	X	X	X	X	X	X		X	X	X	X
		X	X	X	X	X	X	X	X	X	X			X	X	X
							X				X	X	X	X	X	X
			X								X		X	X	X	X

ıg staff: starting point for decisions about the design of the learning e

sment strategies)

nmunication of course objectives: guide students' learning activities

t: between 5 and 15 clear learning objectives/per course unit.

ılation with **"By the end of my course unit, the student will be able to..**

nts explicit: Define the subject matter as concretely as possible

; to describe behaviour: ~~to know~~, ~~to gain insight into~~ vs. to calculate, la

(see link with Bloom's taxonomy, next slide)

in mind (next slides)

eywords)	Example Learning Objective
late, build, invent, create, compose, ive, modify, develop.	*By the end of this lesson, the student will be able to design an original homework problem dealing with the principle of conservation of energy.*
ort, relate, determine, defend, compare, contrast, argue, justify, ince, select, evaluate.	By the end of this lesson, the student will be able to determine whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem.
down, categorize, analyze, trate, criticize, simplify, associate.	*By the end of this lesson, the student will be able to* differentiate between potential and kinetic energy.
dict, apply, solve, illustrate, use, determine, model, perform,	*By the end of this lesson, the student will be able to* calculate the kinetic energy of a projectile.
lain, paraphrase, restate, give ples of, summarize, contrast, uss	*By the end of this lesson, the student will be able to* describe Newton's three laws of motion to in her/his own words

Higher

Combining parts to mal new whole

Judging the value of information or ideas

Breaking down informa into component parts

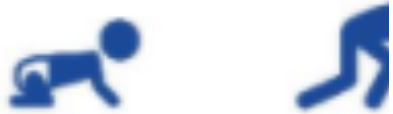
Applying the facts, rule concepts, and ideas

Understanding what the facts mean

Recognizing and recalling facts

© tips.uark.edu

Lower



Not familiar with

[illegible] LEARNING OBJECTIVE

we tell when they've been achieved?

ed: Do they lead to real and useful activity?

not combine two or more into one learning objective, making it diffic

ntly achieved?

ligned: Alignment between objectives, how it is taught/learned, how

: i.e. using language codes that are meaningful to all stakeholders?

te: Suitable and differentiable between 1st year, 2nd year, 3rd year, Mas

ve: i.e. not just covering actions but capabilities in the affective doma

ved: Not just stuck in history, and always fit-for-purpose.

[illegible]

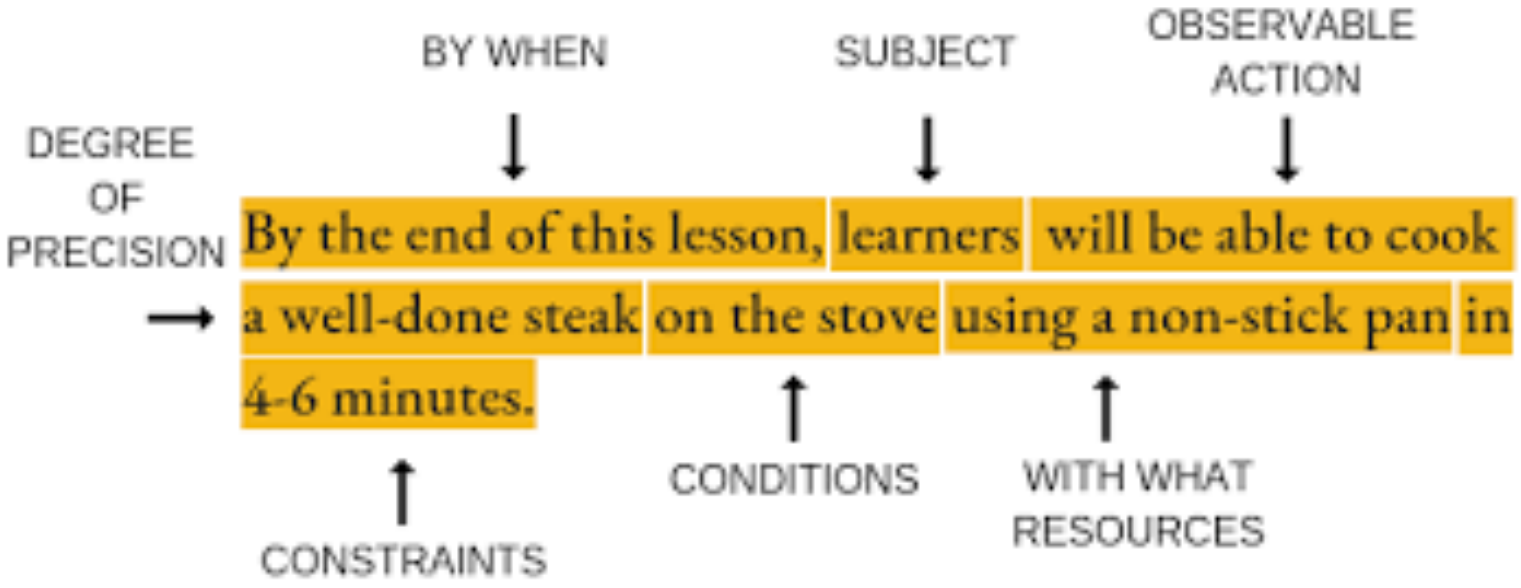
os://studiegids.ugent.be/2020/EN/.

/ faculty' and look for the UGent faculty that is most related t

Bachelor-Master programmes to the study programme and

:(s) that is/are most related with yours.

e categories: Position of the course, Contents, (Initial and) Fir



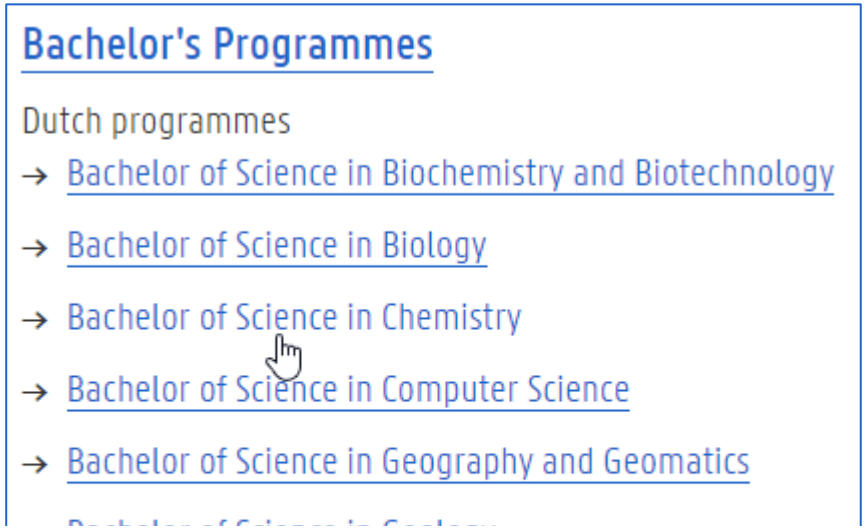
URSE CATALOGUE

2

Select "your" faculty

3

Bachelor/ Master (can be



4

Select a course unit that fits with yours

If

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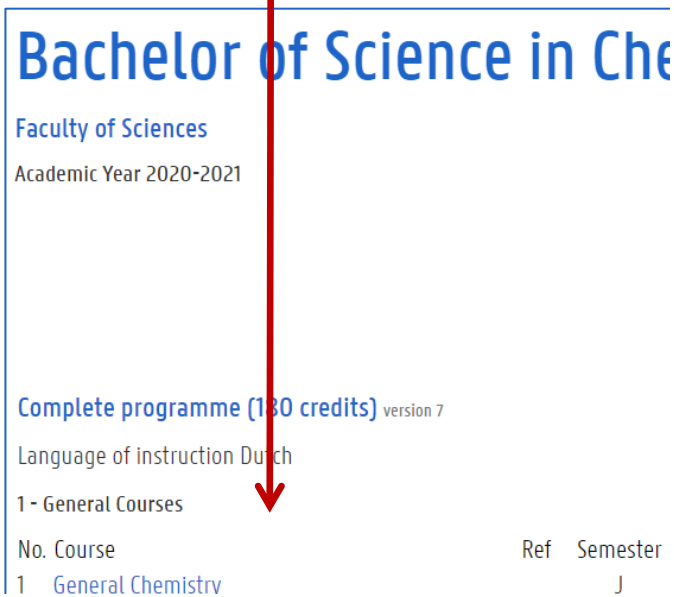

different levels of Bloom's Taxonomy.

eywords)	By the end of my course unit, the student will be able
late, build, invent, create, compose, ive, modify, develop.	
ort, relate, determine, defend, compare, contrast, argue, justify, ince, select, evaluate.	
down, categorize, analyze, trate, criticize, simplify, associate.	
dict, apply, solve, illustrate, use, determine, model, perform,	
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CONSTRUCTIVE ALIGNMENT

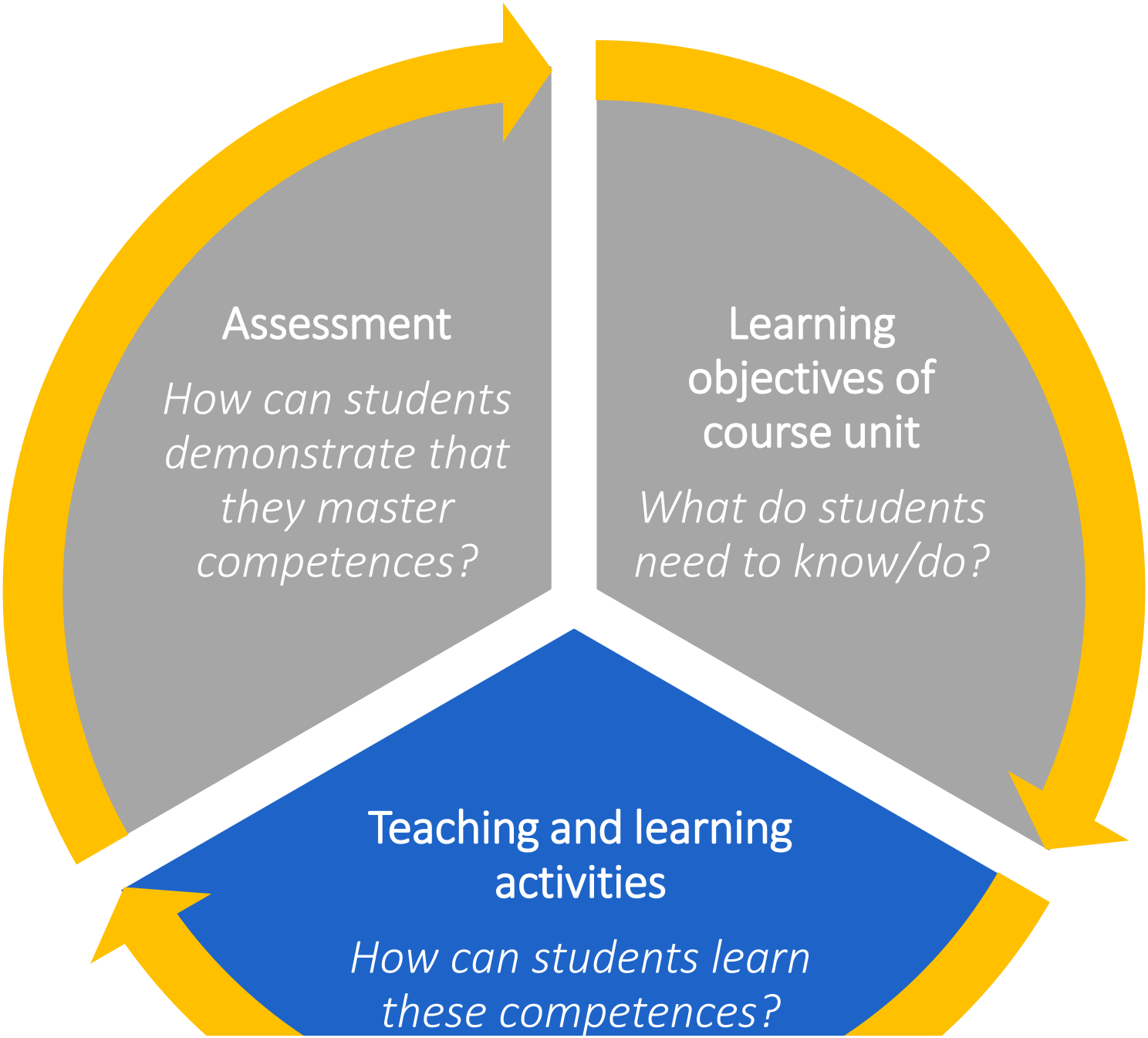


Figure 1 Students' attention weakens if

ey only have to listen

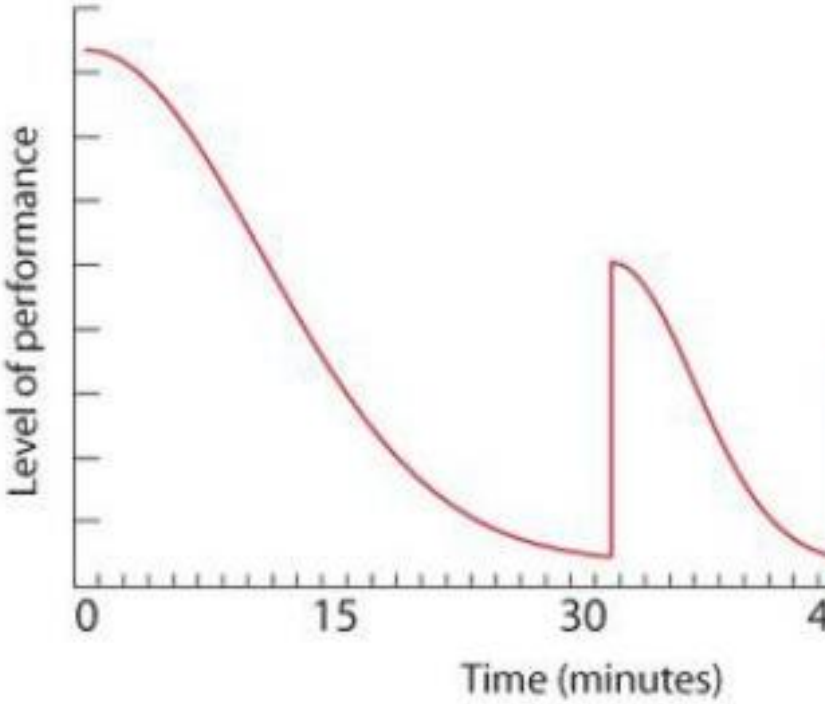


Figure 2 Students remain m

N

vell, Lecture?

fessor describes his evolution from
dynamically engaging students
and improving how they learn.

On the Use and Misuse of Lect

Henk G. Schmidt*, Stephanie L. Wagener, Guu
Henk T. van de
Institute of Psychology, Erasmus Universit

Available online 8 Dece

Lecturing is by far the most
in teaching students in higher
of this paper was to address sc
of this pedagogy and to sugg
more effective. Lectures seem
of ways: (a) lectures are poc
thinking, (b) students attend l
bers, and (c) while present eng
limited extent, (d) students loo

?

project, Ghent University aims for a university-wide im

active teaching.

ennae

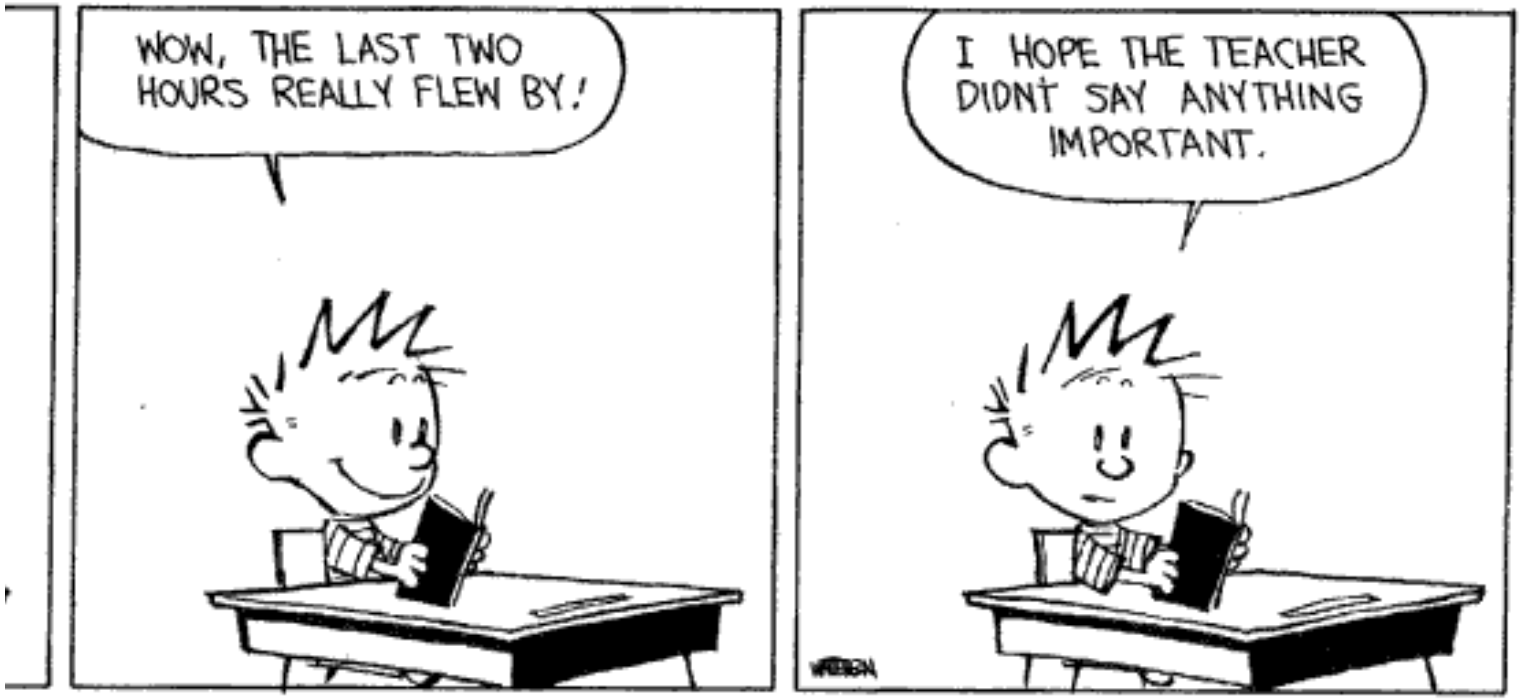
ıe Department of Educational Policy has a ACTIVO team consisting of four staff members or "ACTIVOS" The ACTIVOS are Astrid Ve
· Sarah Slock. Together, they have:

odology and corresponding tools;

thodology and implemented it in cooperation with four pilot study programmes (BSc in Biomedical Sciences, BSc in Engineering
nces and BSc in Criminology);

with four additional pilot study programmes (BSc in Mathematics, Master's Programme in Teaching, BA in Linguistics and Lit
ring) in order to involve a broader spectrum of academic disciplines.

TIVO Antennae were hired to support and help implement the project university-wide. The Antennae are the faculties' first pc
ching. The role of the four ACTIVOS at central level is more focused on development and coordination. Together, the ACTIVOS
mentation of active teaching at study programme level. They aim for a **tailor-made approach** that suits the different fa
rogrammes then go to work with the faculty framework and flesh it out with their own smaller-scaled initiatives (e.g. the us
st-its or voting systems) or with more large-scale innovations (e.g. case teaching, learning pathways). The Department of Ed



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https://padlet.com/master

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OF ACTIVE LEARNING POSSIBIL

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gnment

- Jigsaw
- Debate
- Peer tutoring
- Learning path
- …

- Probler
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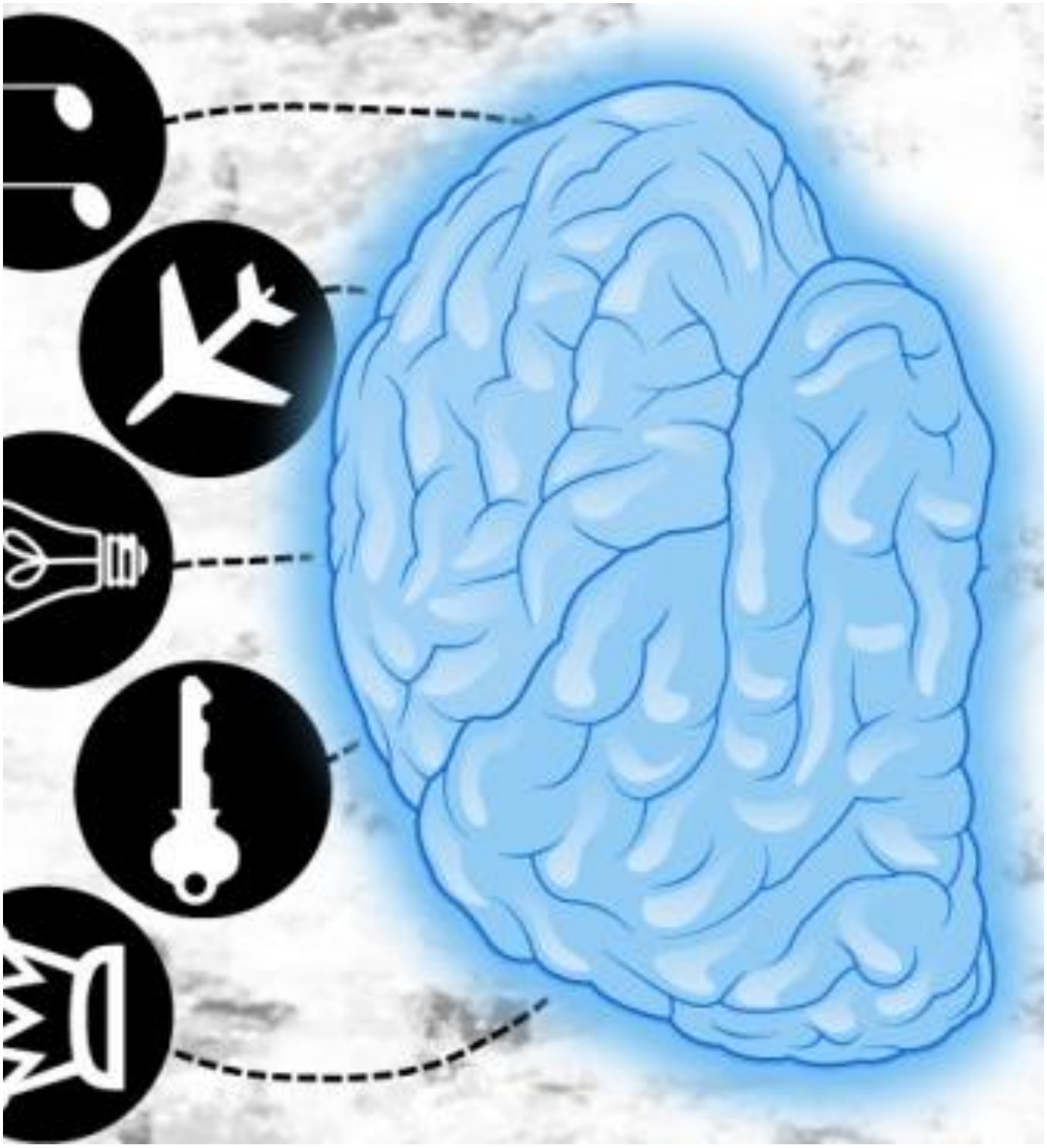
- …

KNOWLEDGE



king memory

of information that can

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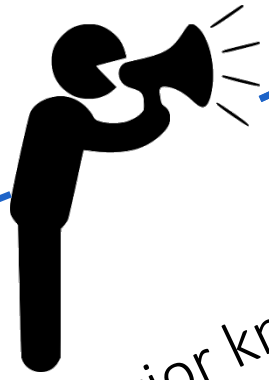
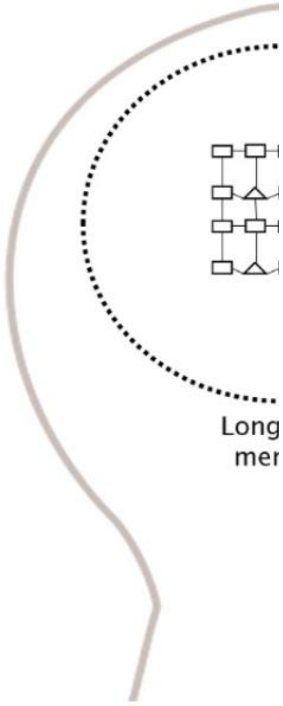
weller, 1994)



Call up students' prior knowledge

New learning is constructed on prior knowledge



THE PROBLEM HERE?

ew this!" (Prof. Vandenberghe)

urse "Data analysis" for the first time. During the first lesson I asked the students

m the introductory statistics lessons (prior to my course unit). The students said t

ı as the t-test, the chi-square and ANOVA. In the first assignment I gave, I had a lc

the students were given a data set for which they had to choose and apply the ri

e data and interpret the results. For me this was really a basic test, but I was real

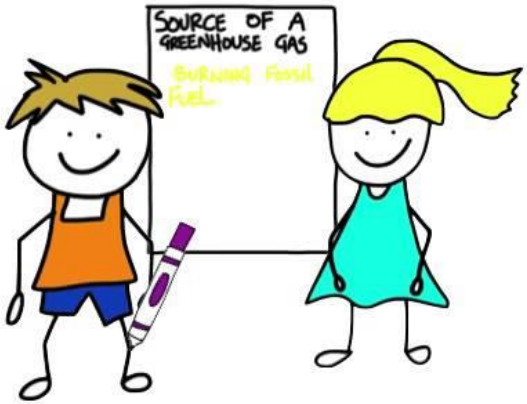
he assignment back. Some students chose an inappropriate test, while other stuc

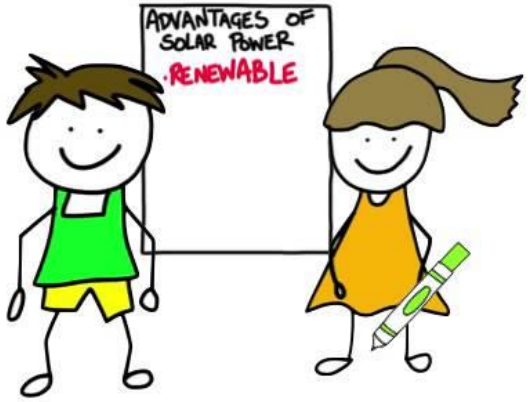
ow to apply it. I don't understand it: they said they knew this, but it is clear from

it.

TIVE VERSUS PROCEDURAL KN

Activating Prior knowledge: Strategies





https://www.youtube.com/watch?v=zZxaS7v1-jo

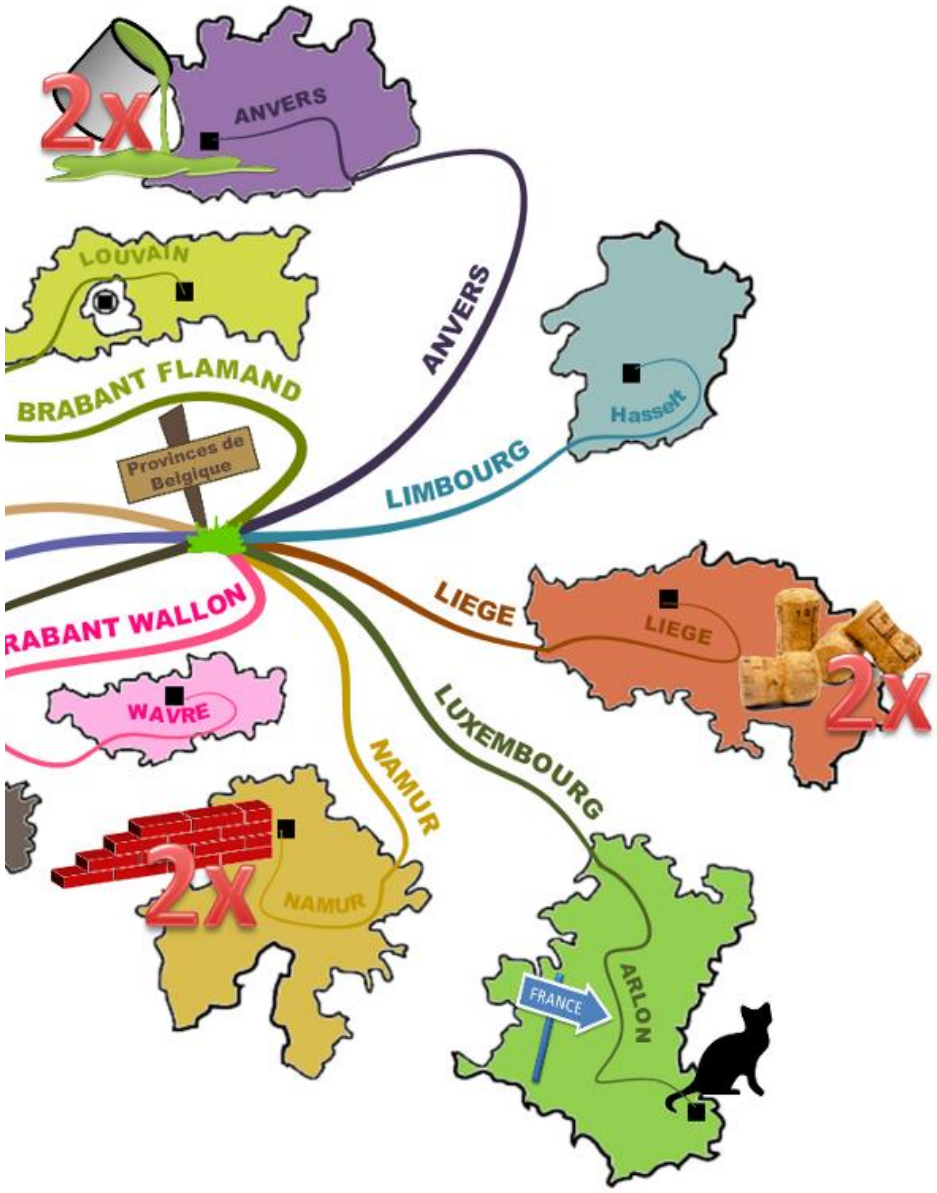
IN THE NEWS

(AP Photo/Charles Dharapak)

China's Moon missi sprout

15 January 2019

China Moon mission



smartdraw

Scappl

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Co

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ousand

w, what

Assignment:

1) Check the bundle ‘Inspiration_Activating Prior

   (🕐 10 min.)

2) Discuss with your collegues which strategy yo

   lesson? How would you integrate this strategy

break

VINS DURING A LECTURE

Use (controversial) statement

In your presentation, you can

statements. Ask the student

agree. Ask the students to st

disagree. It shows you immedi

in your group are divided, and

to stretch thei

- When teaching large groups, you and assign tasks during class by sp into several smaller groups.
- For example, when watching a vid students on the right side of the a the middle and those on the left s different question about the video discussion afterwards becomes ric students can concentrate on one

= A sm

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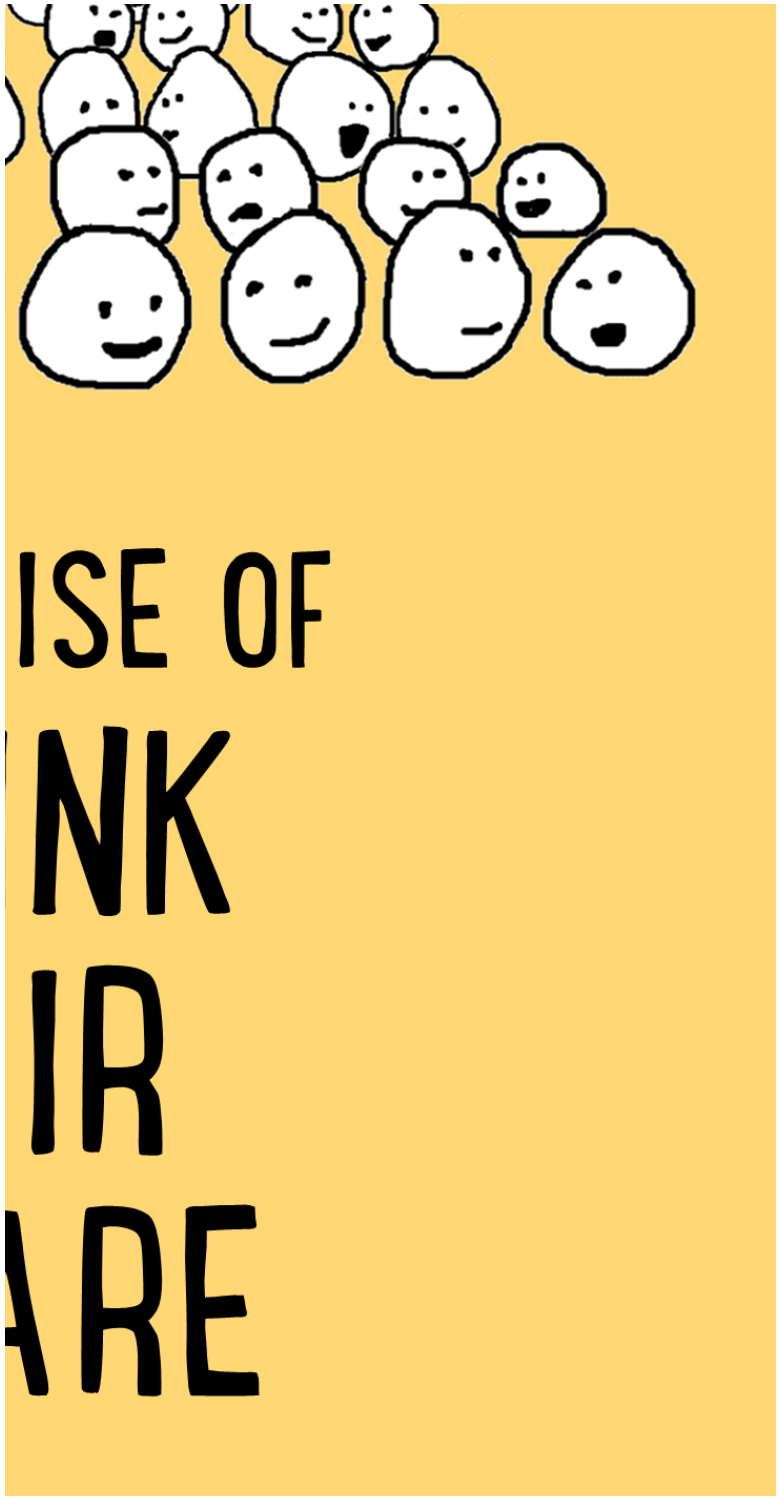


that encourages individual participation and
grade levels and class sizes. Students think t
three distinct steps:

Think: Students think independently ab
has been posed, forming ideas of their

Pair: Students are grouped in pairs to d
This step allows students to articulate
consider those of others.

Share: Student pairs share their ideas w
as the whole class. Often, students are
presenting ideas to a group with the su
addition, students' ideas have become
this three-step process

up 1	Group 2	
puzzle	padlet Mentimeter	

ch tool you can discover and take place in the correct corner.

league of the same group – discover the tool together (one participant = creating a teac

) (🕐 20 min.)

e tool an activity (video, quiz, questions) related to Serbia

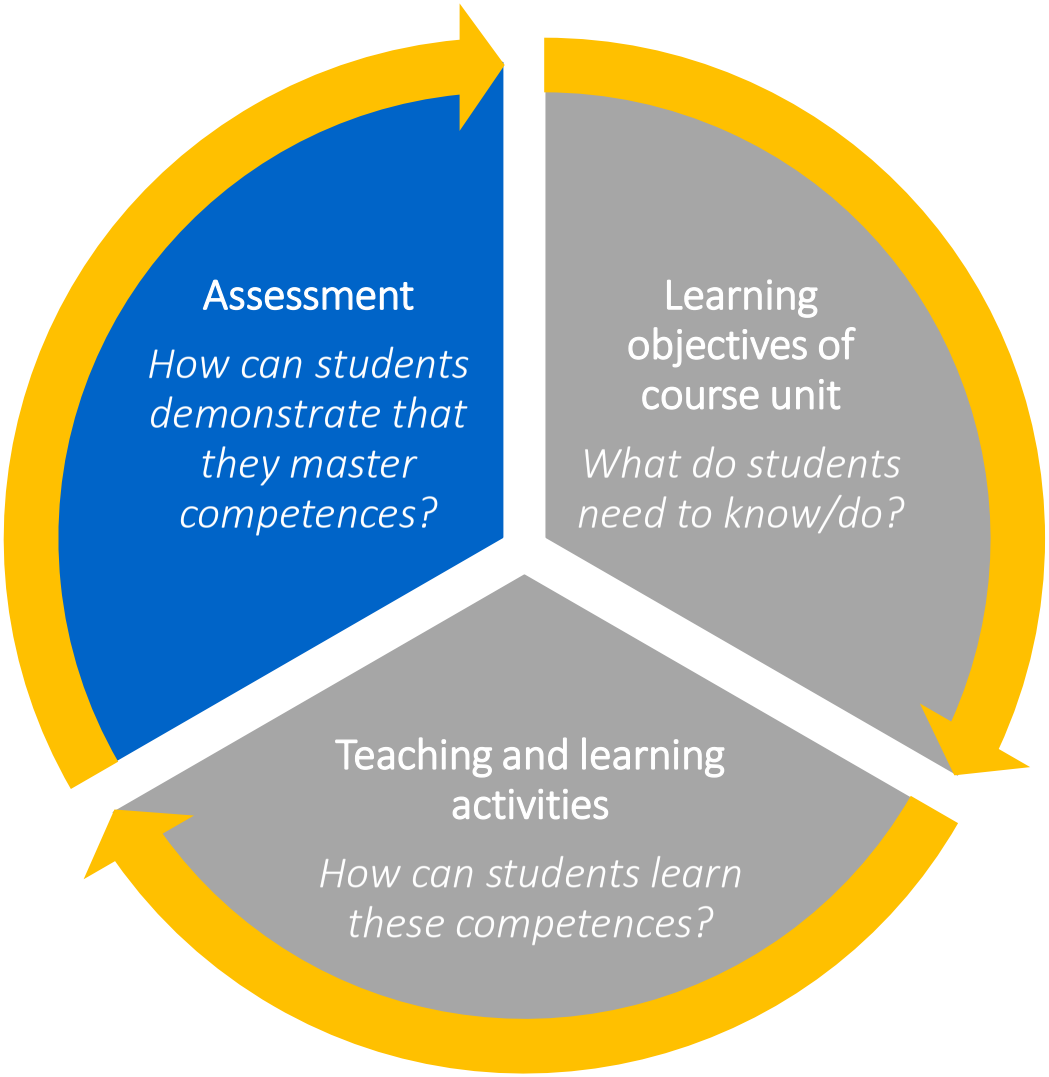
ens
ke

OF EDUCATIONAL STUDIES

ams@ugent.be

RSITY

CONSTRUCTIVE ALIGNMENT



RSITY

(Biggs, 199

Menu of this day

Assessment of learning &

assessment for learning

Jigsaw - assessment strategies

ch break

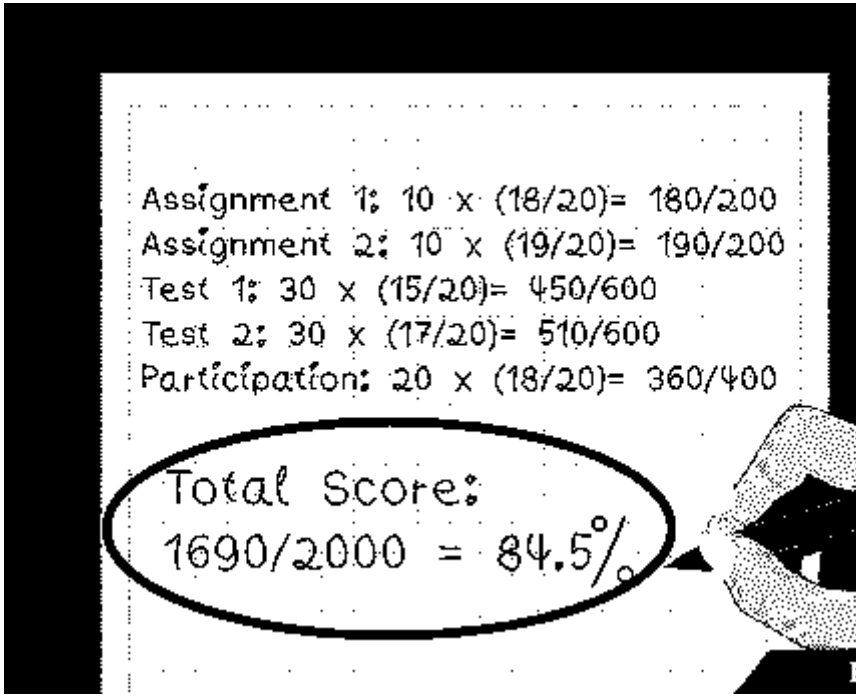
Feedback

Learning objectives

After this session, you will be ab

- Describe the transition from assessment OF learning towa assessment FOR learning.
- Describe the basics of peer assessment/self assessment/ portfolio/rubrics.
  - Illustrate how these asses formats can be used in yo teaching practice.

How do you determine the final gı
of your students?



SESSMENT OF / FOR LEARNING

Assessment of Learning (~ summative)	Assessment for/as Learning (~ formative)
culmination of a learning process, leads to a grade for students and determines whether students pass your rse unit and, in other words, achieved the learning ectives you had in mind.	= used as an engine for learning. Provide ongoing feedback to staff (change of teaching approach) ar students (strengths and weaknesses).
lid, reliable and transparent	= "assess while you teach, teach while you assess" Vogel, 2003, p.281)
mples:	Examples:

SESSMENT CONDITIONS

lity

sess exactly those competencies you intended to achieve in your course unit (~ constructive aligr

?

tart from your course unit's course competencies (to formulate exam questions or assignments)

hoose an appropriate form of assessment ~~(A multiple-choice exam to assess whether students ar~~

~~wim a distance within a certain period of time)~~

ssessment matrix (see next slide)

.

: https://onderwijstips.ugent.be/en/tips/evalueren-hoe-doe-je-dat-kwaliteitsvol/

Example Assessment Matrix 'Accounting' (Prof. P. Everaert)

ences of the course unit

ral accepted accounting principles
nciples of double bookkeeping.
t/loss of a company at period end.
ly and annual closing operations of a company

Mastery levels (*Taxonomy Bloom)

Remember
Understand
Apply
Analyze
Evaluate
Create

Examination format

WRIT	Written exa
ORAL	Oral exam
MC	Multiple Ch
OPEN	Open Boo

Other evaluation formats

PE	Peer Evalu
ESSAY	Essay
REP	Report
PORT	Portfolio
PART	Participati
BEH	Behaviour
SIM	Simulation
SKIL	Skills test

Template Ufora

		EXAM				Other evaluation formats				
						Report	Participation			
Final competence	Mastery level	% examen	Type of question	# questions	Chapter	%	%	%	%	
EC1:Describe the general accepted accounting principles	Remember	10%	MCQ	5 x 1pt	H1-H9					
	Understand	10%	MCQ	5 x 1pt	H1-3					
EC2:Apply the basic principles of double bookkeeping.	Remember	10%	MCQ		H2					
	Apply	20%	CASE		H4					
EC3:Calculate the profit/loss of a company at period end.	Apply	10%	OPEN							
EC4:Prepare the monthly and annual closing operations of a company	Apply				H1-H9	40%				
					H2-H4					
Totaal		60%				40%	0%	0%	0%	
		EXAM				Other evaluation formats				

SESSMENT CONDITIONS

bility

sults of the assessments must be accurate, objective and free from measurement errors and coin

ark = correct representation of how well a student masters his/her learning material

sessments provide the same marks over and over again (~ another assessor)

?

ormulate the questions and assignments clearly and unambiguous (cf. four-eyes principle)

esign many questions and tasks to cover a large part of the content/competencies (≠

ucky shot)

nswer key, clear assessment criteria or rubrics

Mark without looking at the student's name. Mark per question and not per exam

aper and change the order of the exam papers

: https://onderwijstips.ugent.be/en/tips/evalueren-hoe-doe-je-dat-kwaliteitsvol/

SESSMENT CONDITIONS

sparency

out the format, the moment, the rules and substantive expectations of assessments

?

)ffer example questions, exercises during the lectures/seminars that reflect the level and specific

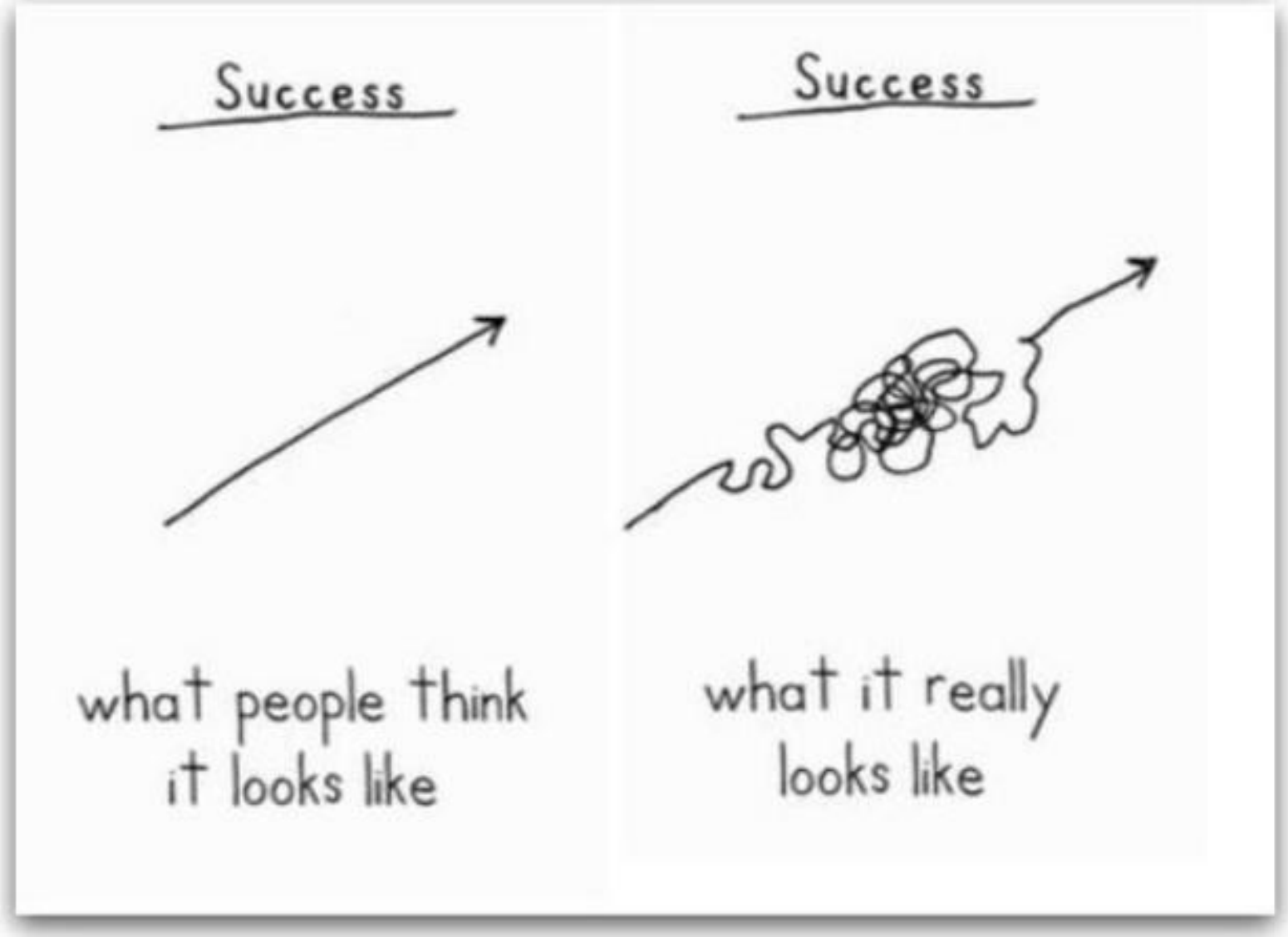
equirements

nformation related to forms of assessment, calculation of marks, etc. in ECTS sheet of course unit

.

: https://onderwijstips.ugent.be/en/tips/evalueren-hoe-doe-je-dat-kwaliteitsvol/

ASSESSMENT OF/ FOR LEARNING



SESSMENT OF / FOR LEARNING

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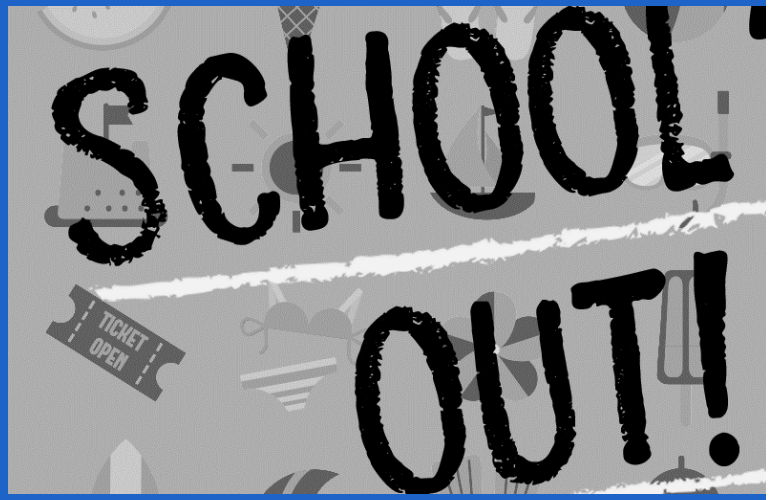
lid, reliable and transparent	= "assess while you teach, teach while you assess" Vogel, 2003, p.281)
mples:	Examples:

HOW TO FINISH A LESSON

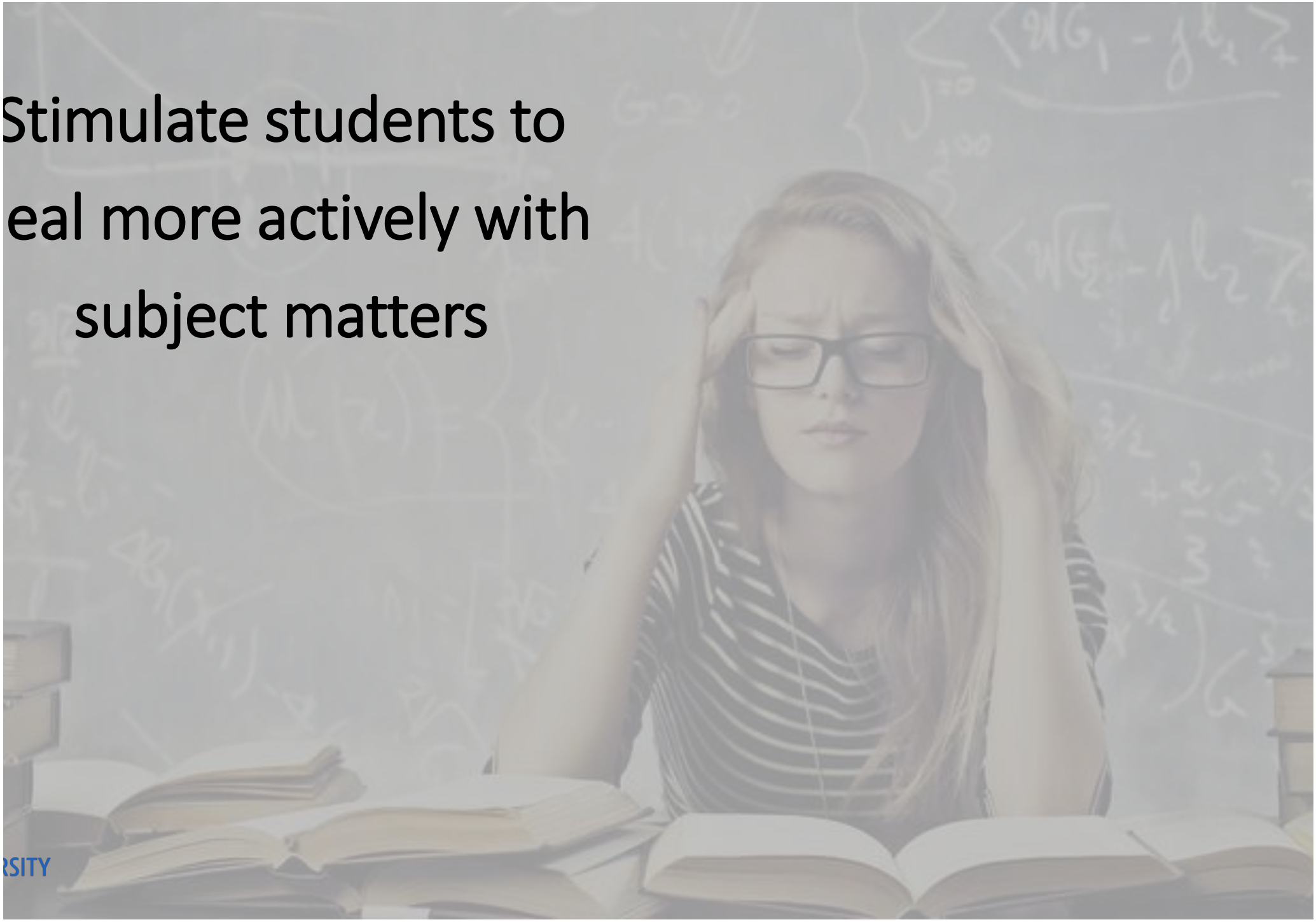


RSITY

Stimulate students to

eal more actively with

subject matters



RSITY

What is it?

he students receive a quiz prepared by the teacher about the course content they have learned. Different ty
uestions can occur in this quiz: multiple choice questions, right or wrong questions, open questions, etc. Th
an be performed in various ways: physically and digitally.

When a physical variant is chosen, color cards can be used for multiple choice questions. Each color then represents a certain answer option. These can also be used for right or wrong questions. For open questio students can write their answer on a sheet and hold it up. You can also use erase boards (small whiteboar which the students write their answers.

There are also a large number of digital tools: Kahoot, Socrative, Mentimeter are only a few examples. Wi online tools, students can enter their answers through their smartphone or laptop. The good thing about that the online tool also keeps track of the score and gives the student feedback about the answer they ha given.

Source: https://activeerjeles.nl/werkvormer

What is it?

ach student receives the assignment to come up with one test question about what has been discussed in t
esson. It is up to the teacher to determine what kind of question it should be. For example, a question in wh
nowledge must be reproduced or a problem that requires a solution. In addition, it is up to the student to
etermine whether (s)he chooses an open question or a multiple choice question. When all students have pr
question, the teacher can choose to randomly select a few questions and submit them to the class and/or t
he questions for the exam.

Source: https://activeerjeles.nl/werkvormer

What is it?

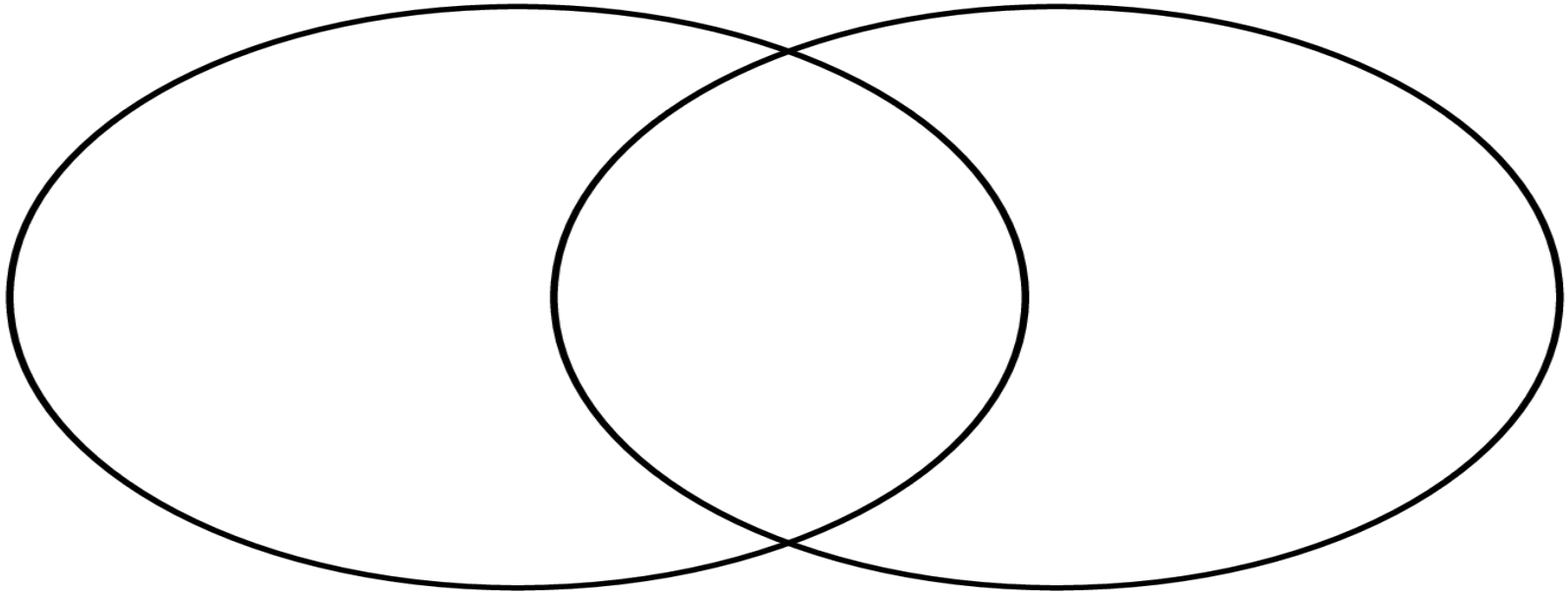
t the end of the lesson, all students receive a sheet with the following questions: Write down **three** things y
earned this lesson, **two** things that you found interesting and **one** thing you (still) have a question about. In t
he students evaluate the lesson for themselves. Let the students submit this sheet. In this way, the teacher g
ood overview of the things that the students have learned during the lesson, what they found interesting ar
hey still have questions about. It can also be very valuable to let the students keep these sheets for themsel
hese sheets back to the students at the beginning of the next lesson so that they can see what they had lear
esson and where they had questions about. If students collect this sheets on one place (for example in a por
hey can keep an eye on their own study progress.

3 things you learned	*2 things you found interesting*	*1 thing you have a question about*

Source: https://activeerjeles.nl/werkvorm

What is it?

he students receive a two-circle venn diagram. At the start of the lesson, the teacher writes the subject of t esson on the board. The student writes in the left oval the things (s)he already knows about this subject. Aft he learning content is offered to the students. At the end of the lesson the student picks up the sheet again. ght oval (s)he writes down what (s)he has learned. Finally, the student writes in the middle oval (the two verlapping circles) what the relationship is between what (s)he has written in the left oval and (s)he has wri he right oval. What is the overlap?



Source: https://activeerjeles.nl/wer

What is it?

The students receive a sheet and draw the outline of their hand. In each finger, they need to write the follow

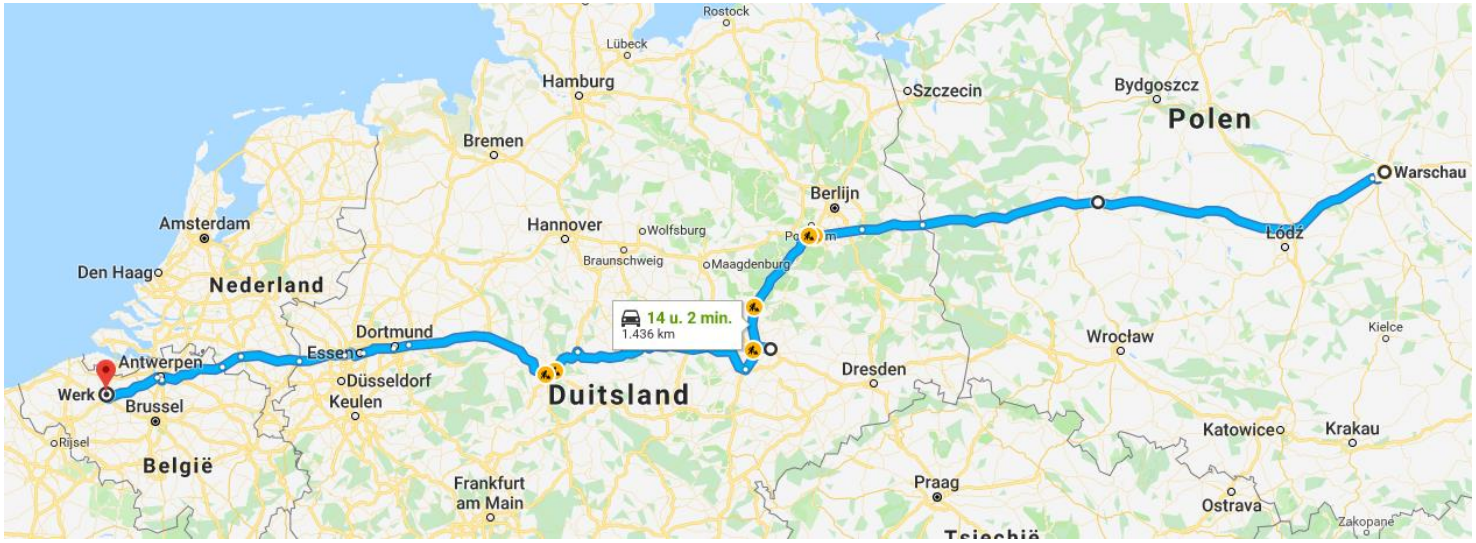
- Thumb: what students liked about this lesson;
- Index finger: what students are going to do with the information they have learned;
- Middle finger: what students didn't like about the lesson;
- Ring finger: what students will remember most of the lesson
- Little finger: what students would like to learn more about the lesson topic.

When the students have filled in their handprint, they give it to the teacher. In this way, the teacher will have picture of the way students experienced the lesson.

Source: https://activeerjeles.nl/werkvormer

What is it?

Give each student an A3 sheet of paper. All students are instructed to draw a road map of the past lesson(s). They write their starting point. **With what feeling have they started this lesson(s)?** Then, the students draw a (l ne to the end of the paper which leads to the end of the lesson(s). At this point, they write **with what feelin nish the lesson(s).** On the line, the students mark different learning moments by placing crosses on the line. rosses they **write briefly what the learning moment(s) meant for them and why this was a learning moment.** T nake a small drawing here to clarify it. It is desirable to place the crosses at the right place in time between t tarting moment and the end point. As soon as the student has finished, (s)he has drawn a road map for imself/herself on which he has made his journey clear from the beginning to the end point.



Source: https://activeerjeles.nl/werkvorr

What is it?

ll students are sitting in the classroom. The teacher has prepared a large number of questions about the co
he lesson. The teacher asks the first question. The first student who raises his/her hand, may answer the qu
When the student has answered the question correctly, (s)he may leave the classroom. This is repeated until
tudents have answered a question correctly. When a student has answered a question incorrectly, (s)he may
eave the room and must skip a turn. The teacher could organize this activity for 5 minutes. If there are still st
who did not answer a question correctly when the activity is finished, they can leave the class, but you could
ive these students a brief assignment which they have to hand in before the next lesson.

Source: https://activeerjeles.nl/werkvormen/

What is it?

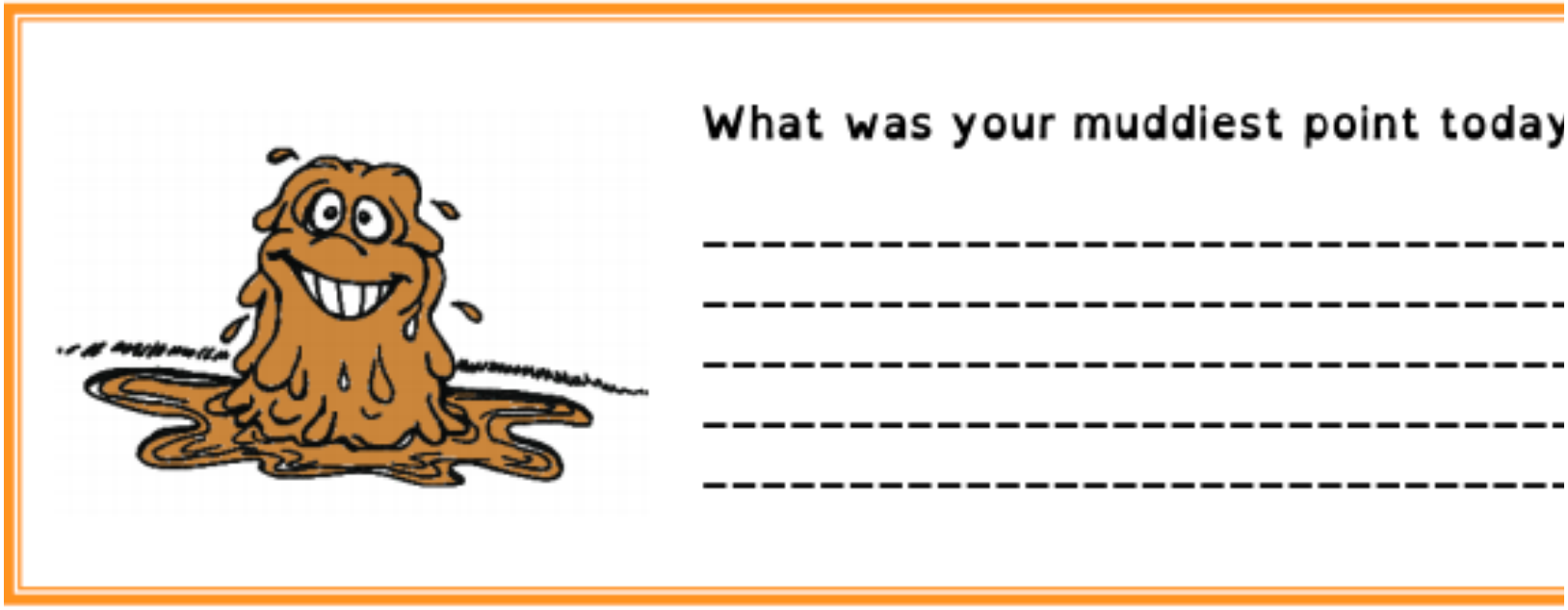
Muddiest Point is a quick monitoring technique in which students are asked to take a few minutes to write do

most difficult or confusing part of a lesson, lecture, or reading. It is simple to create and facilitate.

Why would you use it?

You can quickly check for understanding. This assessment gives you a picture of misconceptions and confu that still exists in the students' mind.

Students can increase their understanding of their own learning. This assessment provides students with metacognitive opportunity to think about their own learning. This is especially helpful with new informati complicated procedures.



What is it?

The one-minute paper is a classroom assessment technique in which a teacher asks a question to the studen
nd of the lesson. The students need to formulate a short (written) answer to one of the following questions
inutes :

- What is the most important insight/idea/ … that you take home from today's lesson?
- What question do you still have?
- What was the most difficult issue of today's lesson (see muddiest point)?
- What was the most surprising element of today's lesson?
- Make a summary of …
- Give an example of…
- Explain in your own words …
- Write down the 3 most important keywords of the lesson.

How to respond?

- A buzz group/Think-Pair-Sh which students exchange th ideas
- Use the answers in the begi of next lesson
- React in a discussion fora o short video (LMS)
- Use the answers to improve lessons
- …

What is it?

s a teacher you can announce that during the lesson a period of time will be provided in which students ca ompare each other's notes on specific topics. By doing so, students know that it is important to make good uring this moment, students actively reflect on the course content and thanks to their peers they go home etter notes. A variation is to ask students to summarize the lesson and to compare this summary at the star ext lesson.

Stimulate your students to take notes.
Check the video: taking notes via laptop versus on paper.
https://www.youtube.com/watch?v=pu0PSZ_EwII

W TO FINISH A LESSON: EXERCISE (🕐 ± 15 MIN.)

Choose individually one strategy on how to finish a lesson (see Ufora

Implement this strategy on the content of this course (yesterday's + today's session)

Pickerwheel decides which two teachers get the honour to present their work!

QUESTION & ANSWER

ASSESSMENT OF + FOR LEARNING

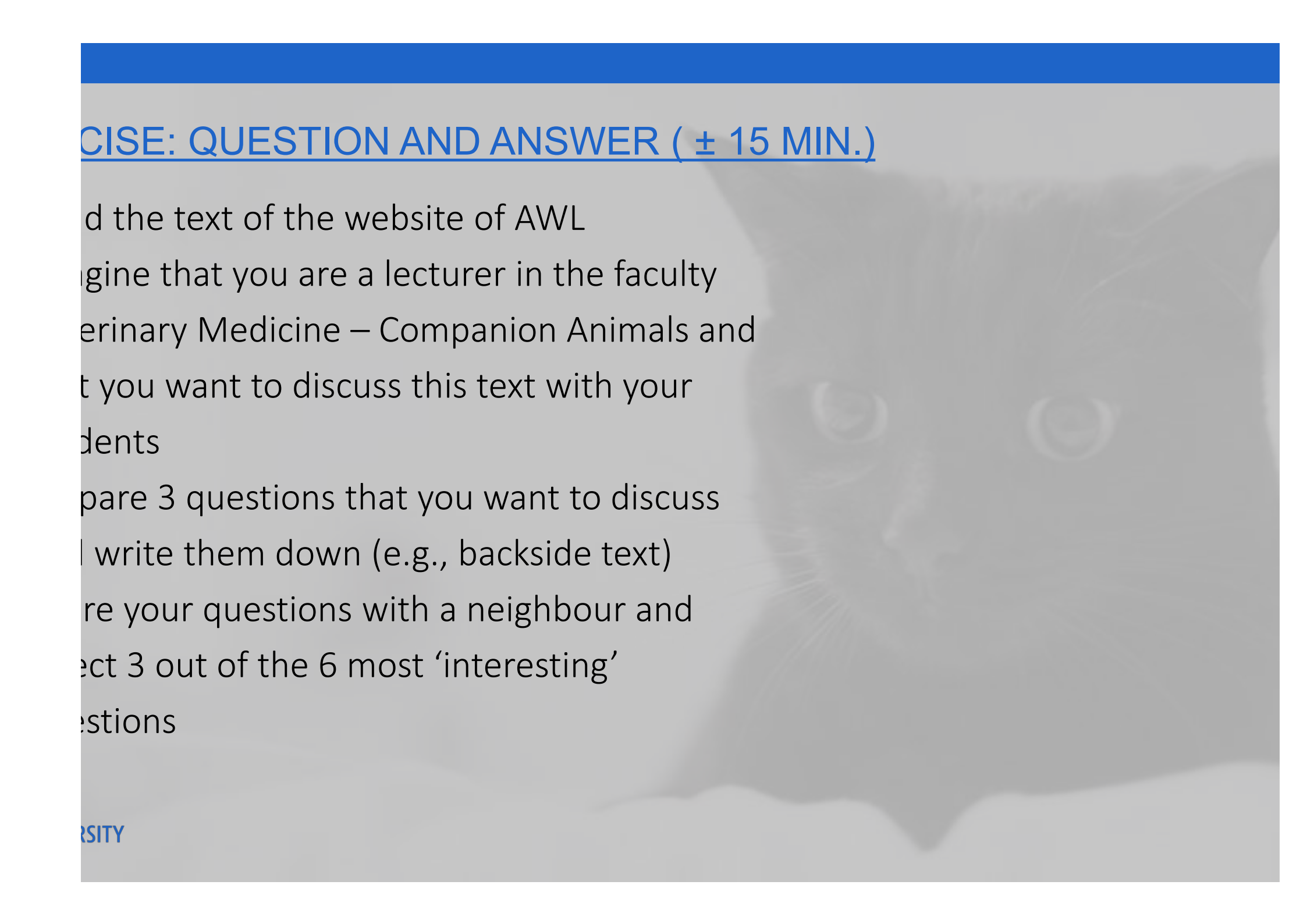
CISE: QUESTION AND ANSWER (± 15 MIN.)

d the text of the website of AWL

gine that you are a lecturer in the faculty
erinary Medicine – Companion Animals and
t you want to discuss this text with your
dents

pare 3 questions that you want to discuss
l write them down (e.g., backside text)

re your questions with a neighbour and
ect 3 out of the 6 most 'interesting'
estions



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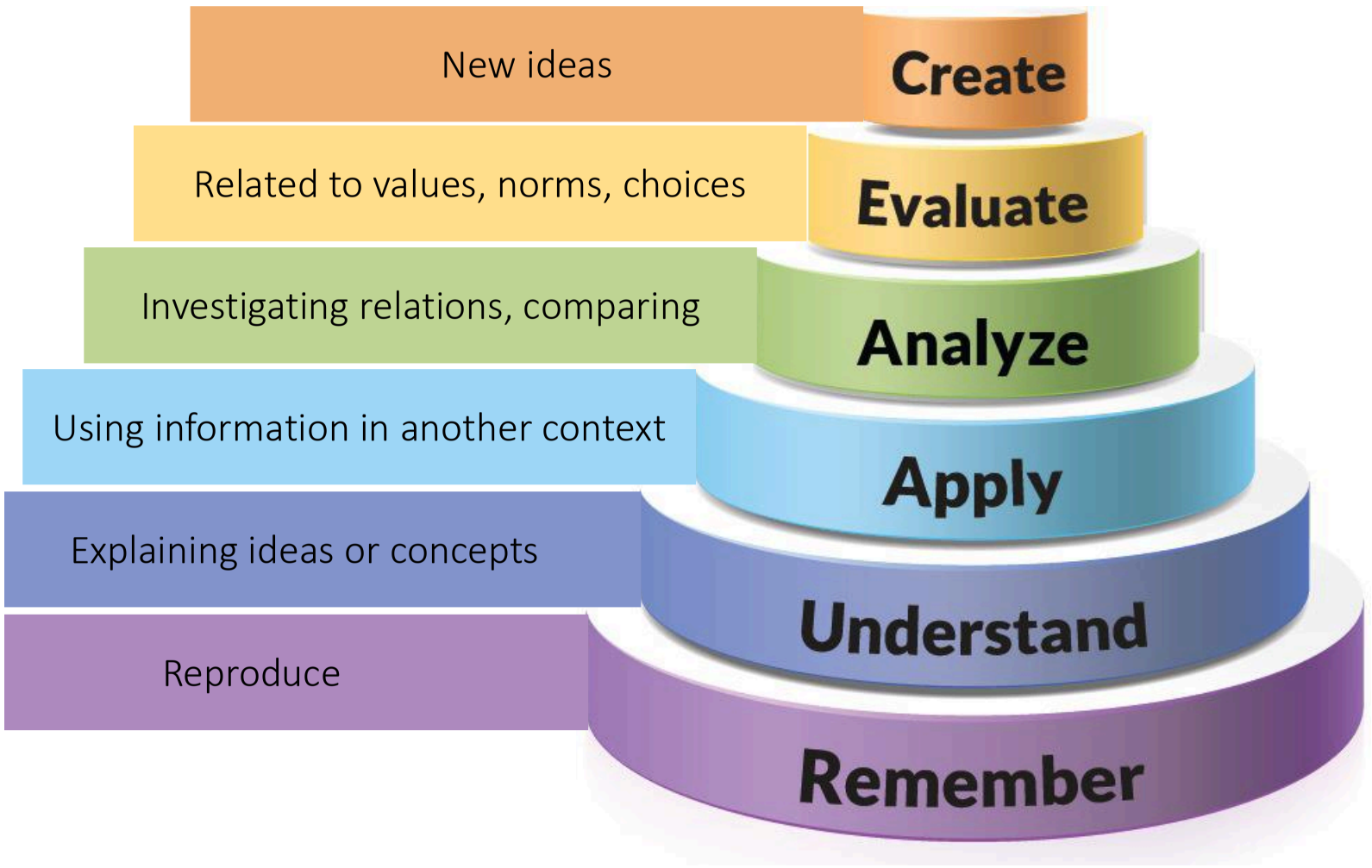
AXONOMY OF BLOOM



On which leve
Bloom's taxon
were your ques
situated?

See Question St
on Ufora (Tues
morning – Typ
Questions)

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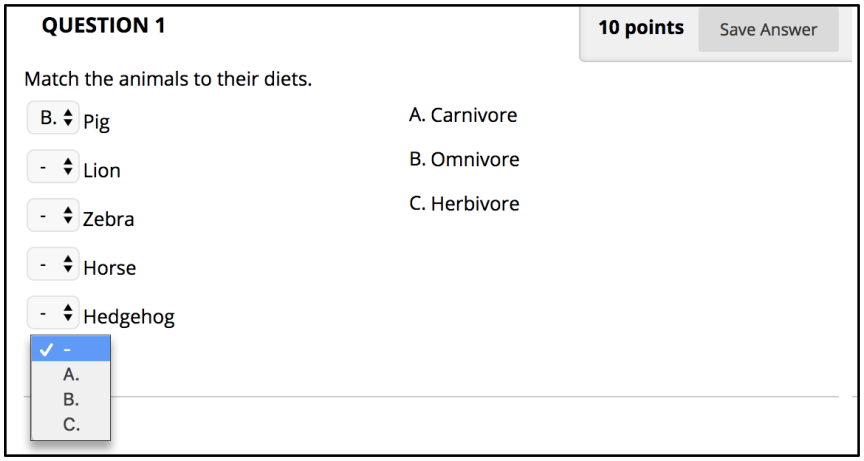
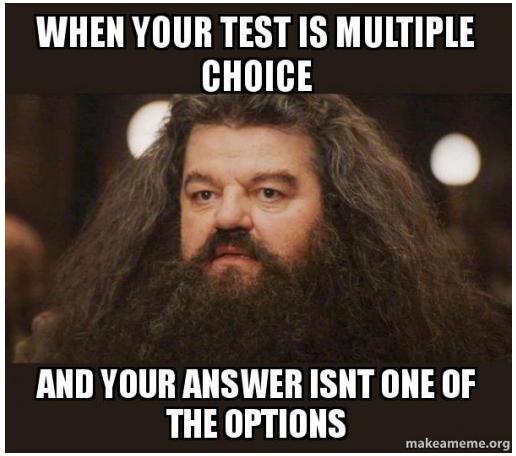
PES OF QUESTIONS

Yes/No, True/False questions

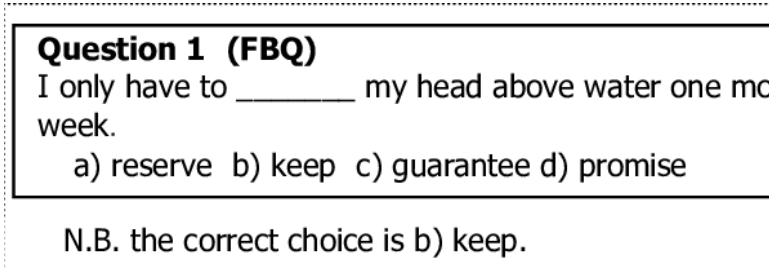


Matching questions

Open questions



Multiple Choice questions



Fill-in-the-blank questions

Not easy, see the submodule on Ufora

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15-minute break

our cup of coffee or tea

JIGSAW – 3 STEPS

EP 1: EXPERT IN ONE → STEP 2: EXPERT GROUPS → STEP 3: JIGSAW G

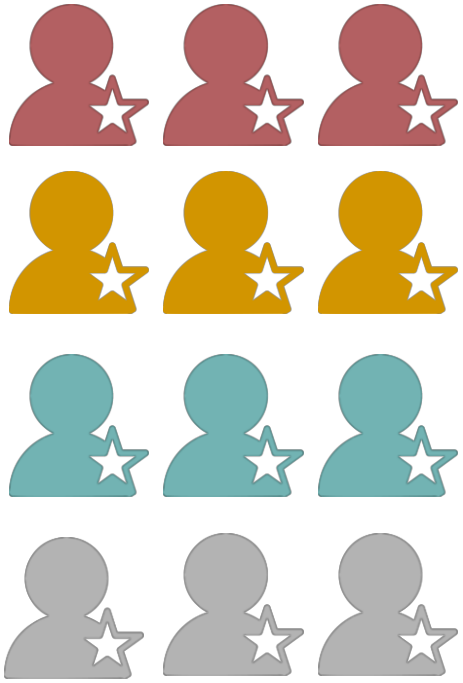
SESSMENT STRATEGY

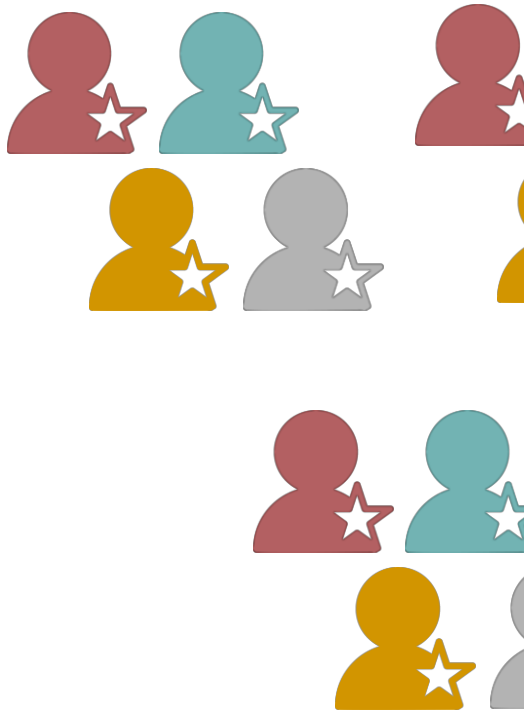
er assessement

lf assessment

rtfolio

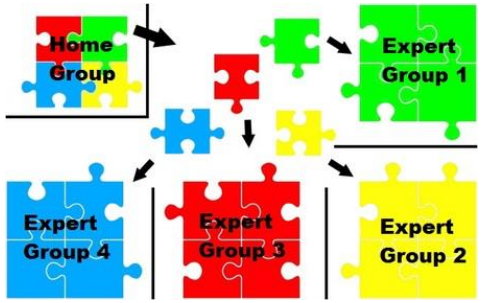
brics





SAW – STEP 1: BECOMING EXPERT IN ONE ASSESSMENT STRATEGY (🕐 ± 20 MIN.)

- Focus on 1 topic (only the one we assigned to you):
  - Peer assessment
  - Self assessment
  - Portfolio
  - Rubric



- Watch the instruction video related to your topic. Keep the following c in mind: ***How would you explain this assessment format to your colleag***
  - Make notes on **scrap paper** or in **a Word document**
  - Guiding questions + Try to imagine how to implement the assessı strategy into your own teaching practice.

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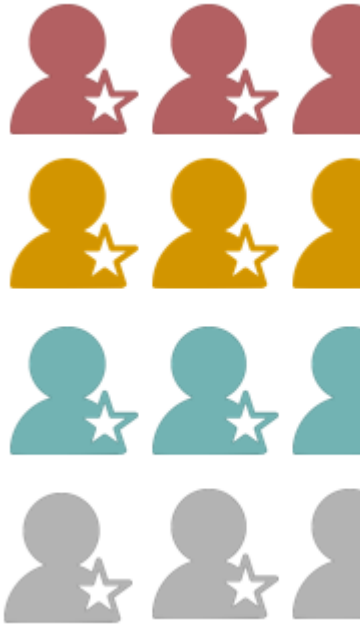
SAW – STEP 2: DISCUSSION WITH

PERT-COLLEAGUES (🕐 ± 10 MIN.)



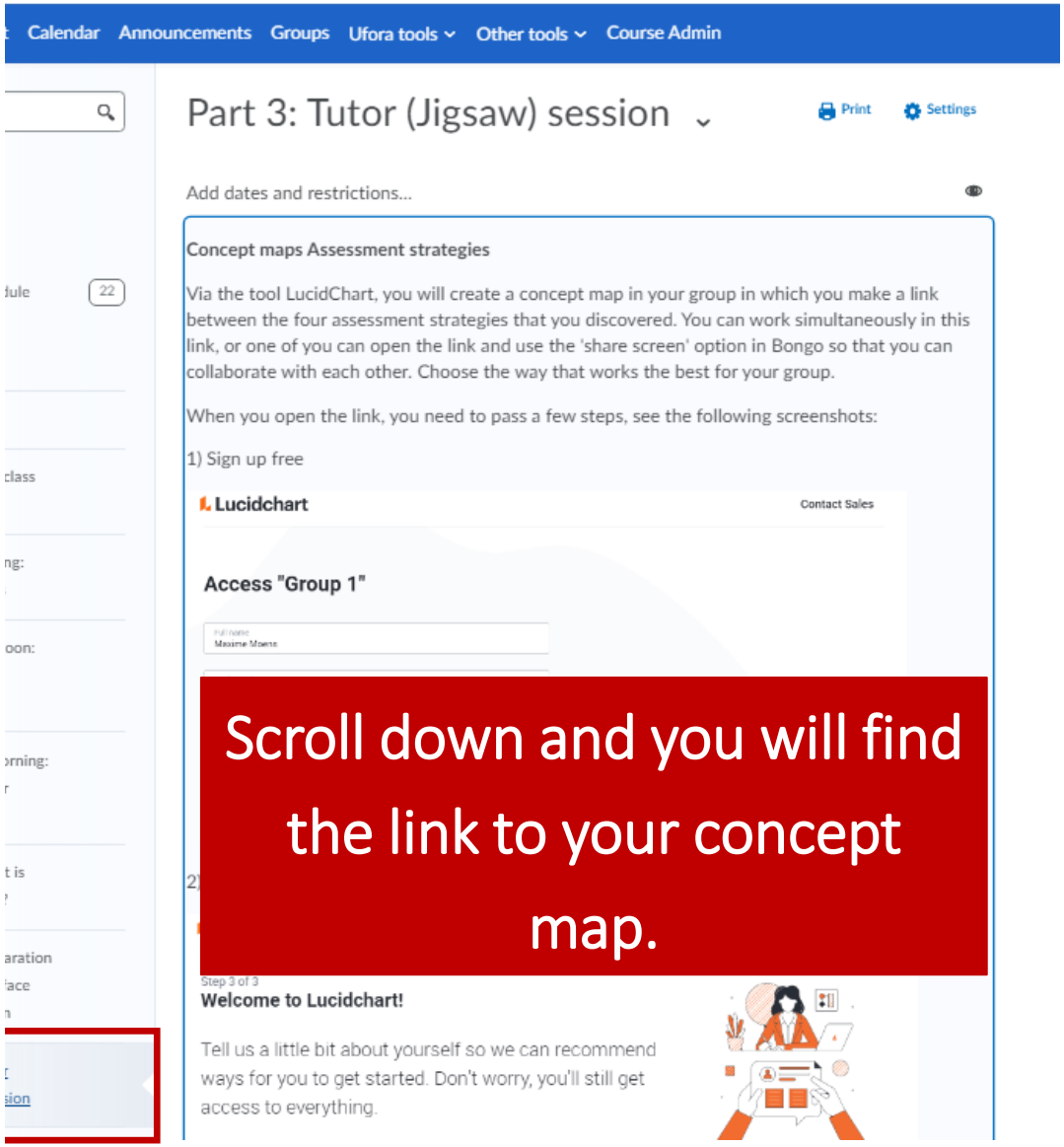
Compare your notes (e.g., Discuss unclarities)

Discuss how you would implement it in practice

SAW – STEP 3: MIXED GROUPS (🕐 ± 45 MIN.)

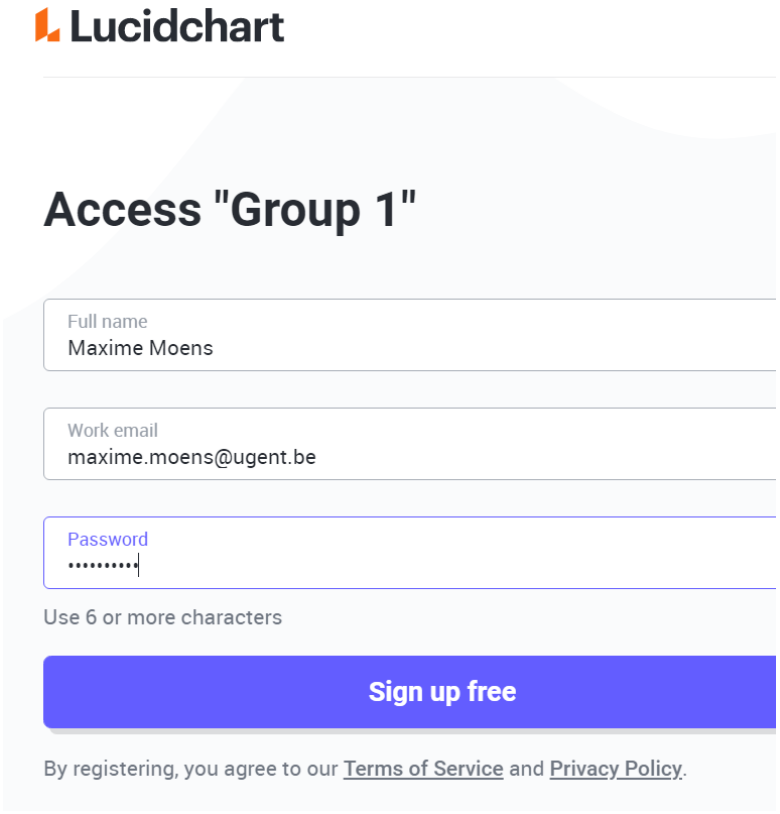
- Step 1: Tutor your findings to each other
- Step 2: Make 1 general concept/mindmap with the four different assessment strategies integrated (tool: Lucidchart)

NCEPT MAP: LUCIDCHART



When you click on the link: three

1



2

3

ırt

Contact Sales

to Lucidchart!

ittle bit about yourself so we can recommend you to get started. Don't worry, you'll still get everything.

ofession?

- Engineering/IT
- Product
- Operations
- Sales
- Business
- Other

scribes your role?

- Educator
- Administrator
- Staff

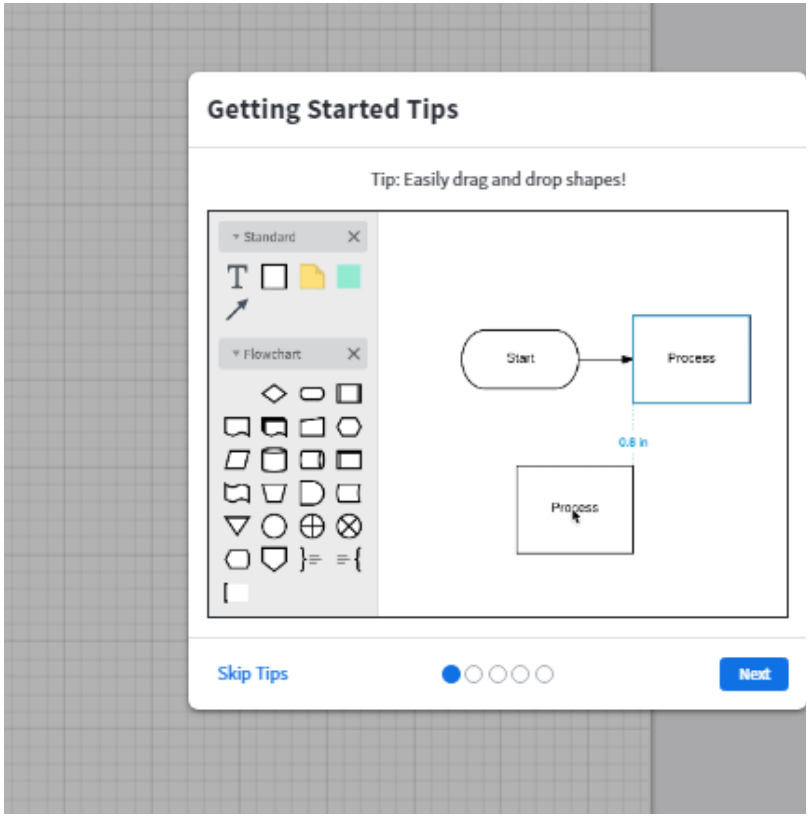
rimarily use Lucidchart?

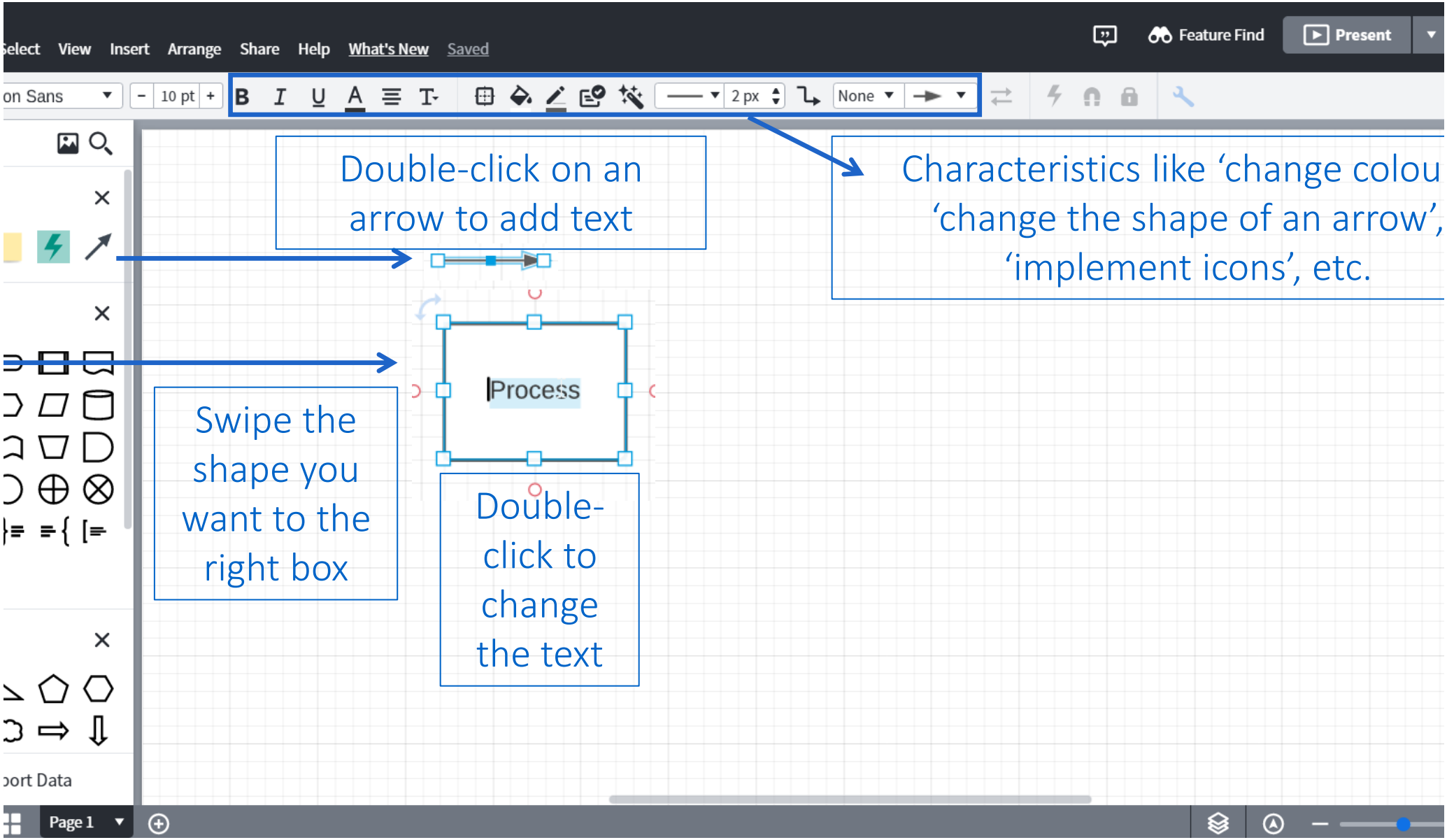
- Collaborate
- View

ying to visualize?

- Flows, sequences, and processes
- Technical functionality
- Thought and ideas
- Business plans and strategy
- Other

art diagramming




Select View Insert Arrange Share Help What's New Saved
Feature Find
Present
Double-click on an arrow to add text
Characteristics like 'change colou 'change the shape of an arrow', 'implement icons', etc.
Process
Swipe the shape you want to the right box
Double-click to change the text
Page 1

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n Break

@13:15

FEEDBACK

Definitions

Feedback is information provided by a
agent (e.g., teacher, peer, book, parent,
one's own experience) regarding aspects
one's performance or understanding

(Hattie, 2009, p.174)

EFECT SIZE FEEDBACK

eedback is one of the most powerful influences on learni
and achievement.

Hattie & Timperley (2007): Summary of effect sizes from 12 meta-analyse
assessing the influences of feedback (196 studies and 6,972 effect sizes).

Average effect size = .79

RSITY

JT …

'sities are failing their students through poor
ack practices

09pm GMT

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Feedback for Learning project (Australia) surveyed students and 406 staff accross two universities

Most students want feedback

94% of students wanted feedback.

76% of students have used or will use their feedback on a subsequent task

But not all students are benefiting

Of students surveyed...

37% of all students said **feedback is discouraging.**

Feedback is without opportunity:

- Only 13% of academic staff specifically design follow-up assessment tasks to allow students to act on the comments they receive.

Students who agree that **feedback is upsetting:**

- 15% of all students,
- 36% of students with below average English proficiency,
- 27% of students with a disability that impacts on their assessment,
- 26% of students who achieve an average pass grade, and
- 19% of international students.

67% of staff and 65% of students agree tha **feedback is impersonal** and staff do not know their students well enough to offer personally meaningful feedback.

As undergraduate students progress through their degree they feel **feedback is less useful** as it is less detailed and they are less likely to use i

Source: http://theconversation.com/universities-are-failing-their-students-through-poor-feedback-practi

SSIGNMENT: ‘HOW TO GIVE FEEDBACK?’

Groups of 3-4 members (randomly assigned)

Check the case (next slide) - a situation in the context of the

unit: Digital marketing

Write in group a concrete script (What does the teacher say,

reacts the student) (Guideline: 5 min. conversation)

20 min. to think about/to write a script

Time left? Try to role-play your script

CASE

Context:

- Faculty of Economics and Business Administration
- Course unit: Digital marketing (2nd bachelor)

After the first examination period of the academic year (beginning of February), a teacher and student sit together after the student sent an email to the teacher because (s)he is disappointed about his/her final grade for the course unit Digital marketing. The final score of the student is 8/20 and (s)he wants more explanation related to the partial scores that determined the final grade. For this course unit, the students wrote an individual paper about using specific advertising tactics in order to address children, gave a group presentation about marketing strategies that companies can use, and made an exam with open-ended questions at the end of the course unit. Below are the scores that the student received for the several aspects:

Individual paper: 1/5

Group presentation: 3/5

Exam with open-ended questions: 4/10

SSIGNMENT: ‘HOW TO GIVE FEEDBACK?’

Groups of 3-4 members (randomly assigned)

Check the case (Word document) - a situation in the context

course unit: Digital marketing

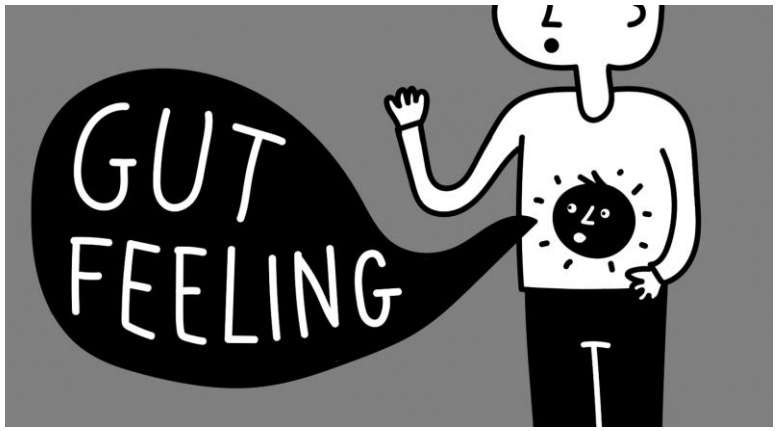
Write in group a concrete script (What does the teacher say,

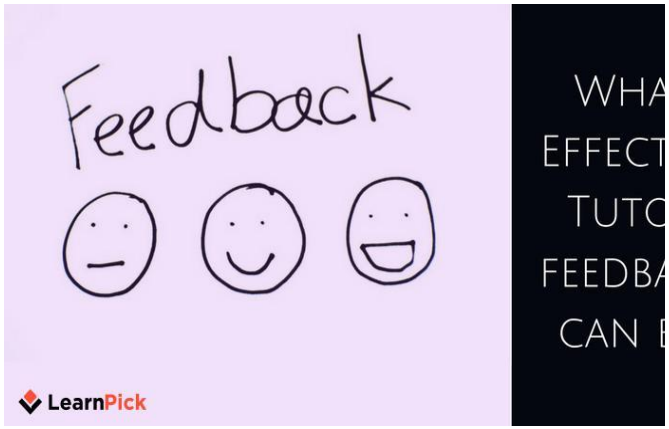
reacts the student) (Guideline: 5 min. conversation)

20 min. to think about/to write a script

Time left? Try to role-play your script

SSIGNMENT: ‘HOW TO GIVE FEEDBACK?’





Giving feedback to a video of a previous cohort who had to roleplay a feedback situation by using a checklist (in portfolio map) AND the tool **VideoAnt**

SSIGNMENT: ‘HOW TO GIVE FEEDBACK?’

Browse individually the checklist with tips & tricks (🕐 5 min.)

:

Watch the following video on which you will give feedback (🕐 5 min.):
https://youtu.be/MXo74EKdOaI

Role-play

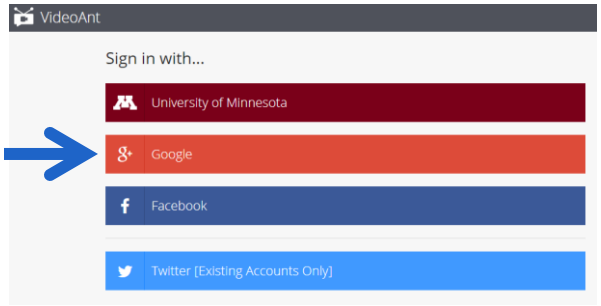
previou

:

Watch the demo of VideoAnt (🕐 4 min.):
https://www.youtube.com/watch?v=1SOE2aQky2I&feature=emb_logo
(Watch carefully, you need this tool for the next exercise!)

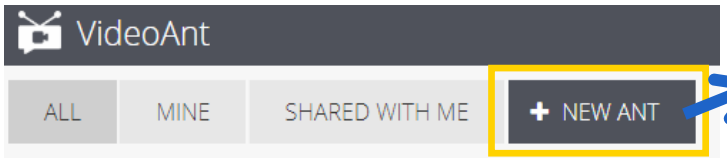
SSIGNMENT: ‘HOW TO GIVE FEEDBACK?’

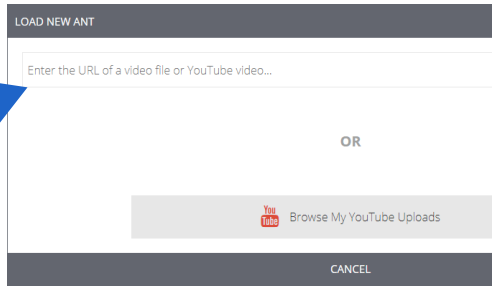
One group member surfs to https://ant.umn.edu/ (Chrome/Safari) and signs in via Google account



Click on ‘+ New Ant’

Enter the YouTube-URL: https://youtu.be/MXo74EKdOaI. Click on ‘load’ and start ‘video anting’ based on the checklist. *What are the positive aspects in the feedback conversation? What are opportunities for improvement?*





20-25 min.

OW IS VIDEOANT USED @GHENT UNIVERSITY

Authentic assessment of students' communica skills

Participating faculties:

- Psychology and Educational Sciences (therapy sessions)
- Medicine and Health Sciences (consultations with patients)
- Political and Social Sciences (interview skills)
- Pharmaceutical Sciences (conversation with pharmacy clients)
- Veterinary Medicine (conversation with owners of (domestic) animals)

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Authentic assessment of students' communica skills

Problem statement

- Learning communication skills → practice on a regular basis → e.g., (pharmacy practi labs
- But:
  - Often unfeasible for a lecturer to follow practice sessions 'live' ~~→ feedback and assessment~~
  - Feedback and summative assessment based on written representation of behav form of scoresheets or reflection reports (≠ actual performances)
  - Limited number of practice sessions:
    - Lack of safe learning environment → reluctance to practice communicatior

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Authentic assessment of students' communica skills: video annotation as solution

The use of VideoAnt allows:

- To exercise regularly, supported by formative assessment
- To create authentic summative final assessments

Options for students:

- **Reflection**: annotating a video clip provided by the lecturer
- **Self-reflection**: students record their own video clip (e.g., during internships in authentic or during exercises with simulation patients/clients/etc.)
- **Peer evaluation/peer feedback**: analysing each other's video fragments by adding annota

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IONAL INNOVATION

Practical example 1: Motivational conversation (Prof. dr. Stefaan Van Damme)

Context:

- Faculty of Psychology and Educational Sciences – Bachelor in Clinical Psychology
- Faculty of Medicine and Health Sciences – Master in Health Education and Health Promotion

In the courses "First line: Motivation and self-regulation in chronic health problems" (3rd Bachelor Cl Psychology) and "Individual and group-oriented methods and techniques for influencing behaviour" Health education and promotion), students learn to apply motivational conversation techniques. Th students receive the **theory through lectures and online learning paths**. In addition, they are instructe conduct **three short conversations with a volunteer** with the aim of mapping and motivating the volu deal with unhealthy behaviour such as smoking, unhealthy eating, or moving too little. These conve are planned in specified periods so that they match the increasing complexity of conversation skills student acquaints through the learning paths. The **conversations are filmed and loaded into the vide annotation tool**. **Each student gives feedback to two fellow students** via this tool, and reflects on the video and the feedback received. The **teaching team moderates**, and can (depending on the number students) also give feedback on the work of the students. At the end of the semester the students w **self-reflection report** about their experiences, their learning process and issues they need to pay att to in the future. This reflection is read by the lecturer and included in the non-period bound evaluat

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IONAL INNOVATION

Practical example 2: Clinical conversation skills (Prof. dr. Lesley Verhofstadt)
Context: Faculty of Psychology and Educational Sciences – Bachelor in Educational Sciences (Orthopedagogics)

In the couse unit 'Clinical Psychological Skills and Diagnosis', the students learn conversation sk they have to apply in a clinical psychological context. The students are given **two moments to p** this. After the **first theory lesson and practicum**, the students have to do a **role play in a skills lab** every student takes the **role of the therapist for 10 minutes**. **Some students also take on the role client**. This situation is **filmed** and **uploaded to the video annotation tool**. The students are divid **groups of two** and **give each other feedback via the tool**. Later in the semester, the process is re a second time. Again, every student takes on the role of the therapist, but the **client is played b figurant** (these are PhD students attached to the department). After this conversation, the stuc must write **a self-reflection on their experiences**, **their strengths and work points**, which **feedbac** have taken to the second practice moment and where they will work in the future.

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Practical example 3: Qualitative interviewing (Prof. dr. Peter Stevens)

Context: Faculty of Political and Social Sciences – Bachelor in Sociology

In the couse unit 'Introduction to Qualitative Research', students receive an introduction to the principles and techniques of qualitative research as applied in the social sciences. Here, the stu learn, among other things, **to conduct an interview**. The students themselves are looking for **a volunteer who wants to be interviewed**. This conversation is **filmed** and **uploaded to the video annotation tool**. The students are **divided into groups** and **provide feedback** within this group th this tool. As a result, they learn to give feedback on sociological work of fellow students in an empathic, critical and constructive way.

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Practical example 4: Medical consultation (Prof. dr. Annelies Decloedt)

Context: Faculty of Veterinary Medicine – Bachelor in Veterinary Medicine

In the couse unit 'Clinical and Communicative Skills I', students learn the process of how to per medical consultation in a less demanding context. **During the lessons, the theory is taught** and t students get the time to **apply the theory** in these lessons **through a role play**. In the last part o lesson, the students spread about the space and perform this role-play, which they **film themse with their smartphone**. This video is put in the **annotation tool to give feedback to each other af lesson**. They learn to critically reflect on the communication between animal owner and veteri

.CULTY OF PSYCHOLOGY
ID EDUCATIONAL SCIENCES

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Martin Valcke

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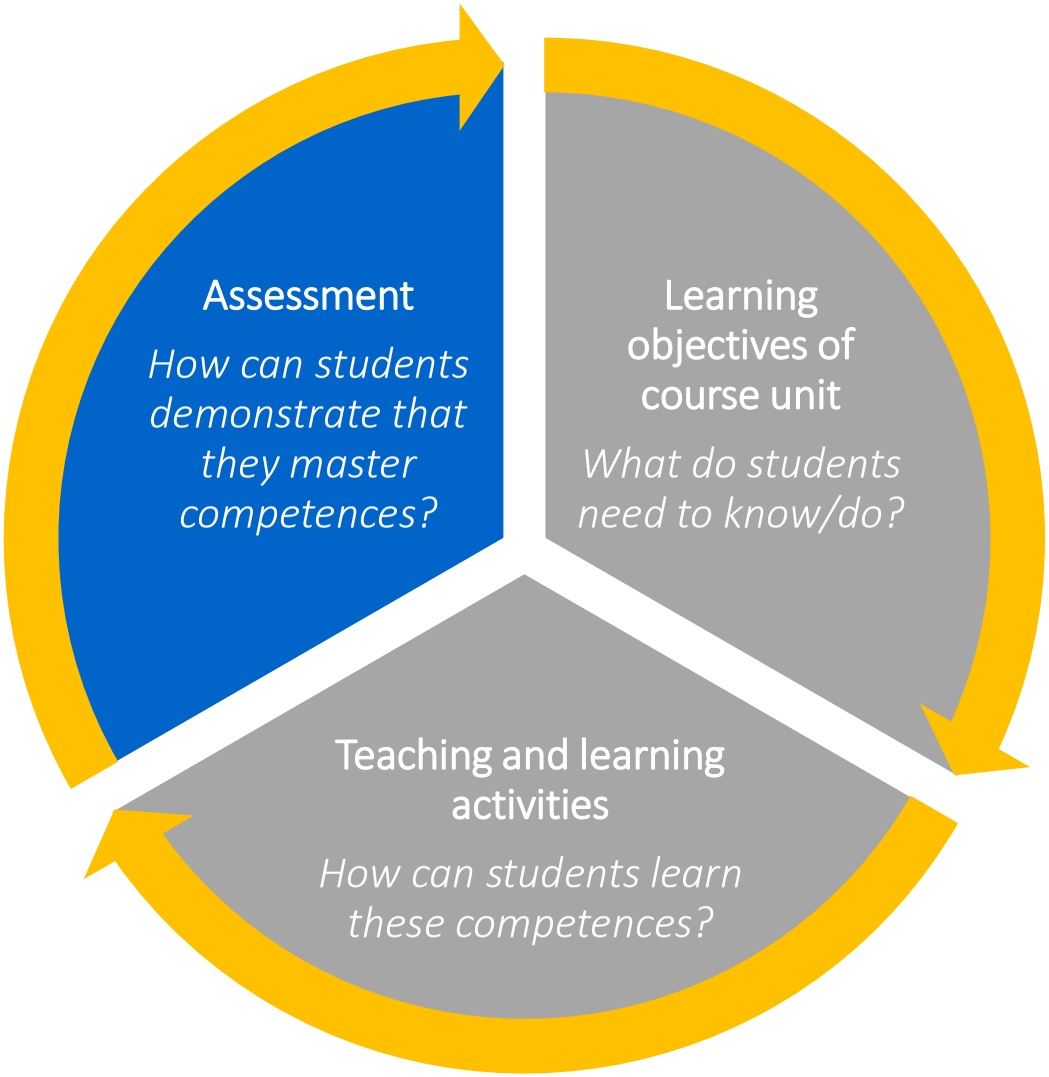
CONSTRUCTIVE ALIGNMENT



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(Biggs, 199

Menu of this day

Assessment of learning &

assessment for learning

Jigsaw - assessment strategies

ch break

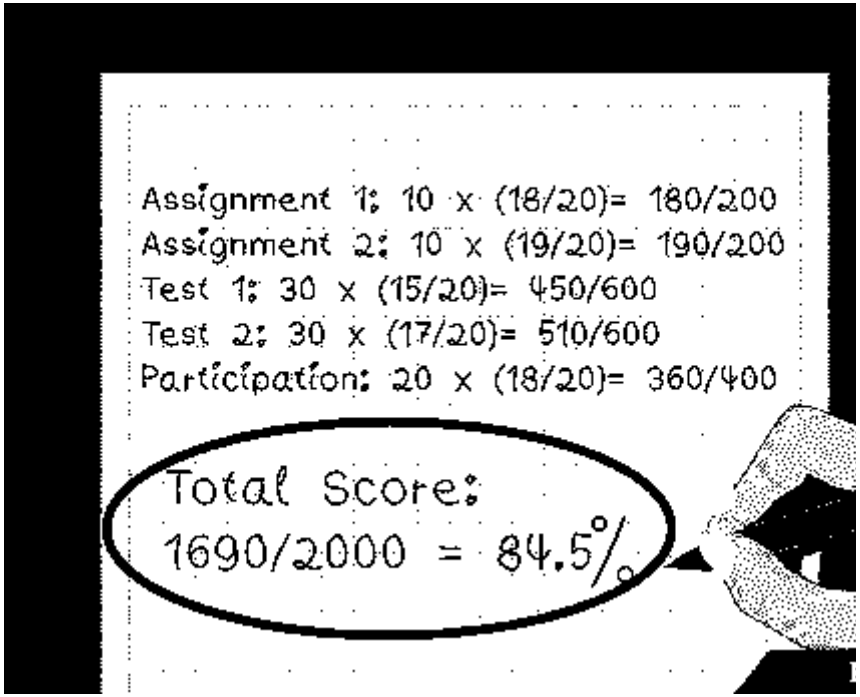
Feedback

Learning objectives

After this session, you will be ab

- Describe the transition from assessment OF learning towa assessment FOR learning.
- Describe the basics of peer assessment/self assessment/ portfolio/rubrics.
  - Illustrate how these asses formats can be used in yo teaching practice.

How do you determine the final gı
of your students?



SESSMENT OF / FOR LEARNING

Assessment of Learning (~ summative)	Assessment for/as Learning (~ formative)
culmination of a learning process, leads to a grade for students and determines whether students pass your rse unit and, in other words, achieved the learning ectives you had in mind.	= used as an engine for learning. Provide ongoing feedback to staff (change of teaching approach) ar students (strengths and weaknesses).
lid, reliable and transparent	= "assess while you teach, teach while you assess" Vogel, 2003, p.281)
mples:	Examples:

SESSMENT CONDITIONS

lity

sess exactly those competencies you intended to achieve in your course unit (~ constructive aligr

?

tart from your course unit's course competencies (to formulate exam questions or assignments)

hoose an appropriate form of assessment ~~(A multiple-choice exam to assess whether students ar~~

~~wim a distance within a certain period of time)~~

ssessment matrix (see next slide)

.

: https://onderwijstips.ugent.be/en/tips/evalueren-hoe-doe-je-dat-kwaliteitsvol/

Example Assessment Matrix 'Accounting' (Prof. P. Everaert)

ences of the course unit

ral accepted accounting principles
nciples of double bookkeeping.
t/loss of a company at period end.
ly and annual closing operations of a company

Mastery levels (*Taxonomy Bloom)

Remember
Understand
Apply
Analyze
Evaluate
Create

Examination format

WRIT	Written exa
ORAL	Oral exam
MC	Multiple Ch
OPEN	Open Boo

Other evaluation formats

PE	Peer Evalu
ESSAY	Essay
REP	Report
PORT	Portfolio
PART	Participati
BEH	Behaviour
SIM	Simulation
SKIL	Skills test

Template Ufora

		EXAM				Other evaluation formats				
						Report	Participation			
Final competence	Mastery level	% examen	Type of question	# questions	Chapter	%	%	%	%	
EC1:Describe the general accepted accounting principles	Remember	10%	MCQ	5 x 1pt	H1-H9					
	Understand	10%	MCQ	5 x 1pt	H1-3					
EC2:Apply the basic principles of double bookkeeping.	Remember	10%	MCQ		H2					
	Apply	20%	CASE		H4					
EC3:Calculate the profit/loss of a company at period end.	Apply	10%	OPEN							
EC4:Prepare the monthly and annual closing operations of a company	Apply				H1-H9	40%				
					H2-H4					
Totaal		60%				40%	0%	0%	0%	
		EXAM				Other evaluation formats				

SESSMENT CONDITIONS

bility

sults of the assessments must be accurate, objective and free from measurement errors and coin

ark = correct representation of how well a student masters his/her learning material

sessments provide the same marks over and over again (~ another assessor)

?

ormulate the questions and assignments clearly and unambiguous (cf. four-eyes principle)

esign many questions and tasks to cover a large part of the content/competencies (≠

ucky shot)

nswer key, clear assessment criteria or rubrics

Mark without looking at the student's name. Mark per question and not per exam

aper and change the order of the exam papers

: https://onderwijstips.ugent.be/en/tips/evalueren-hoe-doe-je-dat-kwaliteitsvol/

SESSMENT CONDITIONS

sparency

out the format, the moment, the rules and substantive expectations of assessments

?

)ffer example questions, exercises during the lectures/seminars that reflect the level and specific

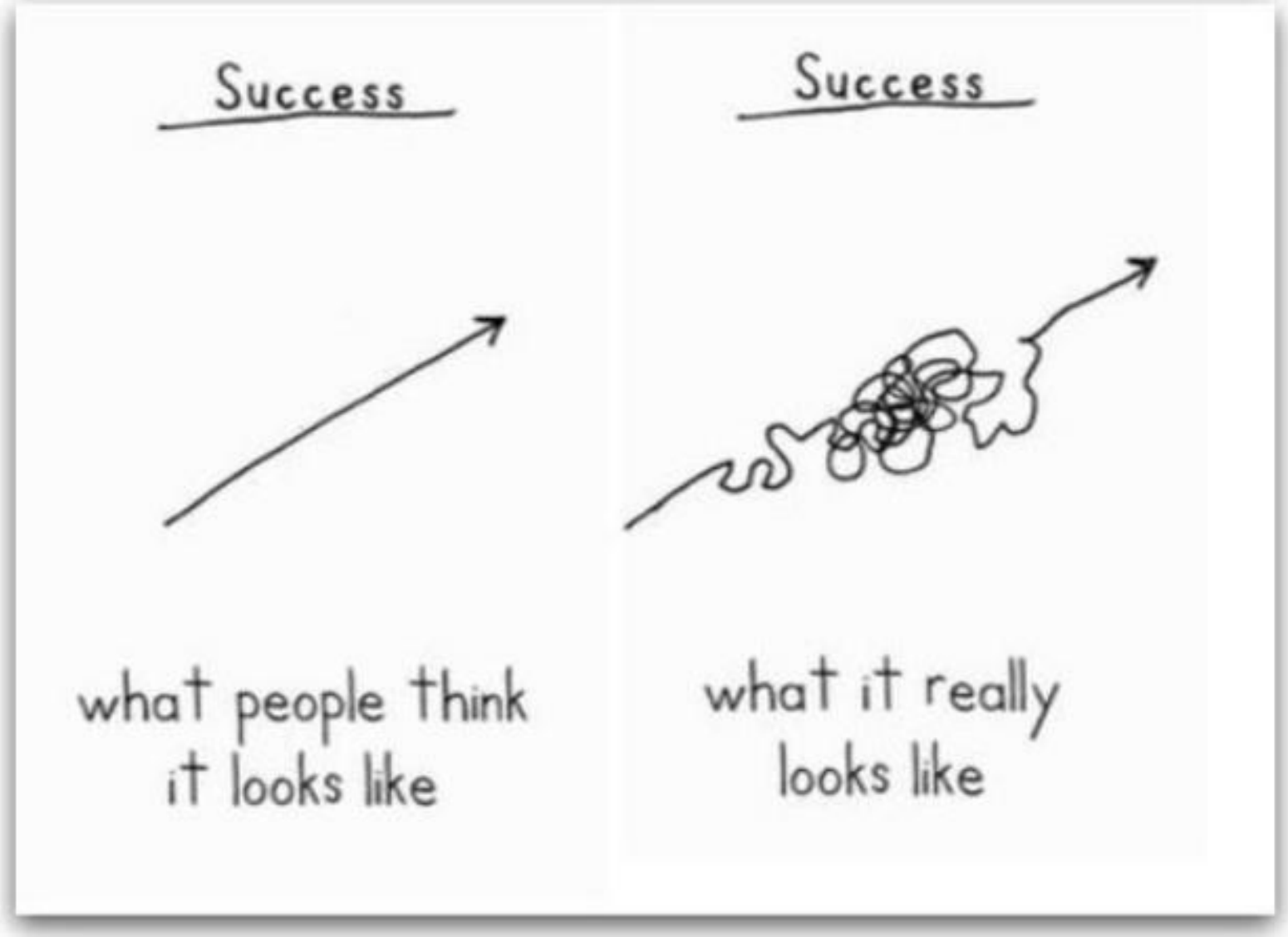
equirements

nformation related to forms of assessment, calculation of marks, etc. in ECTS sheet of course unit

.

: https://onderwijstips.ugent.be/en/tips/evalueren-hoe-doe-je-dat-kwaliteitsvol/

ASSESSMENT OF/ FOR LEARNING



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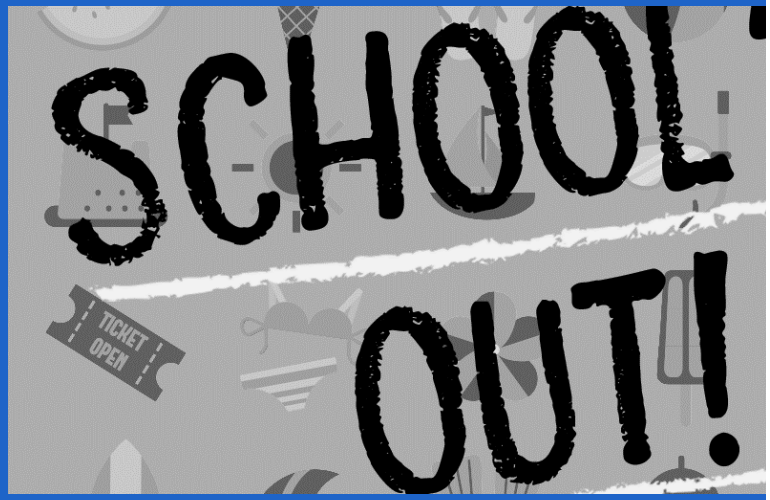
mples:	Examples:

HOW TO FINISH A LESSON



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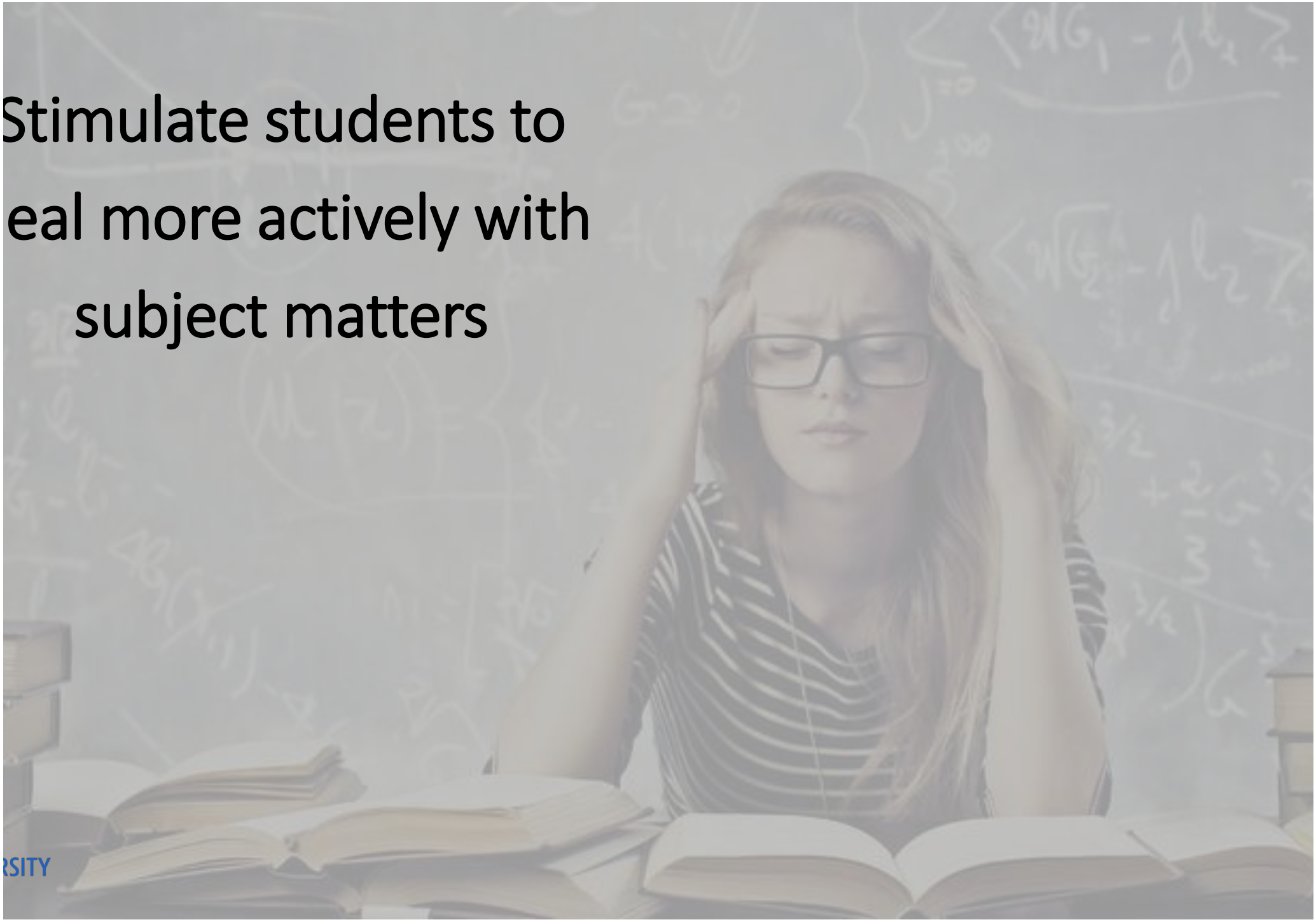
Stimulate students to

eal more actively with

subject matters



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What is it?

he students receive a quiz prepared by the teacher about the course content they have learned. Different ty
uestions can occur in this quiz: multiple choice questions, right or wrong questions, open questions, etc. Th
an be performed in various ways: physically and digitally.

When a physical variant is chosen, color cards can be used for multiple choice questions. Each color then represents a certain answer option. These can also be used for right or wrong questions. For open questio students can write their answer on a sheet and hold it up. You can also use erase boards (small whiteboar which the students write their answers.

There are also a large number of digital tools: Kahoot, Socrative, Mentimeter are only a few examples. Wi online tools, students can enter their answers through their smartphone or laptop. The good thing about that the online tool also keeps track of the score and gives the student feedback about the answer they ha given.

Source: https://activeerjeles.nl/werkvormer

What is it?

ach student receives the assignment to come up with one test question about what has been discussed in t
esson. It is up to the teacher to determine what kind of question it should be. For example, a question in wh
nowledge must be reproduced or a problem that requires a solution. In addition, it is up to the student to
etermine whether (s)he chooses an open question or a multiple choice question. When all students have pr
question, the teacher can choose to randomly select a few questions and submit them to the class and/or t
he questions for the exam.

Source: https://activeerjeles.nl/werkvormer

What is it?

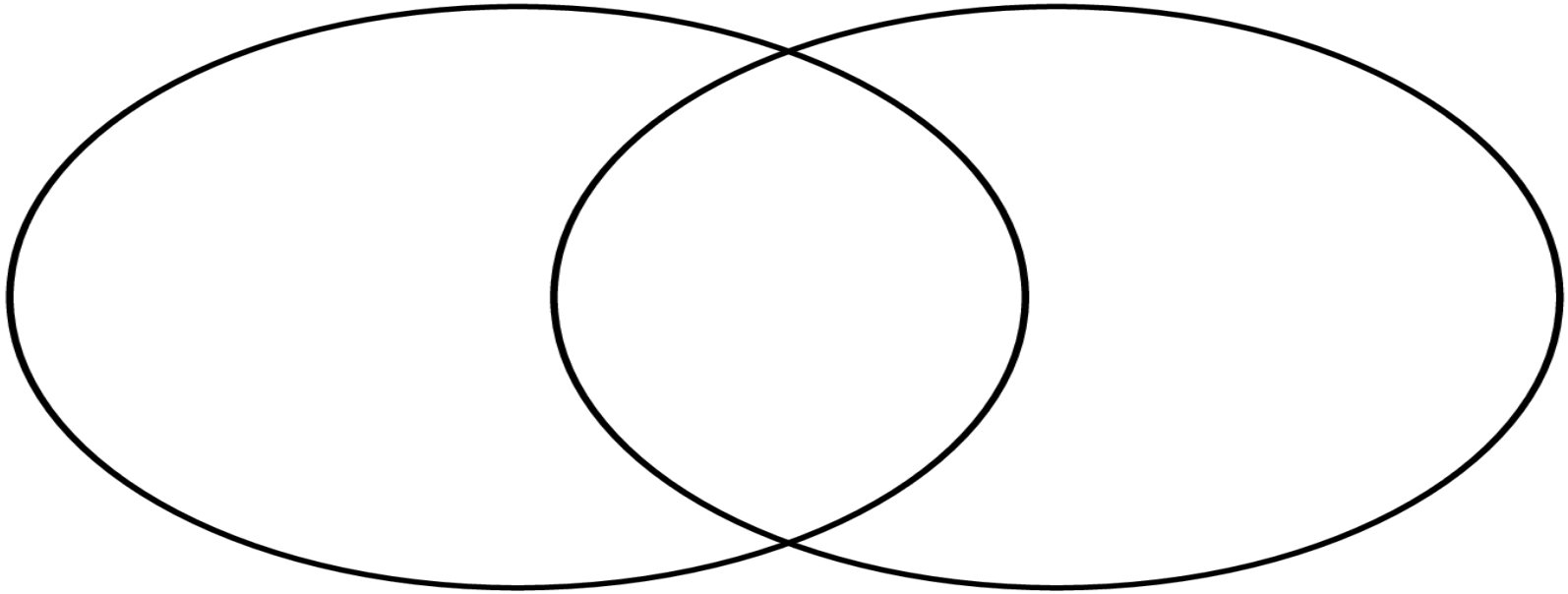
t the end of the lesson, all students receive a sheet with the following questions: Write down **three** things y
earned this lesson, **two** things that you found interesting and **one** thing you (still) have a question about. In t
he students evaluate the lesson for themselves. Let the students submit this sheet. In this way, the teacher g
ood overview of the things that the students have learned during the lesson, what they found interesting ar
hey still have questions about. It can also be very valuable to let the students keep these sheets for themsel
hese sheets back to the students at the beginning of the next lesson so that they can see what they had lear
esson and where they had questions about. If students collect this sheets on one place (for example in a por
hey can keep an eye on their own study progress.

3 things you learned	*2 things you found interesting*	*1 thing you have a question about*

Source: https://activeerjeles.nl/werkvorm

What is it?

he students receive a two-circle venn diagram. At the start of the lesson, the teacher writes the subject of t esson on the board. The student writes in the left oval the things (s)he already knows about this subject. Aft he learning content is offered to the students. At the end of the lesson the student picks up the sheet again. ght oval (s)he writes down what (s)he has learned. Finally, the student writes in the middle oval (the two verlapping circles) what the relationship is between what (s)he has written in the left oval and (s)he has wri he right oval. What is the overlap?



Source: https://activeerjeles.nl/wer

What is it?

The students receive a sheet and draw the outline of their hand. In each finger, they need to write the follow

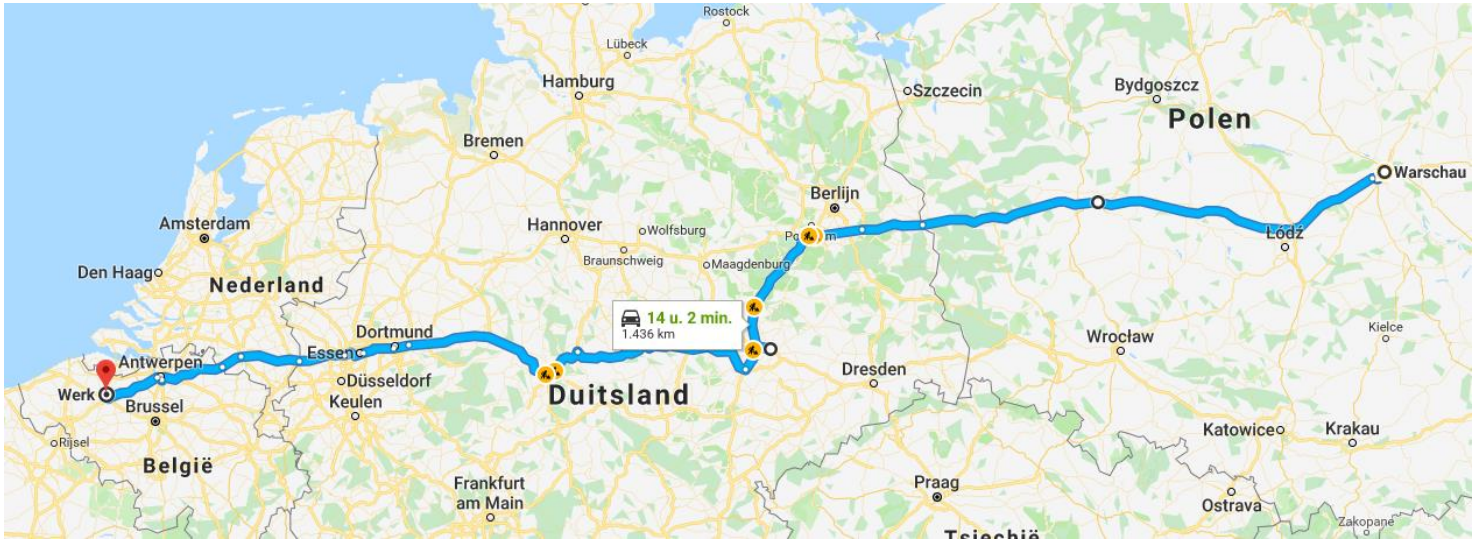
- Thumb: what students liked about this lesson;
- Index finger: what students are going to do with the information they have learned;
- Middle finger: what students didn't like about the lesson;
- Ring finger: what students will remember most of the lesson
- Little finger: what students would like to learn more about the lesson topic.

When the students have filled in their handprint, they give it to the teacher. In this way, the teacher will have picture of the way students experienced the lesson.

Source: https://activeerjeles.nl/werkvormer

What is it?

Give each student an A3 sheet of paper. All students are instructed to draw a road map of the past lesson(s). They write their starting point. **With what feeling have they started this lesson(s)?** Then, the students draw a (l ne to the end of the paper which leads to the end of the lesson(s). At this point, they write **with what feelin nish the lesson(s).** On the line, the students mark different learning moments by placing crosses on the line. rosses they **write briefly what the learning moment(s) meant for them and why this was a learning moment.** T nake a small drawing here to clarify it. It is desirable to place the crosses at the right place in time between t tarting moment and the end point. As soon as the student has finished, (s)he has drawn a road map for imself/herself on which he has made his journey clear from the beginning to the end point.



Source: https://activeerjeles.nl/werkvorr

What is it?

ll students are sitting in the classroom. The teacher has prepared a large number of questions about the co
he lesson. The teacher asks the first question. The first student who raises his/her hand, may answer the qu
When the student has answered the question correctly, (s)he may leave the classroom. This is repeated until
tudents have answered a question correctly. When a student has answered a question incorrectly, (s)he may
eave the room and must skip a turn. The teacher could organize this activity for 5 minutes. If there are still st
who did not answer a question correctly when the activity is finished, they can leave the class, but you could
ive these students a brief assignment which they have to hand in before the next lesson.

Source: https://activeerjeles.nl/werkvormen/

What is it?

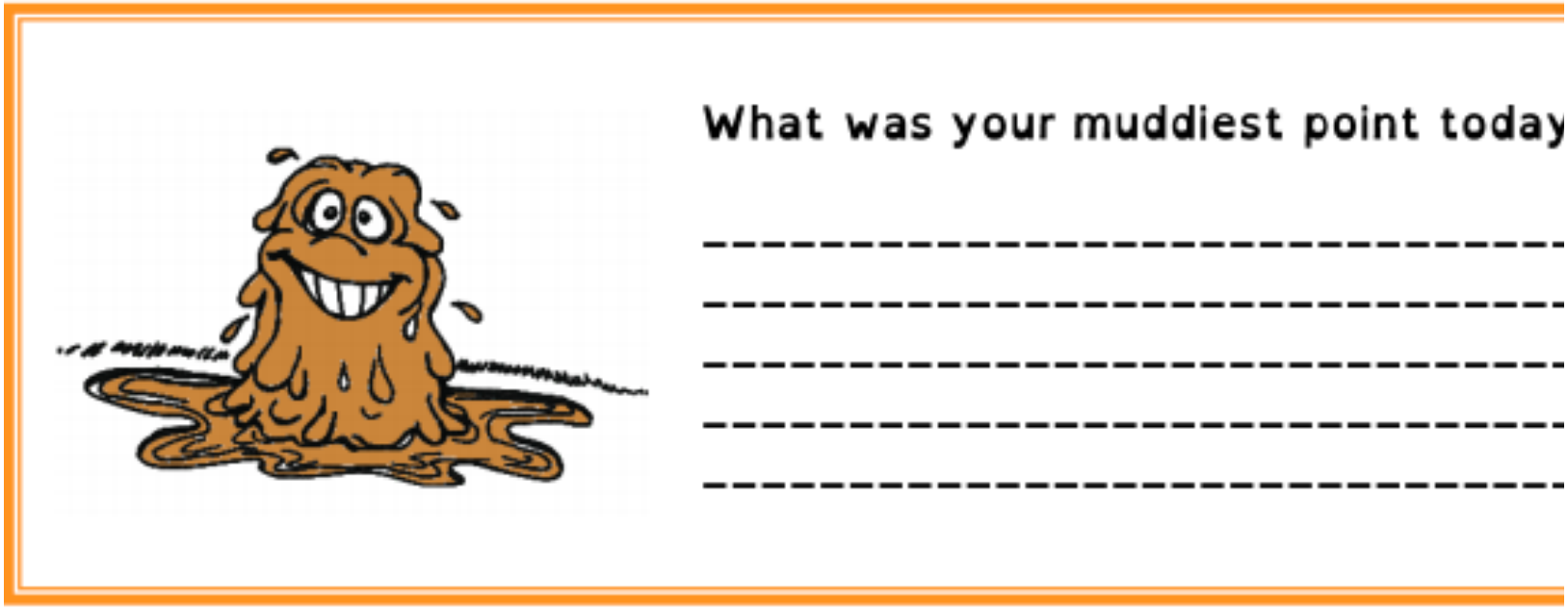
Muddiest Point is a quick monitoring technique in which students are asked to take a few minutes to write do

most difficult or confusing part of a lesson, lecture, or reading. It is simple to create and facilitate.

Why would you use it?

You can quickly check for understanding. This assessment gives you a picture of misconceptions and confu that still exists in the students' mind.

Students can increase their understanding of their own learning. This assessment provides students with metacognitive opportunity to think about their own learning. This is especially helpful with new informati complicated procedures.



What is it?

The one-minute paper is a classroom assessment technique in which a teacher asks a question to the studen
nd of the lesson. The students need to formulate a short (written) answer to one of the following questions
inutes :

- What is the most important insight/idea/ … that you take home from today's lesson?
- What question do you still have?
- What was the most difficult issue of today's lesson (see muddiest point)?
- What was the most surprising element of today's lesson?
- Make a summary of …
- Give an example of…
- Explain in your own words …
- Write down the 3 most important keywords of the lesson.

How to respond?

- A buzz group/Think-Pair-Sh which students exchange th ideas
- Use the answers in the begi of next lesson
- React in a discussion fora o short video (LMS)
- Use the answers to improve lessons
- …

What is it?

s a teacher you can announce that during the lesson a period of time will be provided in which students ca ompare each other's notes on specific topics. By doing so, students know that it is important to make good uring this moment, students actively reflect on the course content and thanks to their peers they go home etter notes. A variation is to ask students to summarize the lesson and to compare this summary at the star ext lesson.

Stimulate your students to take notes.
Check the video: taking notes via laptop versus on paper.
https://www.youtube.com/watch?v=pu0PSZ_EwII

W TO FINISH A LESSON: EXERCISE (🕐 ± 15 MIN.)

Choose individually one strategy on how to finish a lesson (see Ufora

Implement this strategy on the content of this course (yesterday's + today's session)

Pickerwheel decides which two teachers get the honour to present their work!

QUESTION & ANSWER

ASSESSMENT OF + FOR LEARNING

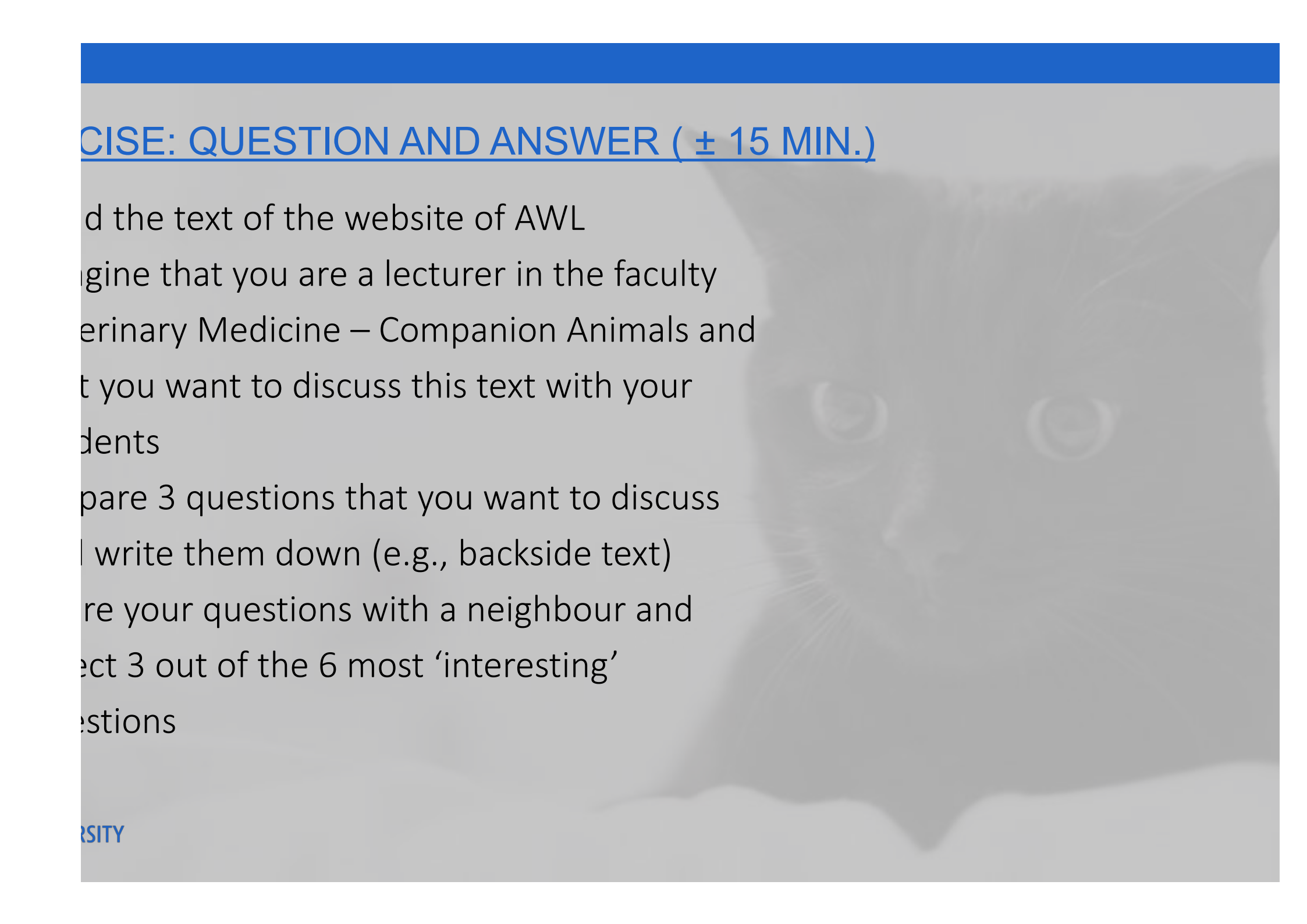
CISE: QUESTION AND ANSWER (± 15 MIN.)

d the text of the website of AWL

gine that you are a lecturer in the faculty
erinary Medicine – Companion Animals and
t you want to discuss this text with your
dents

pare 3 questions that you want to discuss
l write them down (e.g., backside text)

re your questions with a neighbour and
ect 3 out of the 6 most 'interesting'
estions



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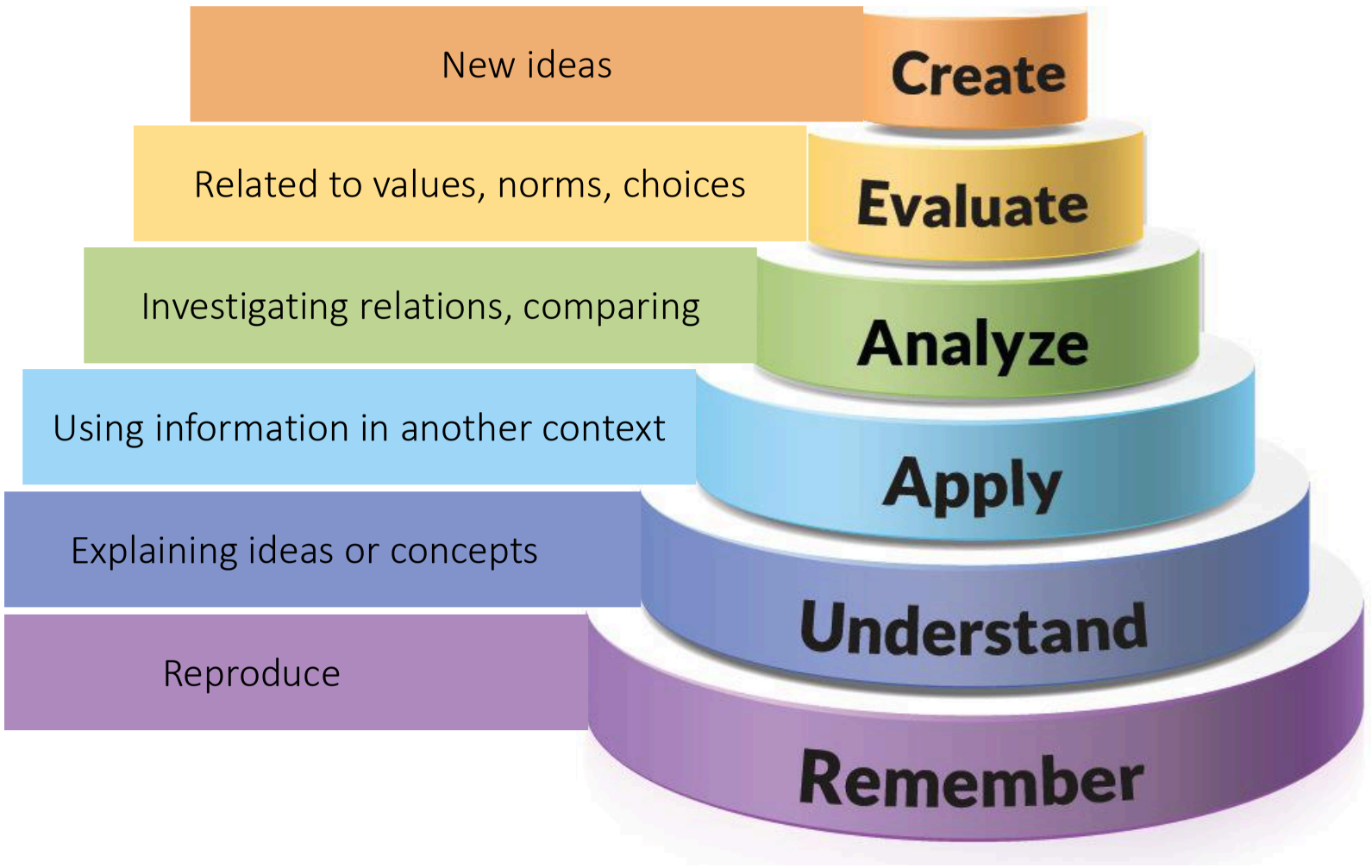
AXONOMY OF BLOOM



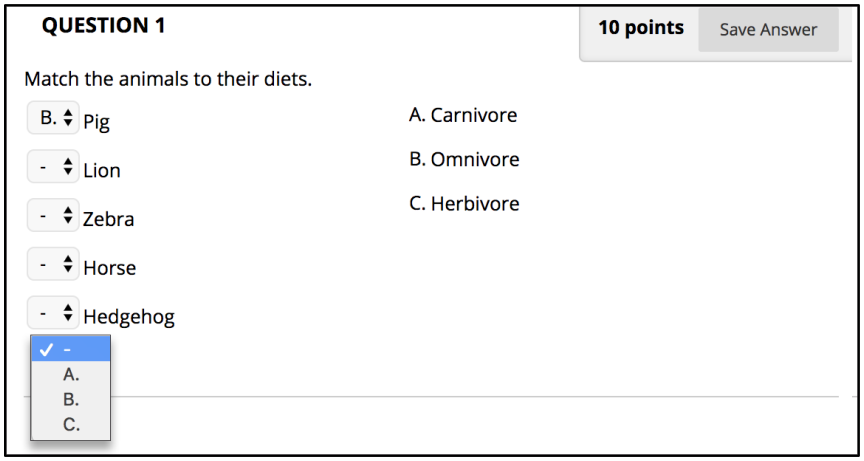
On which leve
Bloom's taxon
were your ques
situated?

See Question St
on Ufora (Tues
morning – Typ
Questions)

RSITY

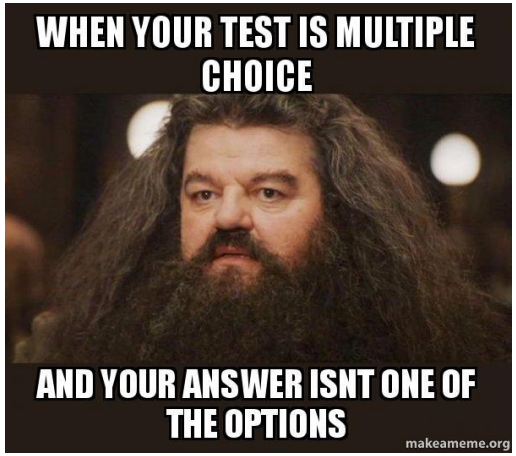
PES OF QUESTIONS

Yes/No, True/False questions

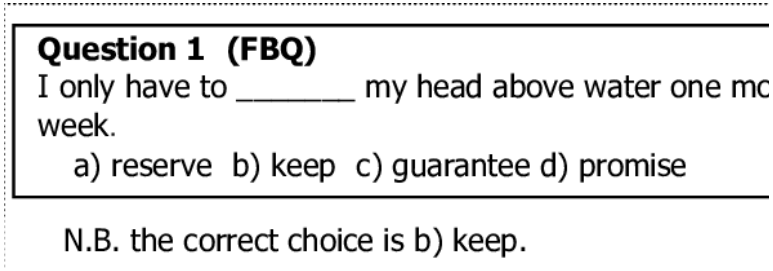


Matching questions

Open questions



Multiple Choice questions



Fill-in-the-blank questions

Not easy, see the submodule on Ufora

RSITY

15-minute break

our cup of coffee or tea

JIGSAW – 3 STEPS

EP 1: EXPERT IN ONE → STEP 2: EXPERT GROUPS → STEP 3: JIGSAW G

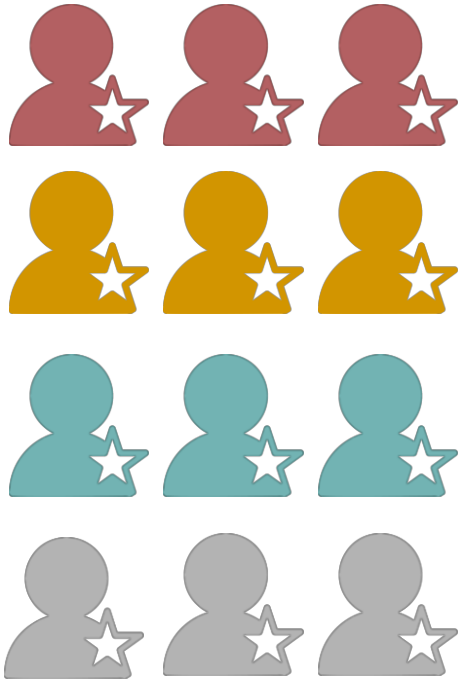
SESSMENT STRATEGY

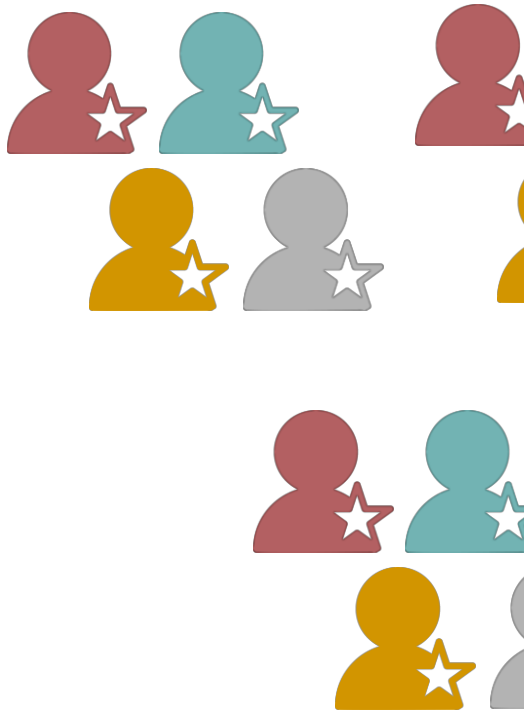
er assessement

lf assessment

rtfolio

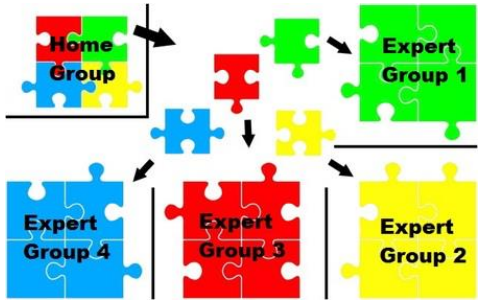
brics





SAW – STEP 1: BECOMING EXPERT IN ONE ASSESSMENT STRATEGY (🕐 ± 20 MIN.)

- Focus on 1 topic (only the one we assigned to you):
  - Peer assessment
  - Self assessment
  - Portfolio
  - Rubric



- Watch the instruction video related to your topic. Keep the following c in mind: ***How would you explain this assessment format to your colleag***
  - Make notes on **scrap paper** or in **a Word document**
  - Guiding questions + Try to imagine how to implement the assessı strategy into your own teaching practice.

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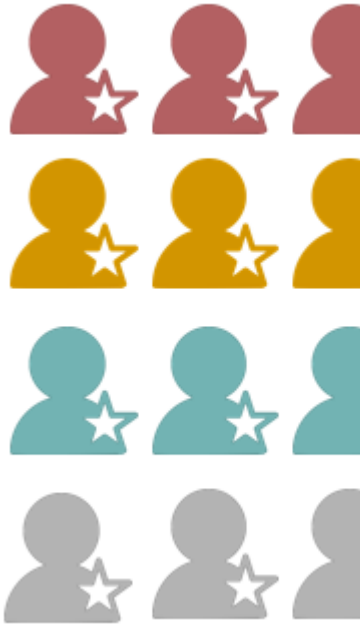
SAW – STEP 2: DISCUSSION WITH

PERT-COLLEAGUES (🕐 ± 10 MIN.)



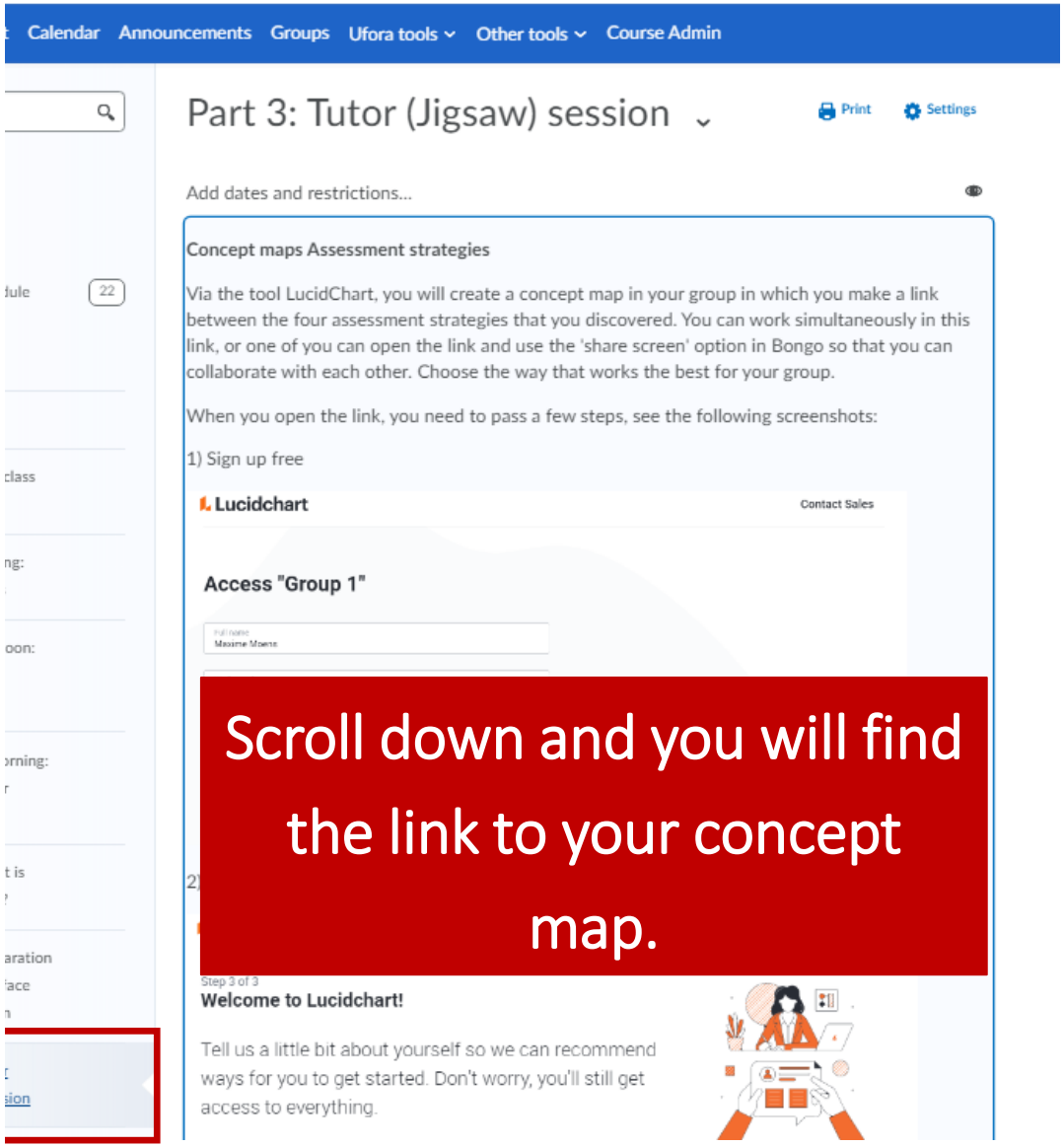
Compare your notes (e.g., Discuss unclarities)

Discuss how you would implement it in practice

SAW – STEP 3: MIXED GROUPS (🕐 ± 45 MIN.)

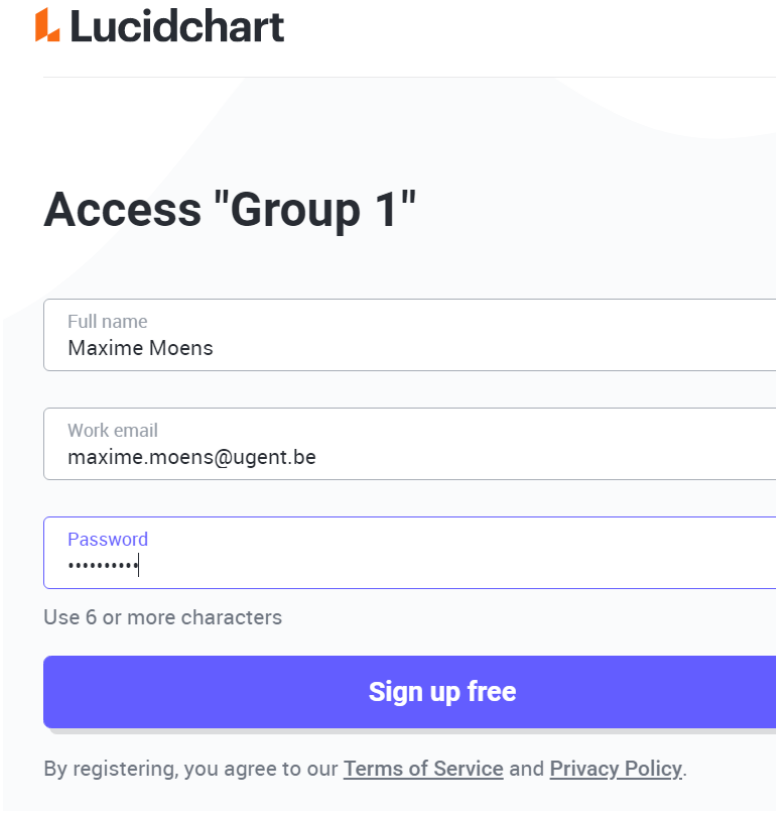
- Step 1: Tutor your findings to each other
- Step 2: Make 1 general concept/mindmap with the four different assessment strategies integrated (tool: Lucidchart)

NCEPT MAP: LUCIDCHART



When you click on the link: three

1



2

3

ırt

Contact Sales

to Lucidchart!

ittle bit about yourself so we can recommend you to get started. Don't worry, you'll still get everything.

ofession?

- Engineering/IT
- Product
- Operations
- Sales
- Business
- Other

scribes your role?

- Educator
- Administrator
- Staff

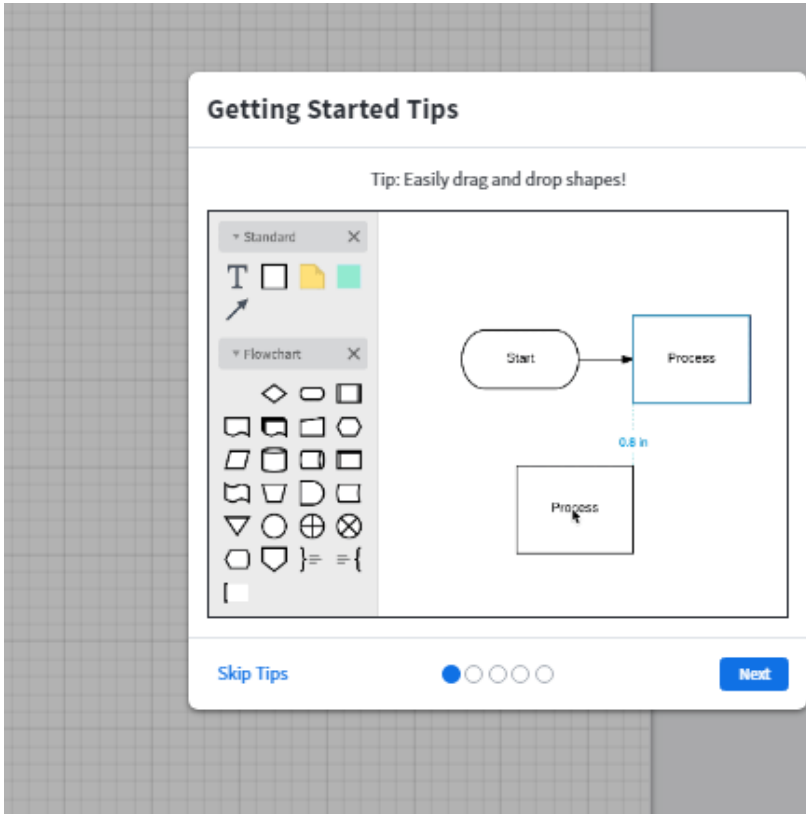
rimarily use Lucidchart?

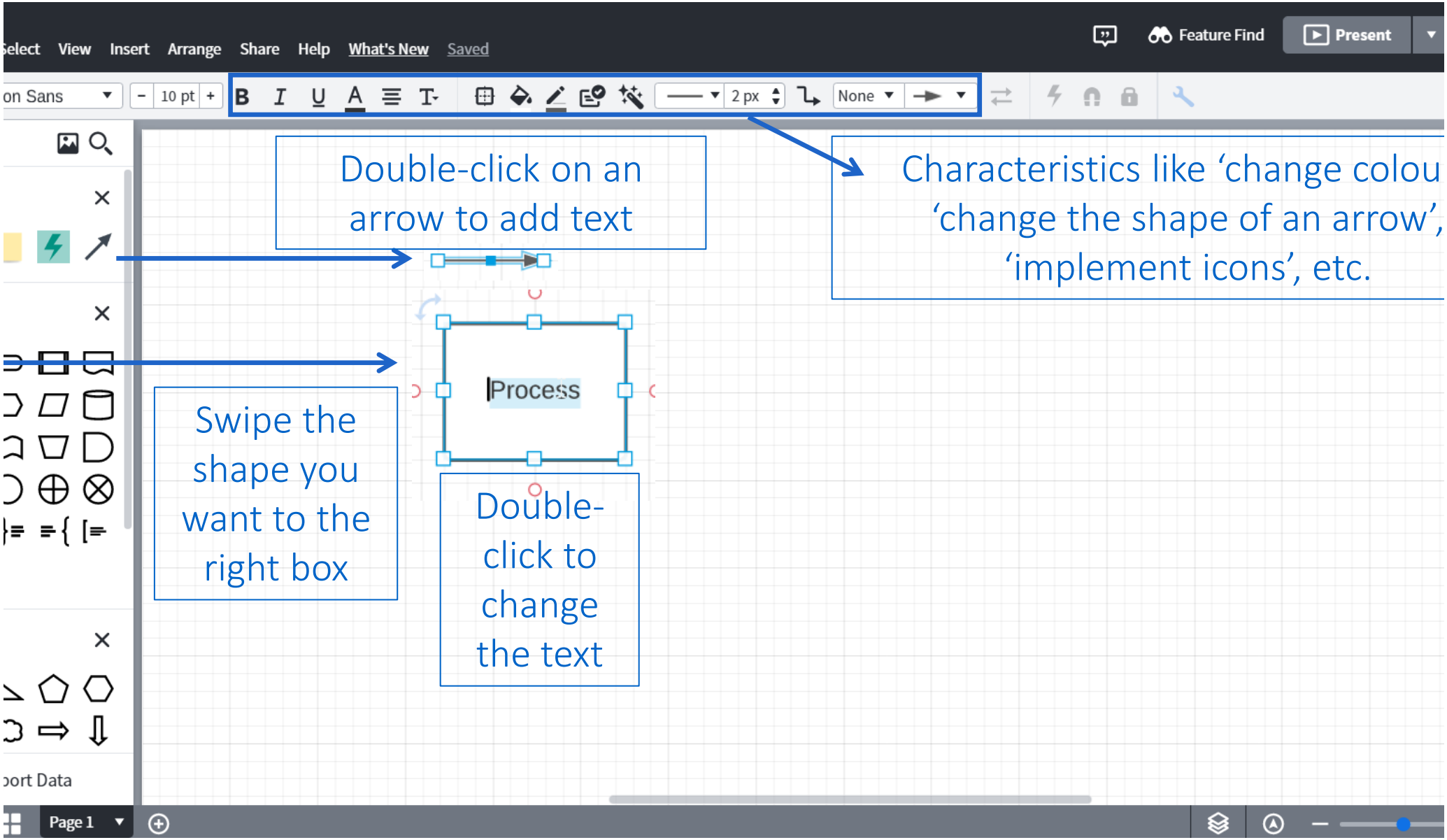
- Collaborate
- View

ying to visualize?

- Flows, sequences, and processes
- Technical functionality
- Thought and ideas
- Business plans and strategy
- Other

art diagramming




Select View Insert Arrange Share Help What's New Saved
Feature Find
Present
Double-click on an arrow to add text
Characteristics like 'change colou 'change the shape of an arrow', 'implement icons', etc.
Process
Swipe the shape you want to the right box
Double-click to change the text
Page 1

RSITY

n Break

@13:15

FEEDBACK

Definitions

Feedback is information provided by a
agent (e.g., teacher, peer, book, parent,
one's own experience) regarding aspects
one's performance or understanding

(Hattie, 2009, p.174)

EFECT SIZE FEEDBACK

eedback is one of the most powerful influences on learni
and achievement.

Hattie & Timperley (2007): Summary of effect sizes from 12 meta-analyse
assessing the influences of feedback (196 studies and 6,972 effect sizes).

Average effect size = .79

RSITY

JT …

'sities are failing their students through poor
ack practices

09pm GMT

RSITY

Feedback for Learning project (Australia) surveyed students and 406 staff accross two universities

Most students want feedback

94% of students wanted feedback.

76% of students have used or will use their feedback on a subsequent task

But not all students are benefiting

Of students surveyed...

37% of all students said **feedback is discouraging.**

Feedback is without opportunity:

- Only 13% of academic staff specifically design follow-up assessment tasks to allow students to act on the comments they receive.

Students who agree that **feedback is upsetting:**

- 15% of all students,
- 36% of students with below average English proficiency,
- 27% of students with a disability that impacts on their assessment,
- 26% of students who achieve an average pass grade, and
- 19% of international students.

67% of staff and 65% of students agree tha **feedback is impersonal** and staff do not know their students well enough to offer personally meaningful feedback.

As undergraduate students progress through their degree they feel **feedback is less useful** as it is less detailed and they are less likely to use i

Source: http://theconversation.com/universities-are-failing-their-students-through-poor-feedback-practi

SSIGNMENT: ‘HOW TO GIVE FEEDBACK?’

Groups of 3-4 members (randomly assigned)

Check the case (next slide) - a situation in the context of the

unit: Digital marketing

Write in group a concrete script (What does the teacher say,

reacts the student) (Guideline: 5 min. conversation)

20 min. to think about/to write a script

Time left? Try to role-play your script

CASE

Context:

- Faculty of Economics and Business Administration
- Course unit: Digital marketing (2nd bachelor)

After the first examination period of the academic year (beginning of February), a teacher and student sit together after the student sent an email to the teacher because (s)he is disappointed about his/her final grade for the course unit Digital marketing. The final score of the student is 8/20 and (s)he wants more explanation related to the partial scores that determined the final grade. For this course unit, the students wrote an individual paper about using specific advertising tactics in order to address children, gave a group presentation about marketing strategies that companies can use, and made an exam with open-ended questions at the end of the course unit. Below are the scores that the student received for the several aspects:

Individual paper: 1/5

Group presentation: 3/5

Exam with open-ended questions: 4/10

SSIGNMENT: ‘HOW TO GIVE FEEDBACK?’

Groups of 3-4 members (randomly assigned)

Check the case (Word document) - a situation in the context

course unit: Digital marketing

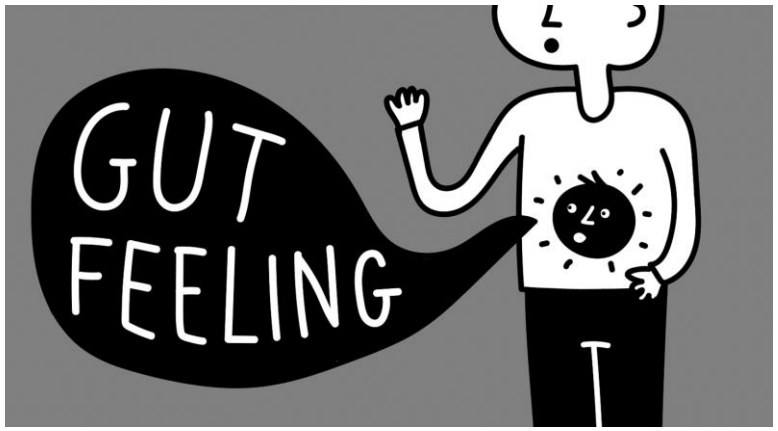
Write in group a concrete script (What does the teacher say,

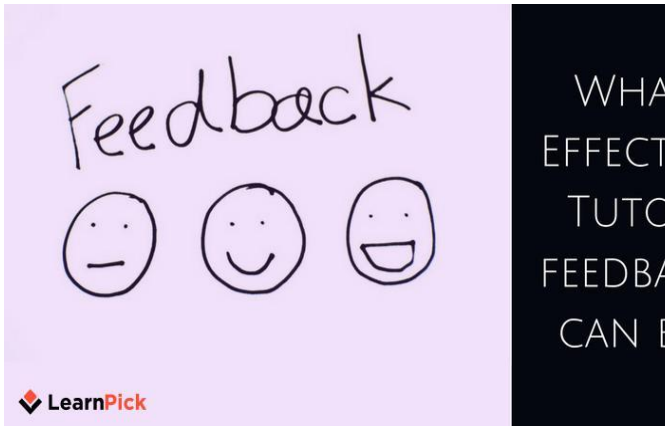
reacts the student) (Guideline: 5 min. conversation)

20 min. to think about/to write a script

Time left? Try to role-play your script

SSIGNMENT: ‘HOW TO GIVE FEEDBACK?’





Giving feedback to a video of a previous cohort who had to roleplay a feedback situation by using a checklist (in portfolio map) AND the tool **VideoAnt**

SSIGNMENT: ‘HOW TO GIVE FEEDBACK?’

Browse individually the checklist with tips & tricks (🕐 5 min.)

:

Watch the following video on which you will give feedback (🕐 5 min.):
https://youtu.be/MXo74EKdOaI

Role-play

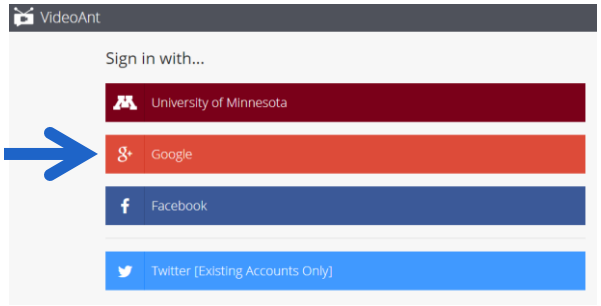
previou

:

Watch the demo of VideoAnt (🕐 4 min.):
https://www.youtube.com/watch?v=1SOE2aQky2I&feature=emb_logo
(Watch carefully, you need this tool for the next exercise!)

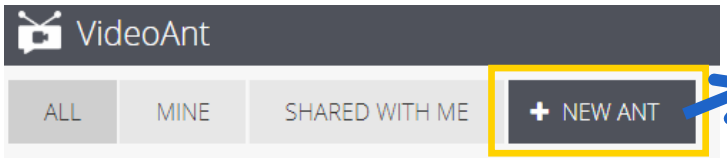
SSIGNMENT: ‘HOW TO GIVE FEEDBACK?’

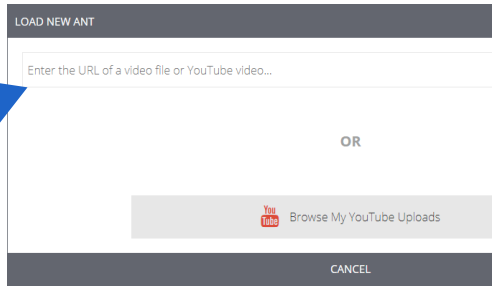
One group member surfs to https://ant.umn.edu/ (Chrome/Safari) and signs in via Google account



Click on ‘+ New Ant’

Enter the YouTube-URL: https://youtu.be/MXo74EKdOaI. Click on ‘load’ and start ‘video anting’ based on the checklist. *What are the positive aspects in the feedback conversation? What are opportunities for improvement?*





20-25 min.

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Authentic assessment of students' communica skills

Participating faculties:

- Psychology and Educational Sciences (therapy sessions)
- Medicine and Health Sciences (consultations with patients)
- Political and Social Sciences (interview skills)
- Pharmaceutical Sciences (conversation with pharmacy clients)
- Veterinary Medicine (conversation with owners of (domestic) animals)

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Authentic assessment of students' communica skills

Problem statement

- Learning communication skills → practice on a regular basis → e.g., (pharmacy practi labs
- But:
  - Often unfeasible for a lecturer to follow practice sessions 'live' ~~→ feedback and assessment~~
  - Feedback and summative assessment based on written representation of behav form of scoresheets or reflection reports (≠ actual performances)
  - Limited number of practice sessions:
    - Lack of safe learning environment → reluctance to practice communicatior

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Authentic assessment of students' communica skills: video annotation as solution

The use of VideoAnt allows:

- To exercise regularly, supported by formative assessment
- To create authentic summative final assessments

Options for students:

- **Reflection**: annotating a video clip provided by the lecturer
- **Self-reflection**: students record their own video clip (e.g., during internships in authentic or during exercises with simulation patients/clients/etc.)
- **Peer evaluation/peer feedback**: analysing each other's video fragments by adding annota

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IONAL INNOVATION

Practical example 1: Motivational conversation (Prof. dr. Stefaan Van Damme)

Context:

- Faculty of Psychology and Educational Sciences – Bachelor in Clinical Psychology
- Faculty of Medicine and Health Sciences – Master in Health Education and Health Promotion

In the courses "First line: Motivation and self-regulation in chronic health problems" (3rd Bachelor Cl Psychology) and "Individual and group-oriented methods and techniques for influencing behaviour" Health education and promotion), students learn to apply motivational conversation techniques. Th students receive the **theory through lectures and online learning paths**. In addition, they are instructe conduct **three short conversations with a volunteer** with the aim of mapping and motivating the volu deal with unhealthy behaviour such as smoking, unhealthy eating, or moving too little. These conve are planned in specified periods so that they match the increasing complexity of conversation skills student acquaints through the learning paths. The **conversations are filmed and loaded into the vide annotation tool**. **Each student gives feedback to two fellow students** via this tool, and reflects on the video and the feedback received. The **teaching team moderates**, and can (depending on the number students) also give feedback on the work of the students. At the end of the semester the students w **self-reflection report** about their experiences, their learning process and issues they need to pay att to in the future. This reflection is read by the lecturer and included in the non-period bound evaluat

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IONAL INNOVATION

Practical example 2: Clinical conversation skills (Prof. dr. Lesley Verhofstadt)
Context: Faculty of Psychology and Educational Sciences – Bachelor in Educational Sciences (Orthopedagogics)

In the couse unit 'Clinical Psychological Skills and Diagnosis', the students learn conversation sk they have to apply in a clinical psychological context. The students are given **two moments to p** this. After the **first theory lesson and practicum**, the students have to do a **role play in a skills lab** every student takes the **role of the therapist for 10 minutes**. **Some students also take on the role client**. This situation is **filmed** and **uploaded to the video annotation tool**. The students are divid **groups of two** and **give each other feedback via the tool**. Later in the semester, the process is re a second time. Again, every student takes on the role of the therapist, but the **client is played b figurant** (these are PhD students attached to the department). After this conversation, the stuc must write **a self-reflection on their experiences**, **their strengths and work points**, which **feedbac** have taken to the second practice moment and where they will work in the future.

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Practical example 3: Qualitative interviewing (Prof. dr. Peter Stevens)

Context: Faculty of Political and Social Sciences – Bachelor in Sociology

In the couse unit 'Introduction to Qualitative Research', students receive an introduction to the principles and techniques of qualitative research as applied in the social sciences. Here, the stu learn, among other things, **to conduct an interview**. The students themselves are looking for **a volunteer who wants to be interviewed**. This conversation is **filmed** and **uploaded to the video annotation tool**. The students are **divided into groups** and **provide feedback** within this group th this tool. As a result, they learn to give feedback on sociological work of fellow students in an empathic, critical and constructive way.

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Practical example 4: Medical consultation (Prof. dr. Annelies Decloedt)

Context: Faculty of Veterinary Medicine – Bachelor in Veterinary Medicine

In the couse unit 'Clinical and Communicative Skills I', students learn the process of how to per medical consultation in a less demanding context. **During the lessons, the theory is taught** and t students get the time to **apply the theory** in these lessons **through a role play**. In the last part o lesson, the students spread about the space and perform this role-play, which they **film themse with their smartphone**. This video is put in the **annotation tool to give feedback to each other af lesson**. They learn to critically reflect on the communication between animal owner and veteri

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