



**GHENT
UNIVERSITY**

The Department of Educational Studies is part of a unique educational project, with the aim to turn Polish university teachers into real ‘Masters of Didactics’.

Project website:

<https://www.ugent.be/pp/onderwijskunde/en/projects/mastersofdidactics.htm>



Prof. Dr. Martin Valcke
*Innovation in higher
education*



Prof. Dr. Tammy Schellens
*Technology-enhanced learning,
instructional strategies*



Prof. Dr. Ruben Vanderlinde
Professionalisation of teachers



Prof. Dr. Bram De Wever
*(Technology-enhanced) learning
environments for adults*



Dr. Britt Adams
Media literacy in education



Dr. Laura Thomas
*Social networks of (beginning)
teachers*



Meet Joanna



Like you, she is a
university teacher!

THE ENTIRE TRAJECTORY

Component A



Study visit in Ghent

Component B



Online booster

Component C



Good practice days

Educational innovation project

- 5 days X 8 hours
- 20 - 25 participants (several disciplines, universities)
- In total (2019-2021): 18 groups

MASTERS OF DIDACTICS

Roles of today's university teachers

Educational designer

e.g., activating the learning environment;
constructive alignment

Classroom Manager

e.g., positive learning climate

Assessor

e.g., range of assessment formats, feedback
practices

Educational technologist



Differentiator

e.g., anticipate on differences in the student
group

Lifelong learner

Experimenting with new teaching methods

Quality guard

e.g., reflecting on own teaching practice, collaborating
with colleagues to adjust teaching



THE CONCEPT OF TUTORING KEY MESSAGE



Classic
interpretation of
tutoring



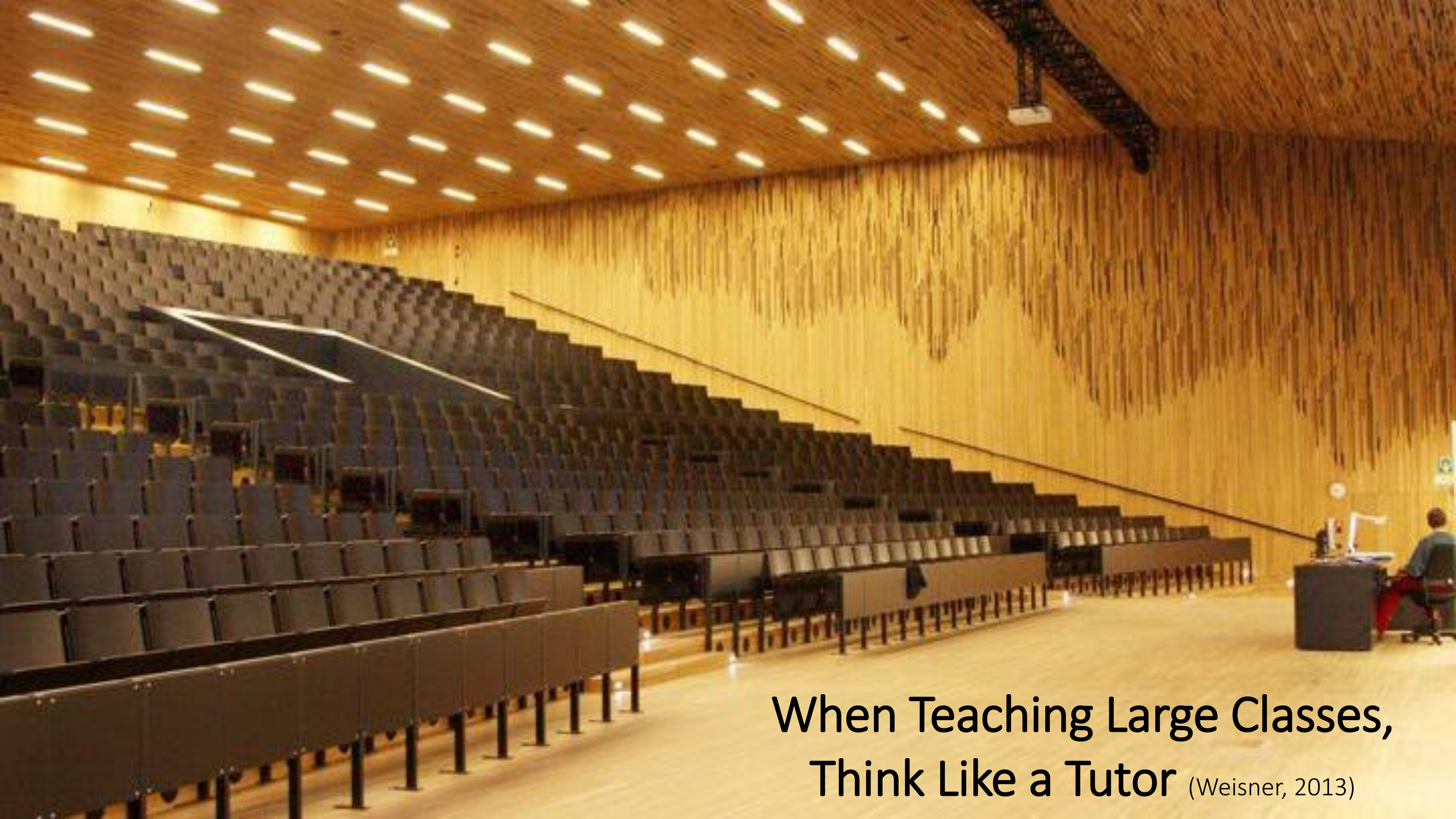
1 to 1

“a one-to-one or small group activity where a person who is knowledgeable and has expertise in a specific content area or discipline provides tutelage, help, or clarification to one or more who do not”

Chandler-Gilbert Community College (2014)



**WHERE'S
WALLY?**



When Teaching Large Classes,
Think Like a Tutor (Weisner, 2013)

TUTOR COMPETENCES OF UNIVERSITY TEACHERS



(Meta-)cognitive

Promoting learning through offering help, asking questions, giving feedback, reflecting,...



Tutor competences

Social-communicative

Creating a safe and pleasant learning environment

Organizational

Planning, organizing, monitoring time, etc.



TUTORING

1-to-1

Small group

Tutor in large lecture classes

Student tutoring (higher education students →
primary/secondary education)

Peer tutoring

WEEKLY SCHEDULE - STUDY VISIT



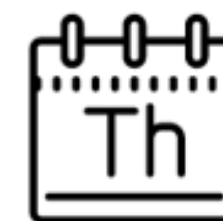
First class session
(e.g. getting to know each other, formulation of learning objectives, activating prior knowledge)



How to activate your lectures?
(e.g., Quick wins, Mobile response technologies)



Assessment of/for learning
(e.g., Self- and Peer-assessment, Portfolio, Rubrics)



Educational technology
(e.g., Wiki, Learning Paths)



Differentiation in higher education
(e.g., Universal Design for Learning, Honors programmes)

Lunch 12:00 – 13:00

First class session
Continued

Collaborative learning
(e.g., Jigsaw, Problem-based learning, Role-Play)

(peer) Feedback

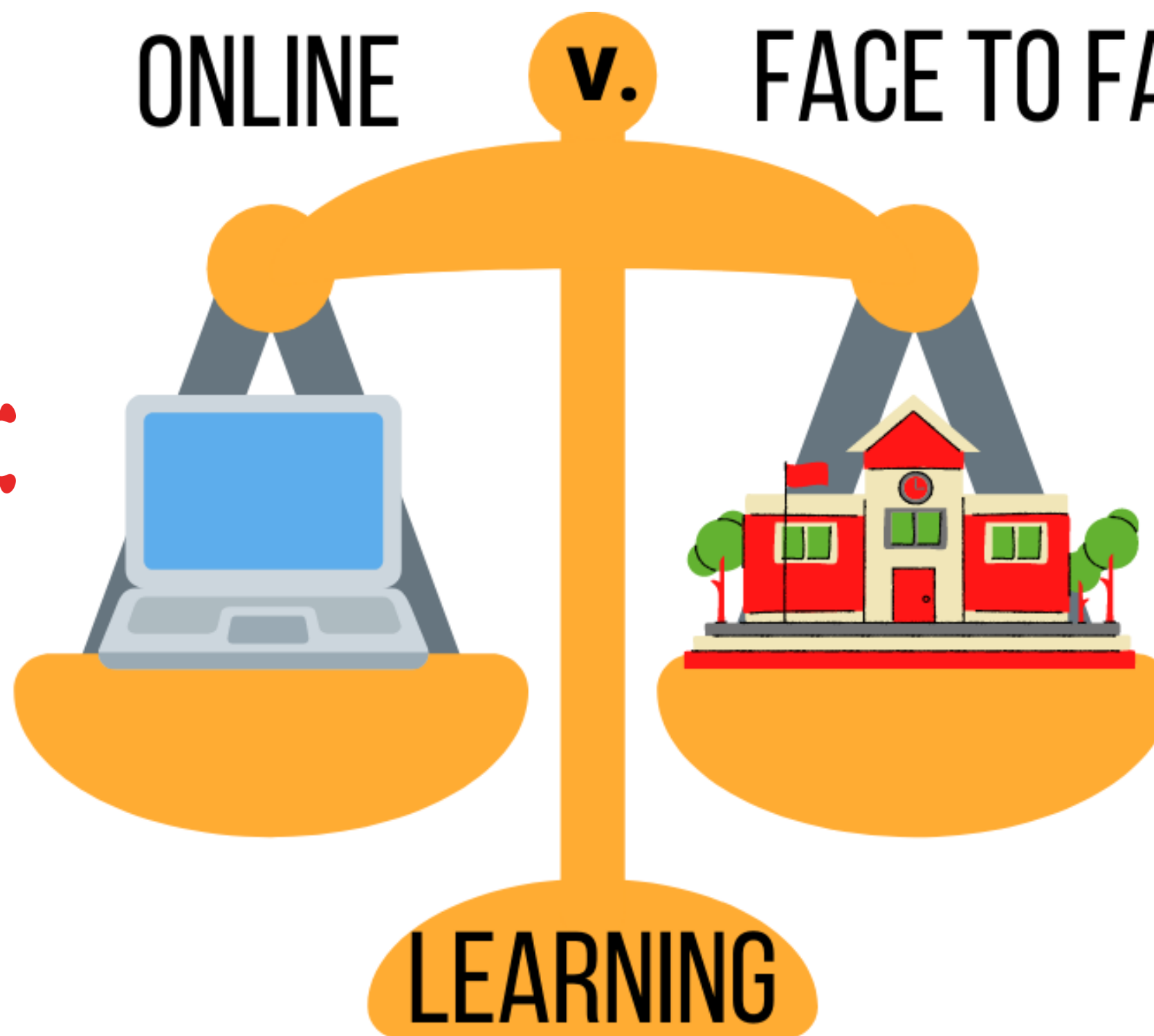
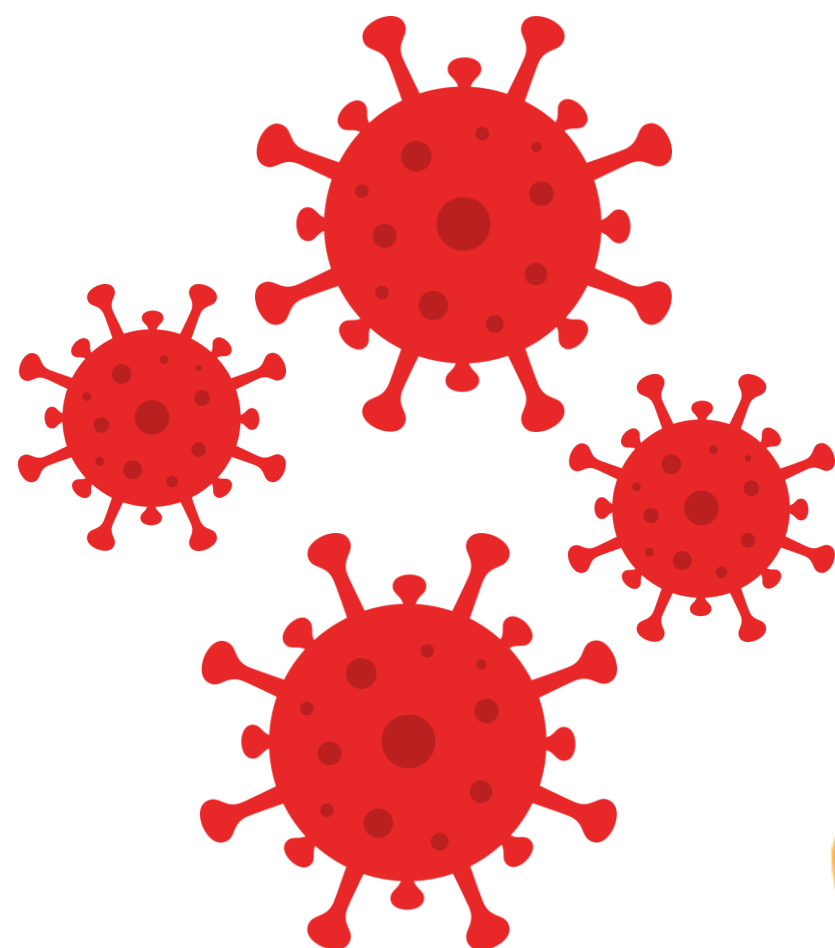
Educational technology
(e.g., Blended learning, Flipped classroom, Knowledge clips)

Differentiation in higher education
Continued
+
What's next?!

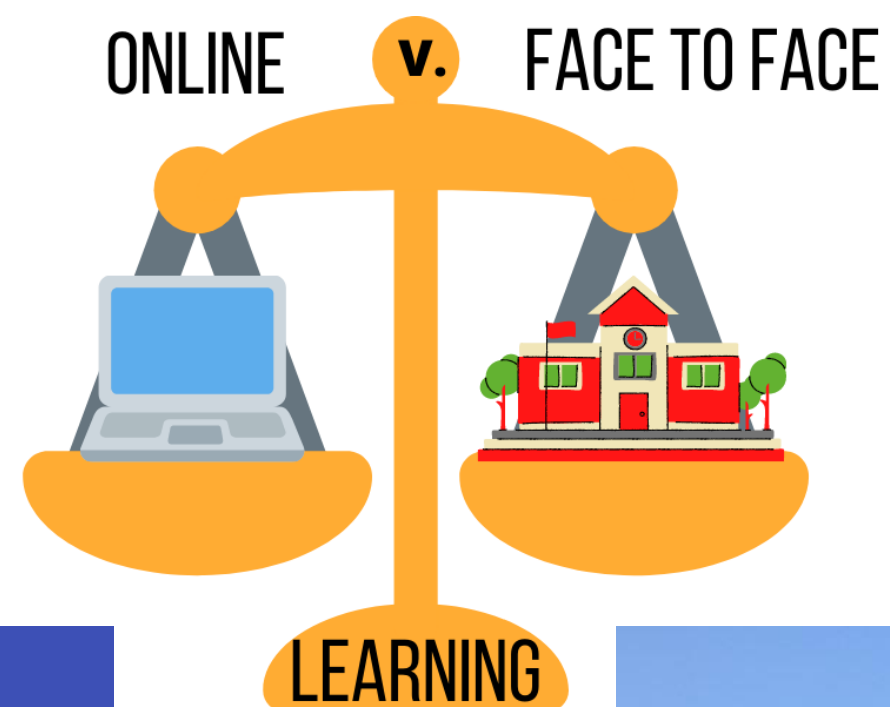
Guided City Tour

WEEKLY SCHEDULE - STUDY VISIT

ONLINE **v.** FACE TO FACE



WEEKLY SCHEDULE - STUDY VISIT



FIRST CLASS SESSION

- Often a different format than other contact moments with students
- Which aspects do you deal with during the first class session of a course unit with a (new) group of students? (🕒 2 min.)





IdeaBoardz

<https://ideaboardz.com/for/First%20class%20session/3434678#>

HOW DOES IDEABOARDZ WORK?

The screenshot shows the IdeaBoardz web application interface. At the top, there's a navigation bar with 'Welcome Britt adams', 'My Boardz', 'Export', and 'Logout'. Below this is a search bar with the placeholder 'start typing to filter stickies' and a 'Sort By' dropdown menu set to 'created time'. The main content area displays a board titled 'First class session' with a green '+' icon to add new ideas. A sticky note is visible with the text 'Discussing the semester planning together with the students' and a '+0' vote count. A callout box shows a detailed view of the sticky note, including a 'Vote Up' button with a thumbs-up icon and a '+0' count. A blue arrow points from the sticky note to the callout box. Yellow circles with numbers '1' and '2' highlight the 'add' icon and the voting mechanism, respectively.

- 1) Add ideas by clicking on the green 'add' icon, and start typing.
- 2) Vote for each other's ideas by clicking on the box and the thumb (ideas that you find interesting, you also perform during the first class session, etc.).
- 3) Ideas with many votes will be discussed in group.

[Ufora](#) [Content](#) [Calendar](#) [Announcements](#) [Groups](#) [Ufora tools](#) [Other tools](#) [Bookmarks](#) [Course Schedule](#)[Table of Contents](#)[Introduction](#)[Monday: First class
session](#)[> IdeaBoardz: Aspects
first class session](#)[> Present yourself](#)[> Videos Tutoring](#)[Tuesday morning:
Active lectures](#)

> Present yourself

 [Print](#)

Present yourself

Via this [forum](#), we invite you to prepare your short introduction. Click on '[Start a New Thread](#)' to write down your introduction.

1) You will see a box 'Enter a subject'. Write down the following descriptions in this box: Name (first- and last name or a nickname, the name that we may use to call you) - University - Faculty - Department

2) Upload a [picture](#) of yourself (by clicking on this icon )

3) Present yourself by using [one of the following strategies](#)

Animal



- ✓ Which characteristics of the chosen animal typify your personality and/or your teaching style?

Unique



- ✓ A unique characteristic that distinguishes you from the others in the group.
- ✓ Whether or not education-related

True/not true?



- ✓ Formulate three (education-related) statements about yourself
- ✓ 2 = not true, 1 = true
- ✓ Let the others guess which one is true

Monday
Getting to know each other

Prepare your
introduction
on Ufora

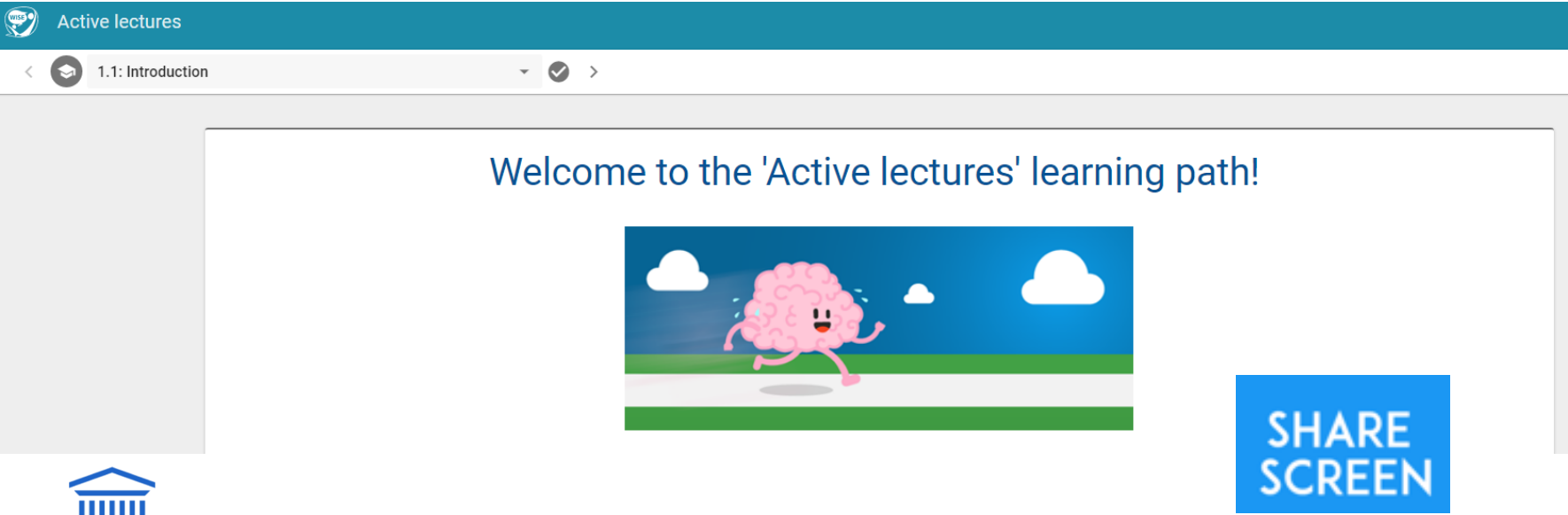
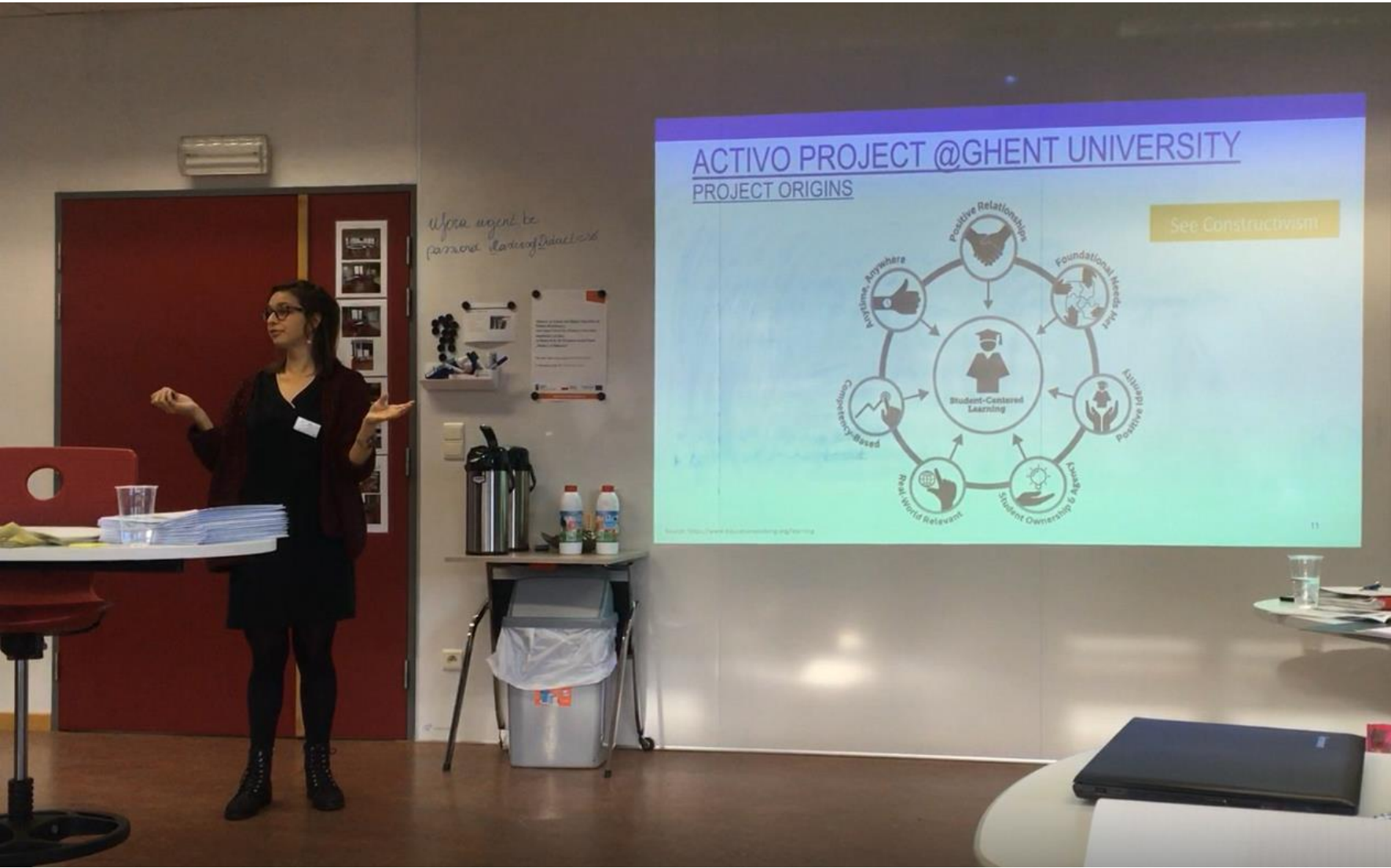


Monday
Presenting course unit to each other



Monday

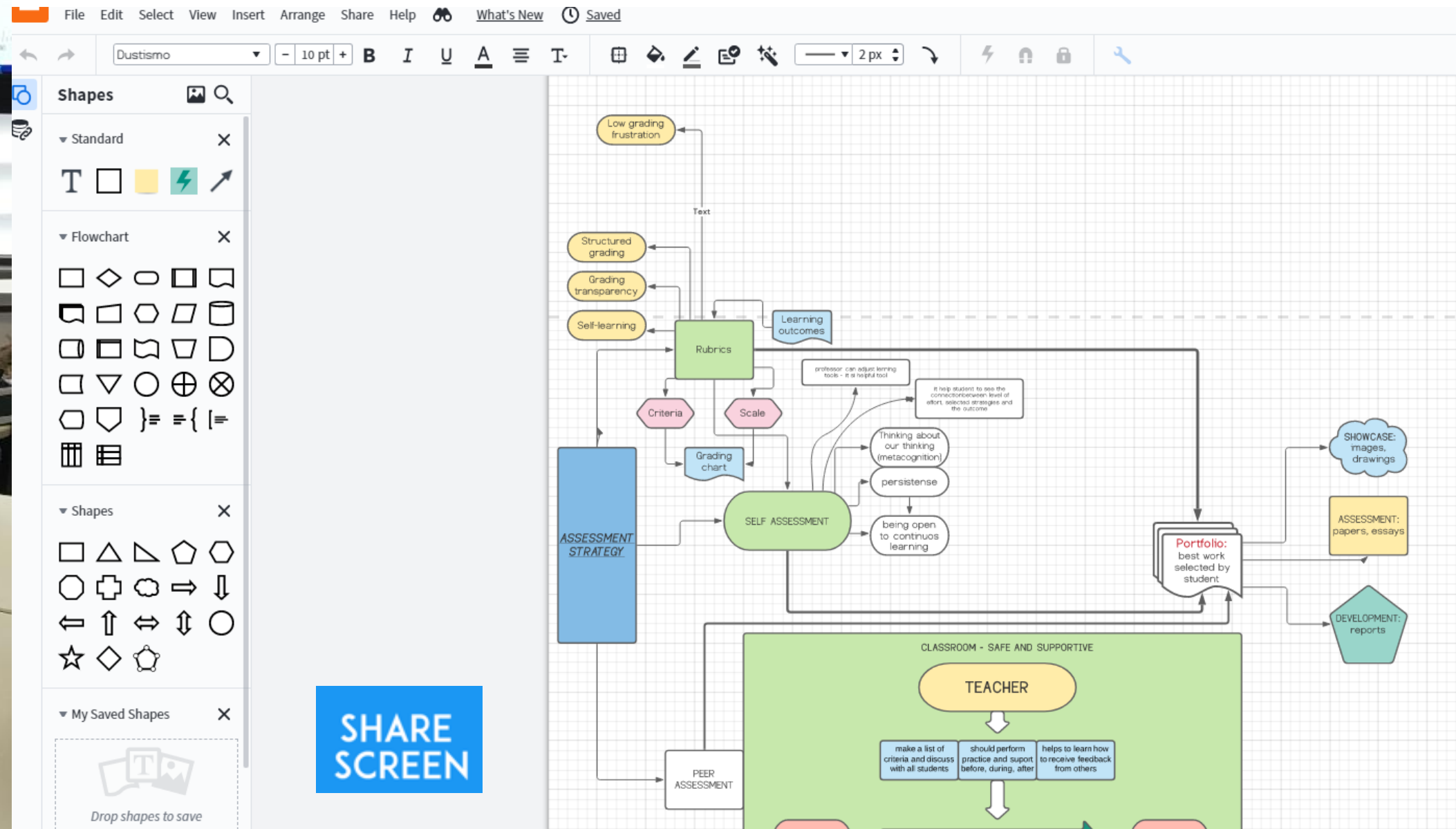
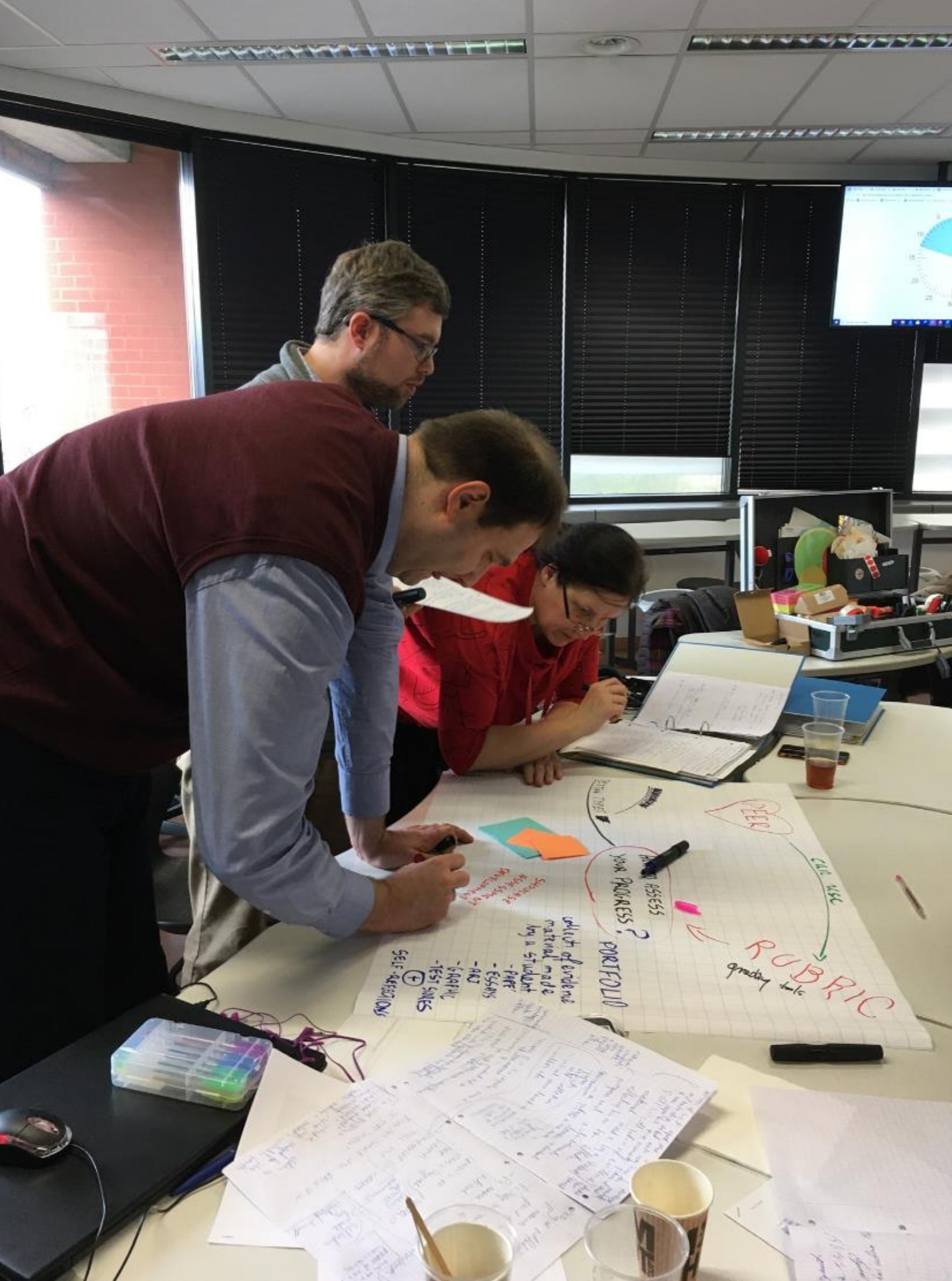
Activating prior knowledge



Tuesday
Teaching and learning activities

Wednesday

Assessment for learning



Wednesday Feedback

VideoAnt

Britt Adams



» 20191016 140207



Link kopier...

YouTube

0:00 / 3:38



CC



i

AUTHOR DETAILS

Britt Adams

Start with positive feedback

1:12

Very well done! The teacher starts with the positive elements, in this case, the good scores on the group assignment. It is more likely that the student will attentively listen to the negative points if you first pay attention to the positive aspects.

Britt Adams on 6-2-2020 14:01:23

Respond



Be specific in the feedback

2:04

It is good that the teacher gives a concrete example (i.e., pictures of sweets). This allows the student to improve her work in the future.

Britt Adams on 6-2-2020 14:31:42

Respond



Refer to the objectives of the course unit during the feedback

2:55

The teacher points out that the student had to use professional language instead of laymen's terms. Probably, this is one of the objectives of the course unit, it is good to refer to these objectives during a feedback conversation.

Britt Adams on 6-2-2020 14:27:14

Respond



Copy of the exam

3:14

Good idea of the teacher to review the exam together with the student. Unfortunately, the student is too busy :-).

Britt Adams on 6-2-2020 14:12:29

Respond



Thursday

Educational technology



Cohort 11_Group 1 ☆ 📄 ☁

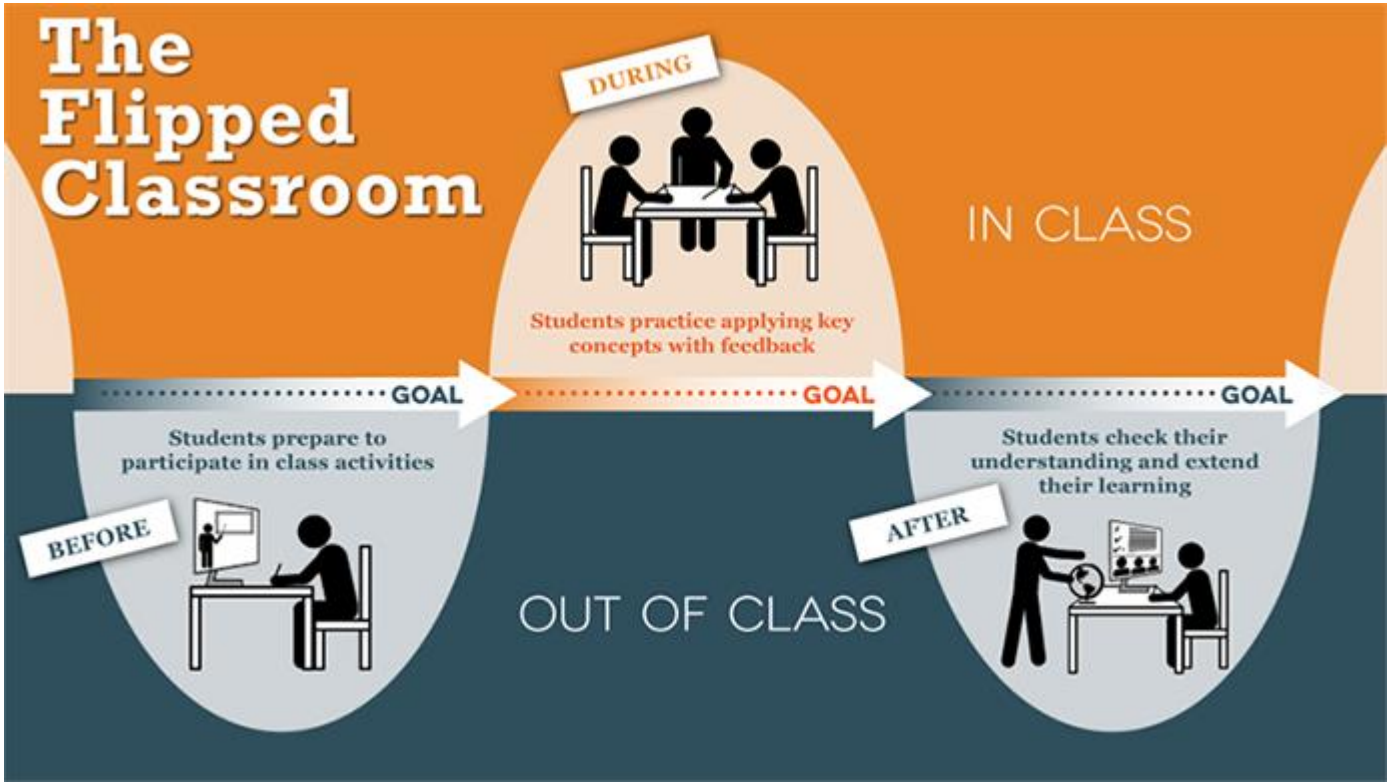
File Edit View Insert Format Tools Add-ons Help See new changes

100% Normal text Arial 11 B I U A

Group 1: Monika F., Ewa P-S., Malgorzata S., Marian S.

Assignment: The Masters of Didactics team of Ghent University will come to Poland in the Winter period. When the work-related matters are completed, they have **two days free** to eat/drink Polish specialties, to visit 'must-sees', to ... Please help this team by writing collaboratively a small travelers' guide for Poland. Create a **table of contents** and **write at least three Poland-related touristic advice categories** (e.g., Food & Drinks, Impressive Buildings, etc.). In the provided time (15 min.), you can start *with* writing more information related to each category. Below you can see the roles and you can chat with each in the Bongo room to make agreements and divide tasks ('who will write which category?'). Good luck.

Role dispersion_general:
Monika F.: Starter
Ewa P-S.: Time manager
Malgorzata S.: Moderator/Decision maker/Summarizer
Marian S.: No role



Friday

Differentiation



Friday
Differentiation



Google Form – 10
statements

The ethnic-cultural diversity in our society is an enrichment for higher education (think also about the growing popularity of International and Erasmus programmes).



Interviews in Break-Out
rooms

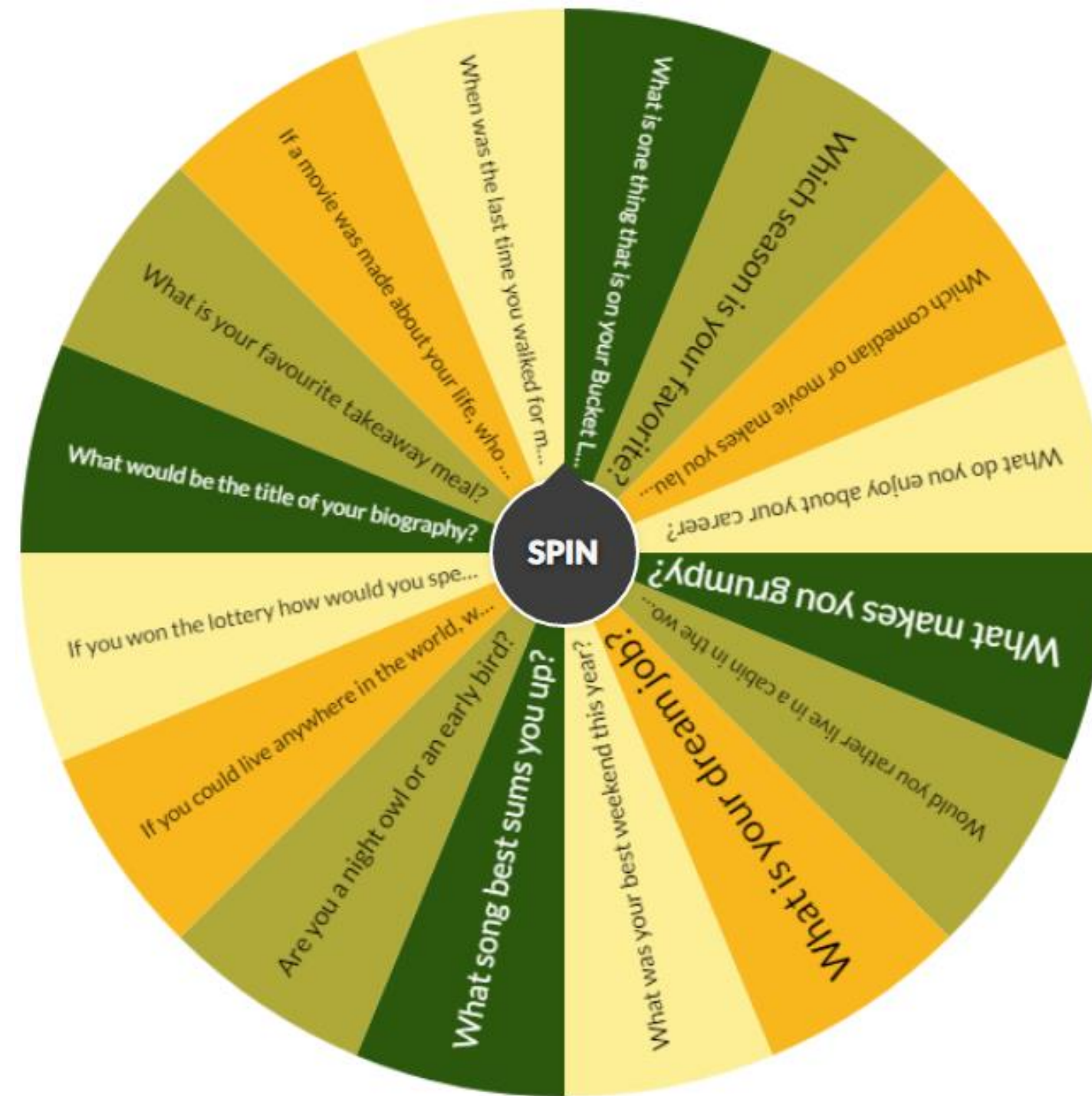


Poll + discussion in
plenary group



A ton of online tools ... An overview!

BREAK - PICKERWHEEL



THE ENTIRE INTERVENTION

Component A



Study visit in Ghent

Component B



Online booster

Component C



Good practice days

Educational innovation project



- Online supervision of educational innovation projects + Feedback interview
- Extra modules

EDUCATIONAL INNOVATION PROJECT

1. Choose **one tool/method (or a combination)** you get familiar with during the study visit which you want to realize/implement in your course unit in the near future. This could be situated on the domain of:
 - Teaching and learning activities: e.g., Flipping one lecture by using the flipped classroom model.
 - Assessment and feedback: e.g., Using a VideoAnt tool to give feedback to your students.
 - Educational technology: e.g., Organize a VR activity.
 - Differentiation: e.g., Project with excellent students.
2. **Intensity**: 1 or multiple lessons (allowed, but certainly not intended that your project spreads over an entire semester)
3. **Number of students**: Entire group vs. selection of student group.

EDUCATIONAL INNOVATION PROJECT

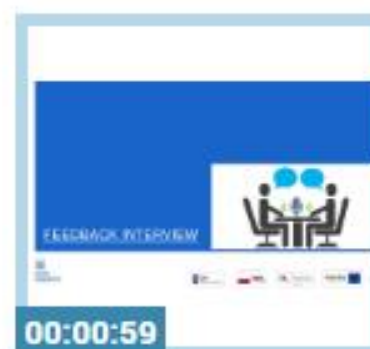
Step 1: Upload your educational innovation project based on the template we prepared for you

Deadline: 3 days before you scheduled your feedback interview

Step 2: Feedback from us via interview
[month] 2021

Step 3: Implementation during second semester (if you have a course unit then)

FEEDBACK INTERVIEW



NO CHAT MESSAGES



THE ENTIRE INTERVENTION

Component A



Study visit in Ghent

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Component C



Good practice days

Educational innovation project

- 3 - 4 cohorts (80 - 100 participants)
- Two-day meeting for alpha vs. beta/gamma sciences
 - Day 1: Educational innovation project + speed date
 - Day 2: Wheels of didactics + workshop

MASTERS OF DIDACTICS

GOOD PRACTICE DAYS

Save the date:

27-01-2021 - 28-01-2021

Online (because of COVID-19)



PRELIMINARY PLANNING

27-01-2021

09:00 – 09:15: OPENING

09:15 – 10:45: DISCUSSIONS
EDUCATIONAL INNOVATION PROJECTS

10:45 – 11:00: BREAK

11:00 – 12:30: DISCUSSIONS
EDUCATIONAL INNOVATION PROJECTS

12:30 – 13:30: LUNCH BREAK

13:30 – 14:45: SPEED DATE PART I

14:45 – 15:00: BREAK

15:00 – 16:00: SPEED DATE PART II

28-01-2021

09:00 – 10:30: WHEELS OF
DIDACTICS

10:30 – 10:45: BREAK

10:45 – 12:15: WHEELS OF DIDACTICS
CONTINUED

12:15 – 13:15: LUNCH BREAK

13:15 – 15:15: WORKSHOP "HOW TO
SURVIVE COVID-19 AS UNIVERSITY
TEACHER?"

15:15 – 15:30: CERTIFICATE AWARD
CEREMONY



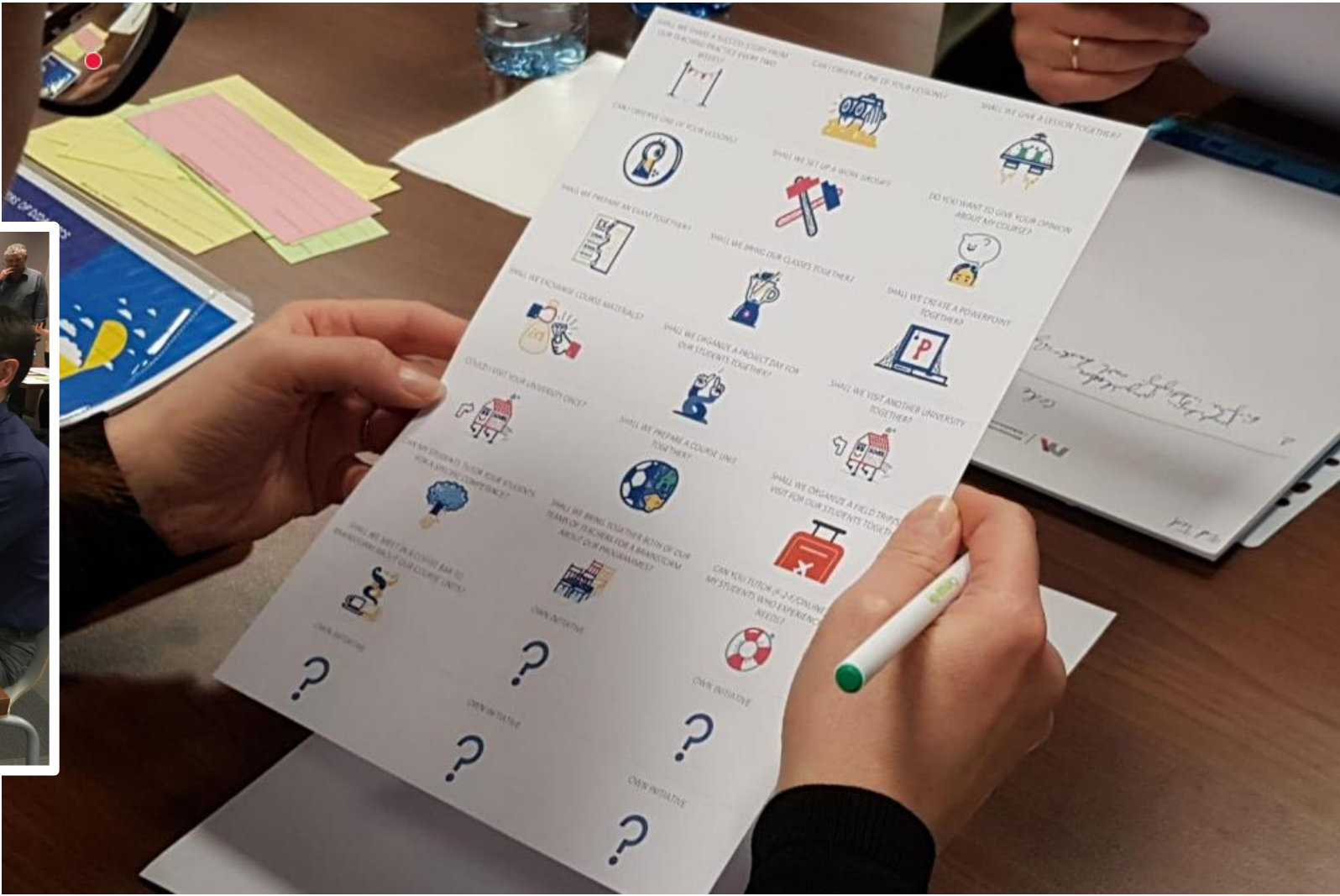
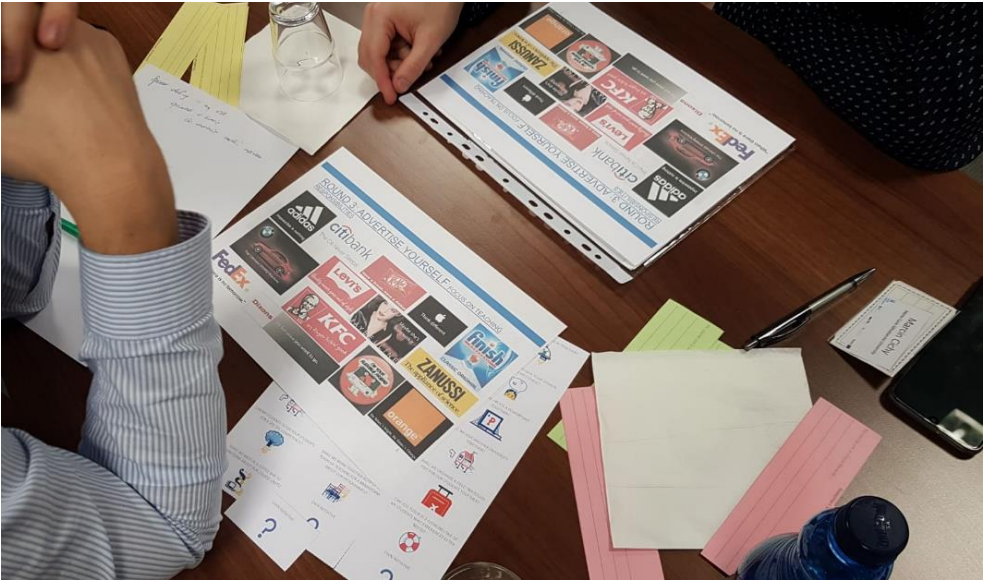
JANUARY 2020



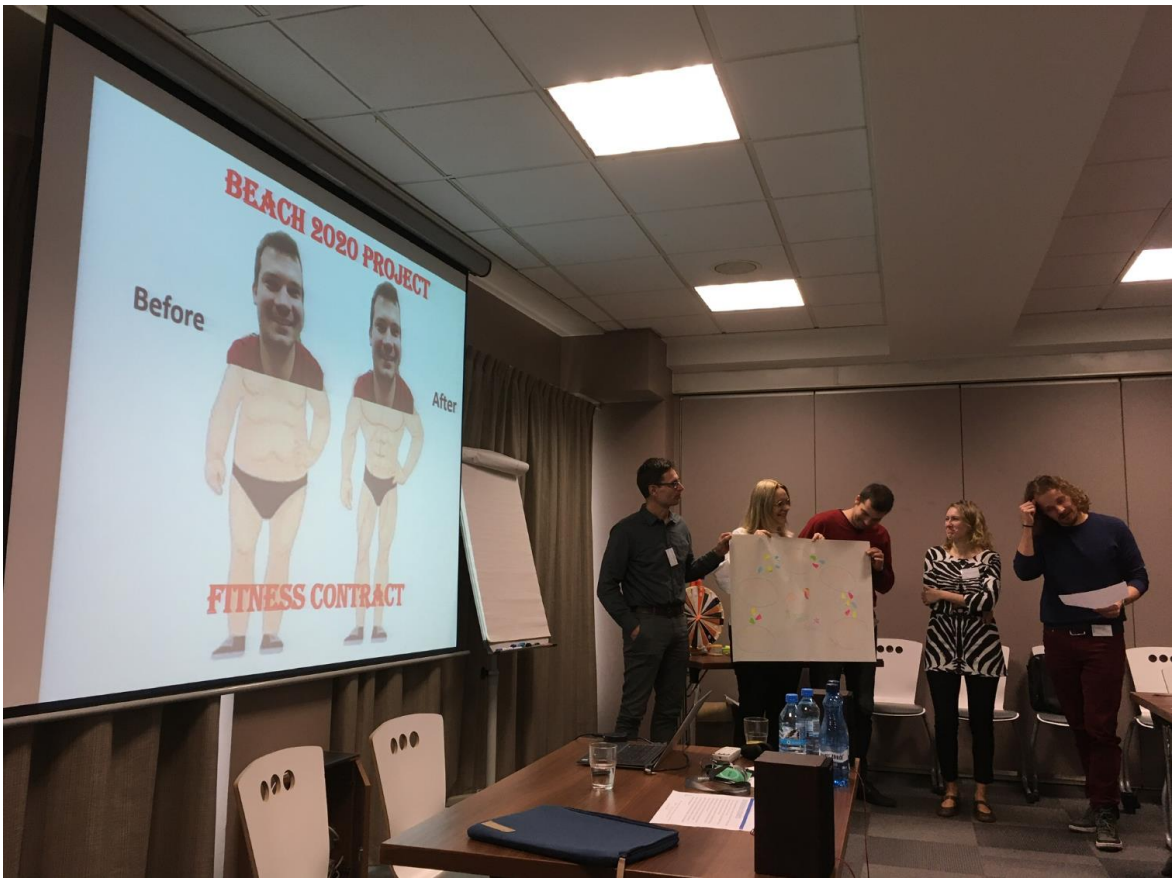
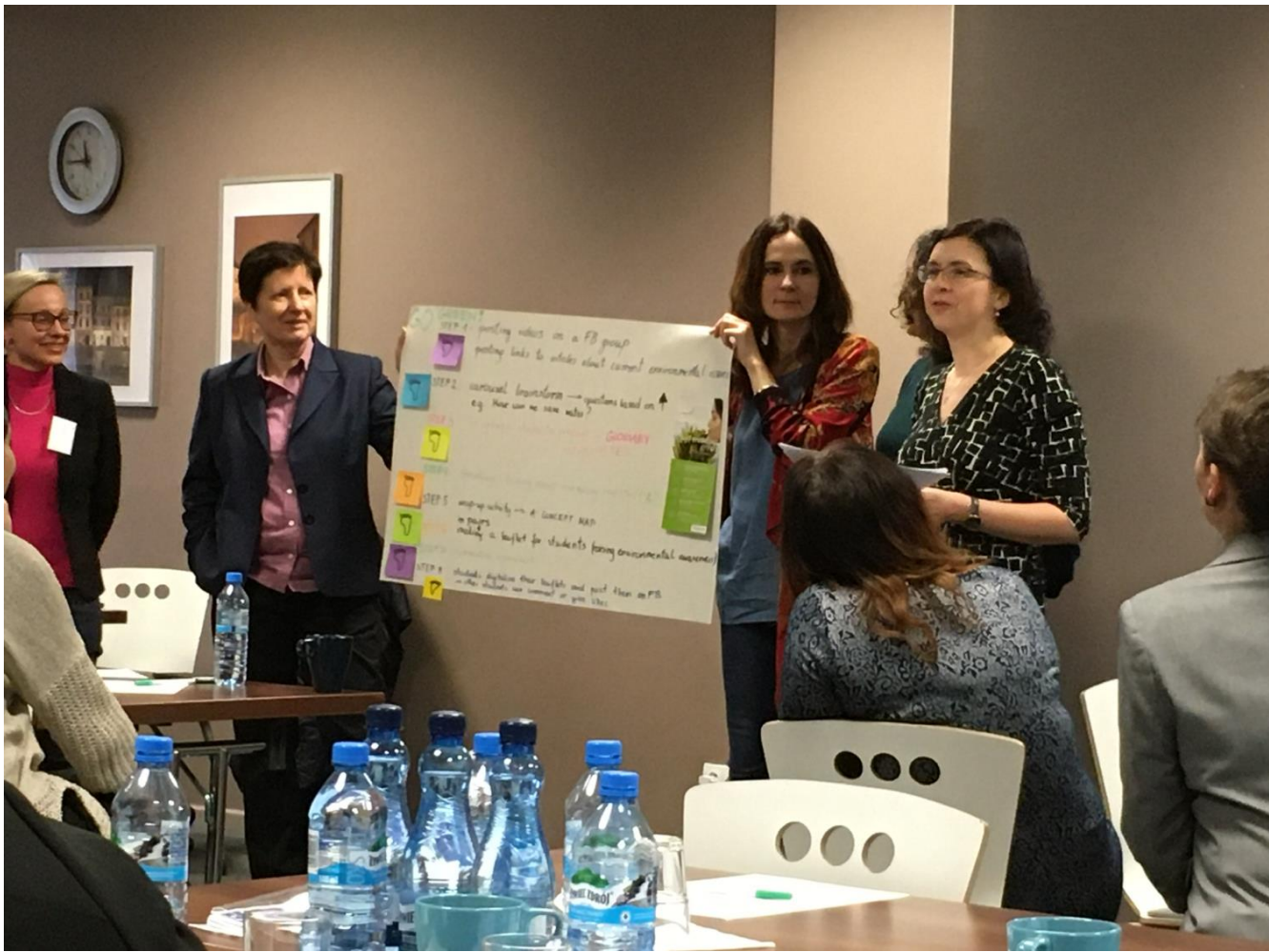
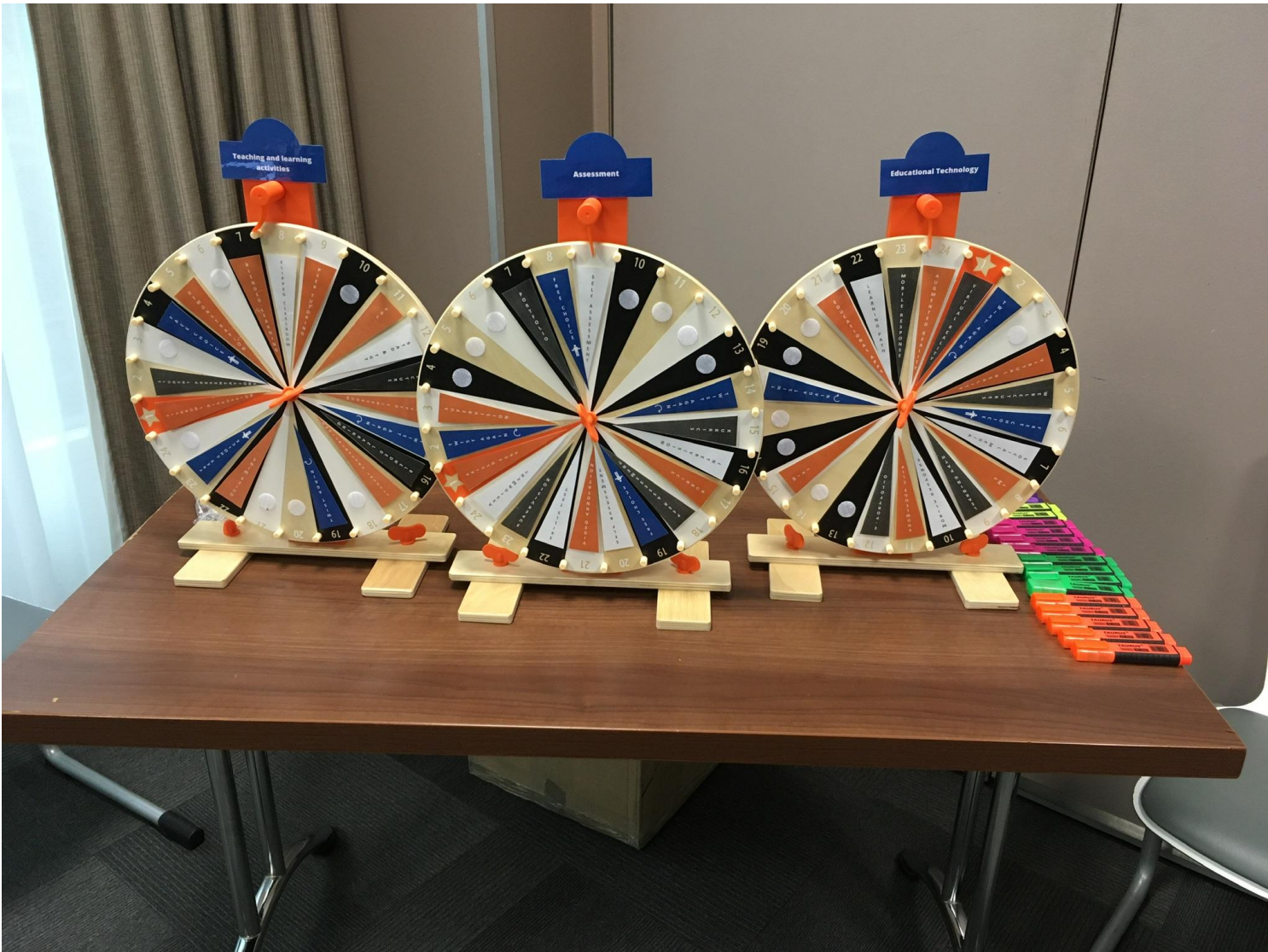
Educational innovation projects



Speed date



Wheels of didactics

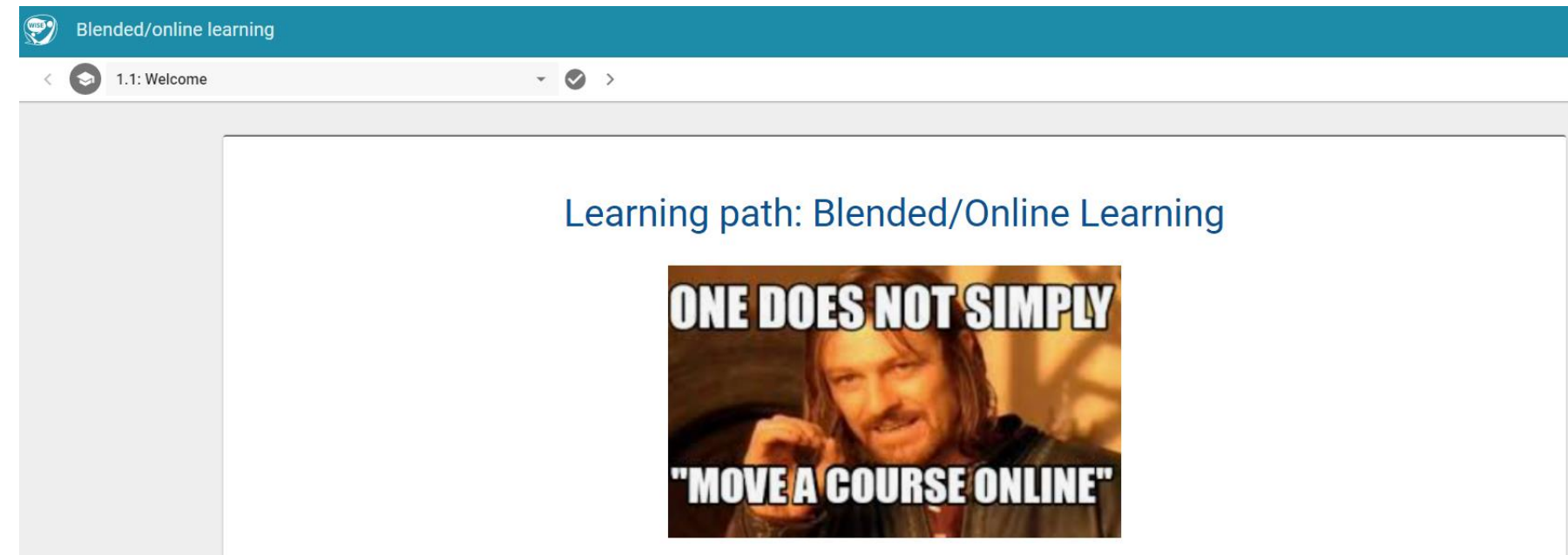


Custom-made workshop



Differentiation

How to survive COVID-19 as University Teacher?



TAKE – HOME MESSAGE 1




Feedback



TAKE – HOME MESSAGE 2



Modeling – Teach what
you preach

A grayscale photograph of two hands cupping a heart shape over a wooden plank background. The hands are positioned with fingers pointing outwards, creating a heart shape in the center. The background consists of horizontal wooden planks.

TAKE – HOME MESSAGE 3

Positive learning climate –
contact with participants

all teachers created a friendly, non-judgmental environment,

During online classes it is more difficult to integrate and get to know each other, although I have the impression that even in these conditions we managed to create a friendly group.



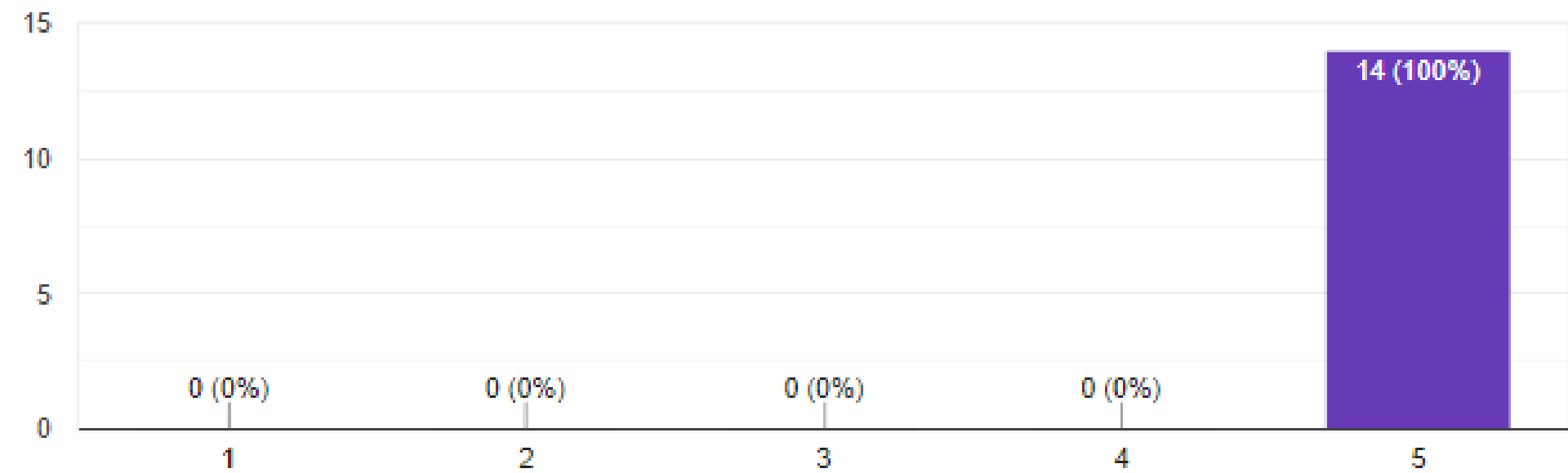
Reactions of cohort 13

Fourth online run of the study visit

Evaluation sheet based on UGent's template of course unit evaluations

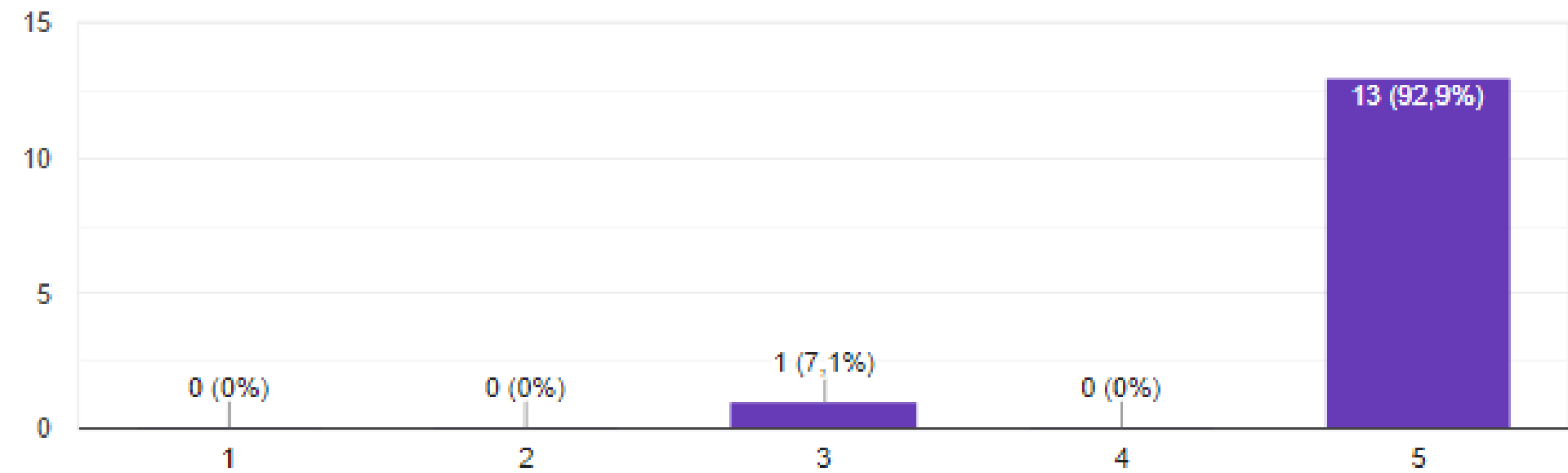
The subjects of the study visit @Ghent University were intellectually challenging and stimulating.

14 antwoorden



I learned valuable knowledge and skills during the study visit.

14 antwoorden



as an academic teacher with 15 years of experience I gladly participated in course run by much younger teachers, with fresh look on teaching/learning challenges and smart solutions to current problems.

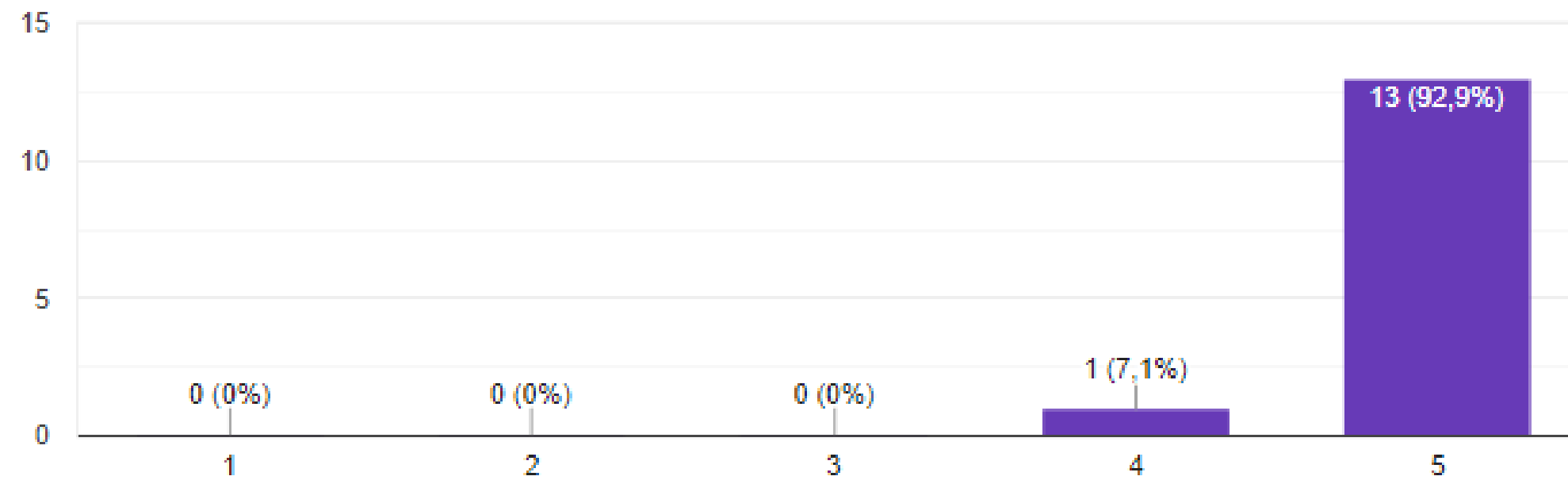
I organized my knowledge, I learned new tools, the very next day I was applying new tools from the course in my classes. My work is easier now.

It was excellent experience! Now I know how actually the on-line learning looks like!

Very intensive course. At the beginning I thought the pace was too fast but after two days I got used to it and I think that thanks to this intensity a lot of valuable knowledge was given.

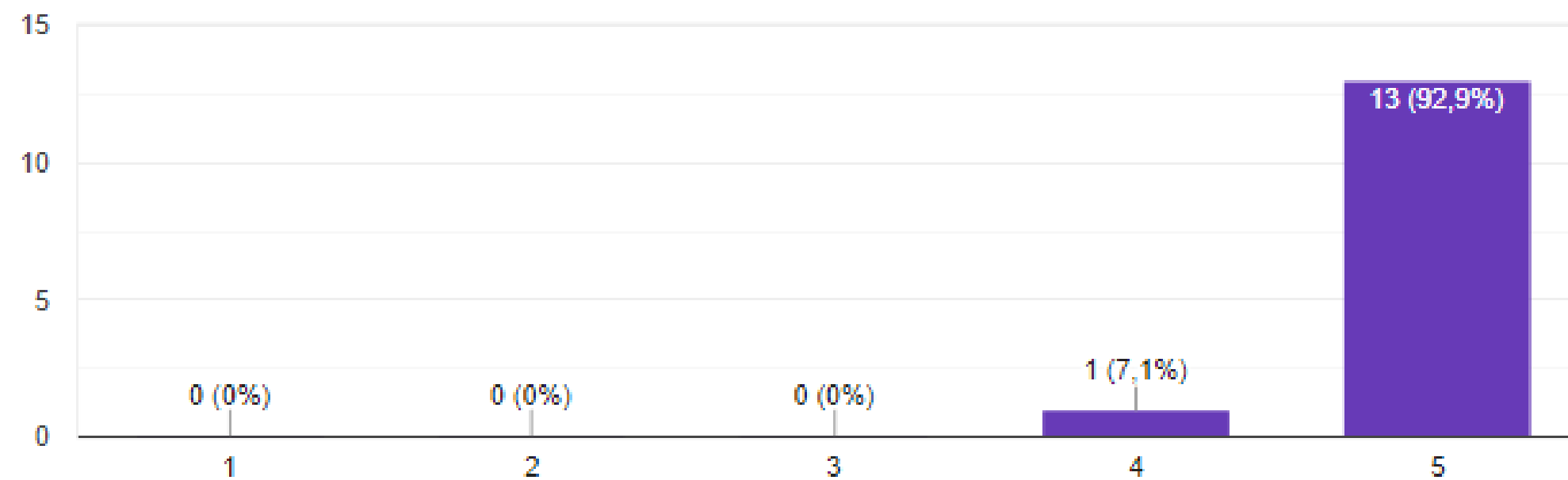
The teachers taught in a structured way.

14 antwoorden



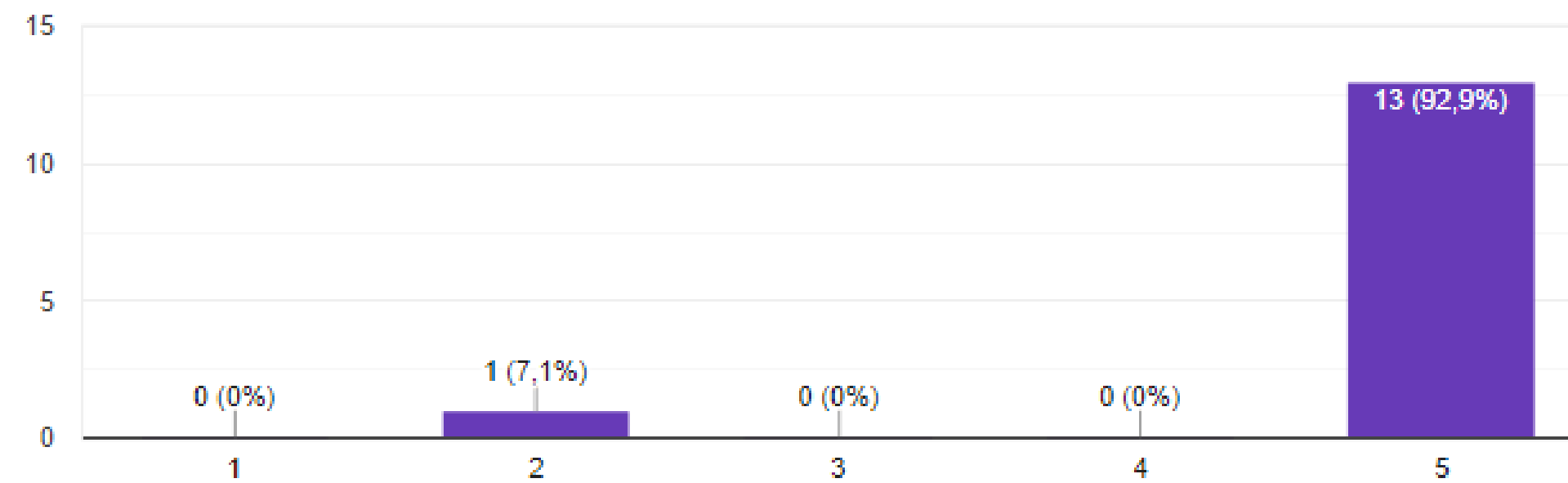
The learning material was well structured.

14 antwoorden



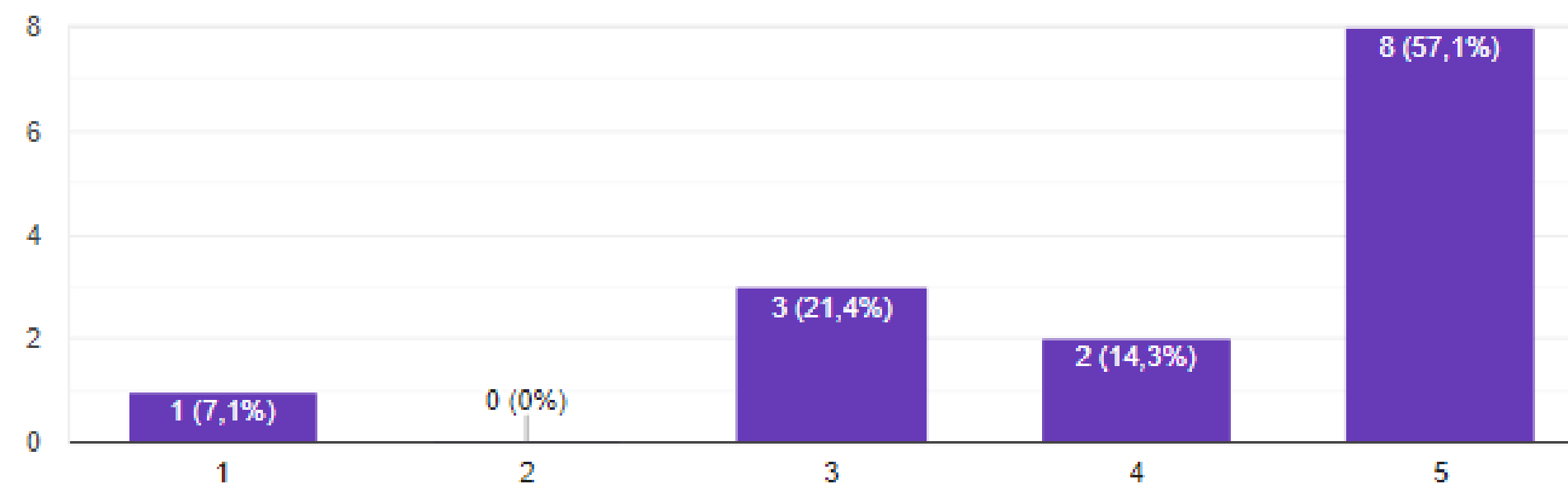
The study visit requires active involvement of the participants.

14 antwoorden



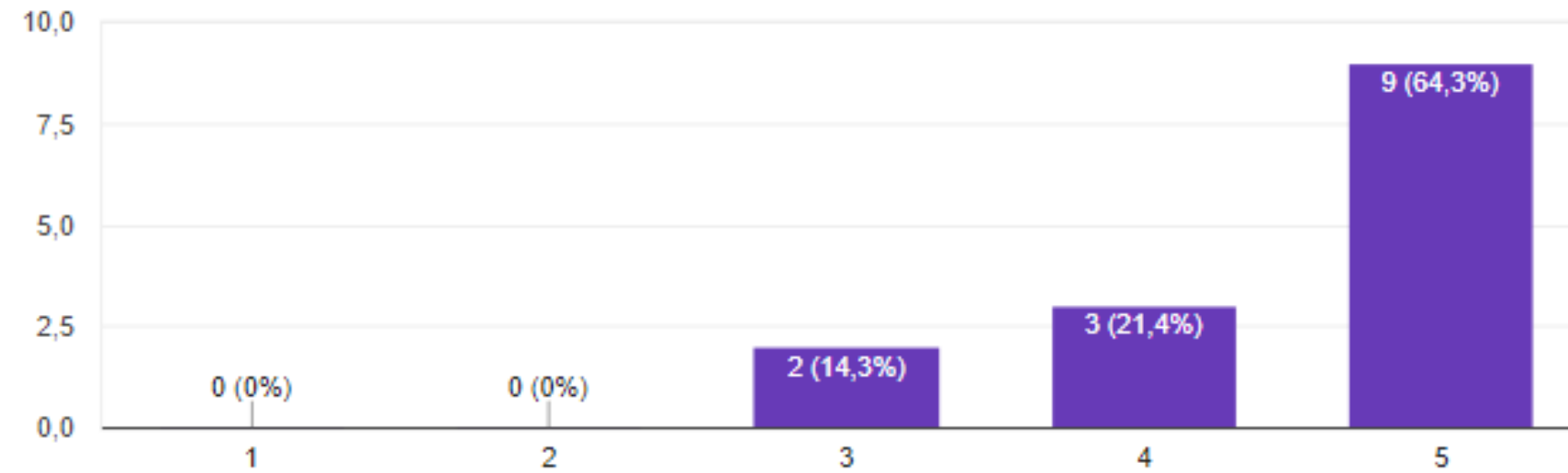
Assess the extent to which you felt connected in the group during the study visit.

14 antwoorden



Tempo of the teachers

14 antwoorden



Tempo was too fast for me. For both: the morning and afternoon sessions, there should be two short breaks instead of one

A little too little time for individual tasks especially group tasks.

For me tempo was excellent but I some of my colleagues during exercises told me that they cannot follow because of tempo.

Sometimes a little bit too fast...

The pace was intense but you could get used to it after one or two days.

Britt Adams
Laura Thomas
Martin Valcke

DEPARTMENT OF EDUCATIONAL STUDIES

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