

## **Report Workshop organized by Ghent University in Nis**

**September 2022**

**Ghent University**

Report about the workshop set up in Nis as an alternative for the cancelled workshop of March 2020

### **Content of this package**

1. Preplanning mail in view of the workshop in Nis, September 2022
2. Instructions sent to participants prior to the Nis Workshop
3. Instructions to use Ufora – sent prior to participants
4. List of participants
5. Opening webpage of the Ufora website for the workshop “Master of Didactics” and Content Page



**Strengthening Teaching Competences  
in Higher Education  
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## **Section 1. Preplanning mail in view of the workshop in Nis, September 2022**

**Onderwerp:** RE: Training participants

**Van:** Britt Adams <Britt.Adams@UGent.be>

**Datum:** 5/09/2022 13:06

**Aan:** jekaignjatovic73 <jekaignjatovic73@gmail.com>

**CC:** Maxime Moens <Maxime.Moens@UGent.be>, Martin Valcke <Martin.Valcke@UGent.be>

Dear Jelena,

Thank you very much for the list of participants. I will send them this afternoon with instructions about how to get access to our learning management system Ufora.

In this [WeTransfer folder](#), you can find the documents that we need during our workshop. The print instructions are also integrated into the folder. If you have questions about it, do not hesitate to ask them.

Materials:

- Envelope folder / University map: Is it possible to provide a kind of folder for each participant, so they can collect all the papers they need for the workshop? If not possible, not necessary (I believe 😊).



- For one activity, we need 6 flip chart papers (and maybe a little bit more papers). We don't need six flipchart holders if we can fix some papers to the wall/window with tape? (activity = carousel brainstorm).
- Are there tape/markers/scissors in the workshop room?

Looking forward to meet you,  
Britt

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**Van:** Jelena Ignjatovic <jekaignjatovic73@gmail.com>

**Verzonden:** zaterdag 3 september 2022 22:07

**Aan:** Britt Adams <Britt.Adams@UGent.be>; Maxime Moens <Maxime.Moens@UGent.be>; Martin Valcke <Martin.Valcke@UGent.be>

**Onderwerp:** Training participants

Dear Britt, Maxime, Martin,

I hope you are doing well. I am late with the list of participants, but I was waiting for the precise information. Maybe some more people will sign up, but I am sharing the Gdoc with you, so every change will be visible for you.

We are staying in contact.  
Looking forward to seeing you in Nis!

With great regards,  
Jelena

---

prof. Jelena Ignjatović, PhD  
University of Niš, Faculty of Sciences,

*Department of Computer Science,*  
Višegradska 33, P. O. Box 224, 18000 Niš, Serbia  
[jekajgnjatovic73@gmail.com](mailto:jekajgnjatovic73@gmail.com); [jelena.ignjatovic@pmf.edu.rs](mailto:jelena.ignjatovic@pmf.edu.rs)





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## **Section 2. Instructions sent to participants prior to the Nis Workshop**

**Onderwerp:** Workshop Ghent University (Belgium) – Tecomp

**Van:** Britt Adams <Britt.Adams@UGent.be>

**Datum:** 5/09/2022 13:23

**CC:** jekaignjatovic73 <jekaignjatovic73@gmail.com>, Martin Valcke <Martin.Valcke@UGent.be>, Maxime Moens <Maxime.Moens@UGent.be>

Dear academic teacher,

Thank you very much for your interest in the study visit of Ghent University (called: Masters of Didactics) that will be organised at the University of Niš next week.

Via this email, some practical aspects:

- Please bring your laptop & smartphone with you (we will use these devices intensively during the study visit). Please bring a headphone/earset too.
- During the study visit, we make use of an online course created on the learning management system of Ghent University (called Ufora). Attached to this email, you can find a PPT in which we explain how you can register on our platform. If possible, please do this before Friday, then we have still some time to add you to our online course.

Thank you very much!

Looking forward to meet you!

See you next Monday,  
The UGent Team

\*\*\*

Britt Adams

Masters of Didactics project - Postdoctoral researcher

Ghent University - Department of Educational Studies (120.019)

Henri Dunantlaan 2 - 9000 Ghent

Tel: +32 (0)9/264.94.33

— Bijlagen: —

How to use Ufora\_Update.pptx

1.1 MB



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## **Section 3. Instructions to use Ufora – sent prior to participants**



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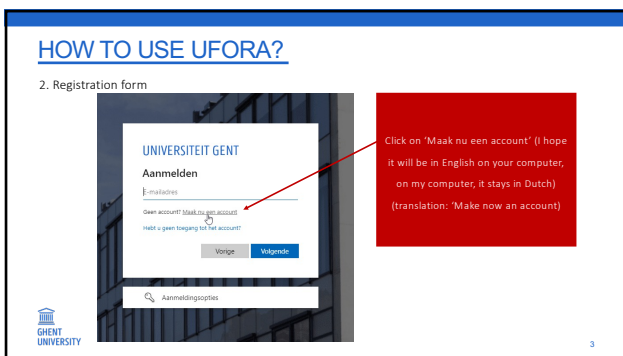
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3

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## HOW TO USE UFORA?

## 2. Registration form

Then you can choose whether you login via an email address of your institution or via a Google address. It is possible that when you use the email address of your institution, that our system recognises your institution and that you can use the same password as your institution.

4

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## HOW TO USE UFORA?

After you registered yourself, we can find you in our system and give you access to the specific course we prepared for you. This will happen Friday before the start of the study visit.



5

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## HOW TO USE UFORA?

Account settings - Ufora in English

Accountinstellingen

[illegible]

6

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### HOW TO USE UFORA?

Where can I find the online course?

Two ways

Where can I find the content of the online course?

Module for each day

Submodules for each day

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## Section 4. List of participants



## **Obuka univerziteta u Gentu**

Niš, 12-14.09.2022. Godina

1. Jelena Matejić	<a href="mailto:jelena.jelena.matejic@gmail.com">jelena.jelena.matejic@gmail.com</a>
2. Marija Cvetković	<a href="mailto:marija.cvetkovic89@gmail.com">marija.cvetkovic89@gmail.com</a>
3. Emilija Pecev-Marinković	<a href="mailto:emilija.pecev@pmf.edu.rs">emilija.pecev@pmf.edu.rs</a>
4. Jelena Mitrović	<a href="mailto:jelenam81@gmail.com">jelenam81@gmail.com</a>
5. Jelena Milošević	<a href="mailto:jefimija79@gmail.com">jefimija79@gmail.com</a>
6. Lazar Radenković	<a href="mailto:lazar.radenkovic@pmf.edu.rs">lazar.radenkovic@pmf.edu.rs</a>
7. Ivana Micić	<a href="mailto:ivanajancic84@gmail.com">ivanajancic84@gmail.com</a>
8. Zorana Jančić	<a href="mailto:zoranajancic329@gmail.com">zoranajancic329@gmail.com</a>
9. Ljubica Đurović	<a href="mailto:ljubica.milevic@pmf.kg.ac.rs">ljubica.milevic@pmf.kg.ac.rs</a>
10. Marko Dabić	<a href="mailto:marko.dabic@pmf.kg.ac.rs">marko.dabic@pmf.kg.ac.rs</a>
11. Jelena Stevanić	<a href="mailto:jelena.dimitrijevic@pmf.kg.ac.rs">jelena.dimitrijevic@pmf.kg.ac.rs</a>
12. Milan Kovačević	<a href="mailto:milan.kovacevic@pmf.kg.ac.rs">milan.kovacevic@pmf.kg.ac.rs</a>
13. Slađana Dimitrijević	<a href="mailto:sladjana.dimitrijevic@pmf.kg.ac.rs">sladjana.dimitrijevic@pmf.kg.ac.rs</a>
14. Ivana Radojević	<a href="mailto:ivana.radojevic@pmf.kg.ac.rs">ivana.radojevic@pmf.kg.ac.rs</a>
15. Andrijana Žekić	<a href="mailto:andrijana@ff.bg.ac.rs">andrijana@ff.bg.ac.rs</a>
16. Sana Stojanović Đurđević	<a href="mailto:sanastojanovic@gmail.com">sanastojanovic@gmail.com</a>
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19. Nebojša Jasnić	<a href="mailto:jasnicn@bio.bg.ac.rs">jasnicn@bio.bg.ac.rs</a>
20. Andreja Tepavčević	<a href="mailto:andreja@dmi.uns.ac.rs">andreja@dmi.uns.ac.rs</a>
21. Zorana Lužanin	<a href="mailto:z.luzanin@gmail.com">z.luzanin@gmail.com</a>
22. Đurica Salamon	<a href="mailto:djurica.salamon@dmi.uns.ac.rs">djurica.salamon@dmi.uns.ac.rs</a>





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23.Ivana Kostić-Kokić	<a href="mailto:ivana.chem@outlook.com">ivana.chem@outlook.com</a>
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## **Section 5. Opening webpage of the Ufora website for the workshop “Master of Didactics”**



# Masters of Didactics - September 2022 - Serbia

## Announcements

### Welcome in this course!



Britt Adams posted on 12 October 2020 1:58 PM • Edited

Dear Martin,

Welcome in this online Ufora course related to the Masters of Didactics project!

See you on Monday 12th September 2022.

Kind regards,

The UGent team

Show All Announcements

**Visual Table of Contents**

(https://ufora.ugent.be/d2l/le  
/content/693867

/Home?itemIdentifier=D2L.LE.Content.ContentObject.ModuleCO-1397412)

### Introduction

(https://ufora.ugent.be/d2l/le  
/content/693867

/Home?itemIdentifier=D2L.LE.Content.ContentObject.ModuleCO-1397412)

(https://ufora.ugent.be/d2l/le  
/content/693867tent/1397438/View)

/Home?itemIdentifier=D2L.LE.Content.ContentObject.ModuleCO-1397416)

### Tuesday afternoon: Feedback

(https://ufora.ugent.be/d2l/le  
/content/693867

/Home?itemIdentifier=D2L.LE.Content.ContentObject.ModuleCO-1397421)

(https://ufora.ugent.be/d2l/le  
/content/693867tent/1397433/View)

/Home?itemIdentifier=D2L.LE.Content.ContentObject.ModuleCO-1397413)

### Monday session

(https://ufora.ugent.be/d2l/le  
/content/693867

/Home?itemIdentifier=D2L.LE.Content.ContentObject.ModuleCO-1397423)

(https://ufora.ugent.be/d2l/le  
/content/693867tent/1397450/View)

/Home?itemIdentifier=D2L.LE.Content.ContentObject.ModuleCO-1397415)

### Wednesday morning: Educational tech...

(https://ufora.ugent.be/d2l/le  
/content/693867

/Home?itemIdentifier=D2L.LE.Content.ContentObject.ModuleCO-1397429)

(https://ufora.ugent.be/d2l/le  
/content/693867tent/1397464/View)

/Home?itemIdentifier=D2L.LE.Content.ContentObject.ModuleCO-1397414)

### Tuesday morning: Assessment

(https://ufora.ugent.be/d2l/le  
/content/693867

/Home?itemIdentifier=D2L.LE.Content.ContentObject.ModuleCO-1397451)

Course of type "xtra"

Create/Remove dummy student

Edit course language

## Calendar

Tuesday, 6 September 2022



Upcoming events



There are no events to display. Create an event.

## Updates

 **1** Unread Discussion Posts

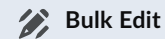
## Bookmarks

No bookmarks have been added.



[Ufora](#) [Content](#) [Calendar](#) [Announcements](#) [Groups](#) [Ufora tools](#) [Other tools](#) [Course Admin](#)[Overview](#)[Bookmarks](#)[Course Schedule](#)[Table of Contents](#)[Introduction](#)[Monday session](#)[Tuesday morning:](#)[Assessment](#)[Tuesday afternoon:](#)[Feedback](#)

# Table of Contents

[Import Course](#)[Bulk Edit](#)[Related Tools](#)[Expand All](#) | [Collapse All](#)

## Introduction



Dear Martin,

This Ufora course is our guide through the workshops in Serbia. Per day/day part, a module is created in which you can find the PowerPoint presentations that we prepared, extra background information (e.g., research papers) related to educational themes, extra information/tutorials related to applications we used, etc.

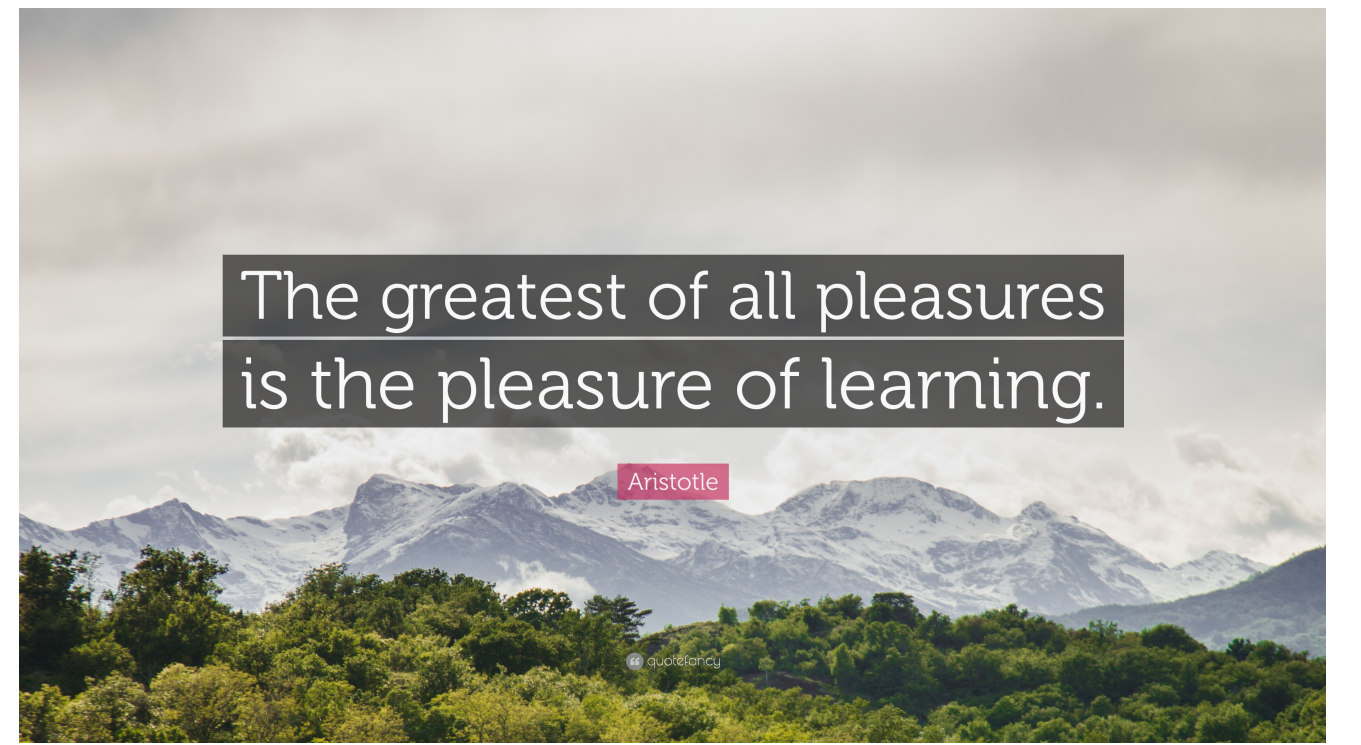
We wish you much learning pleasure in this course!



Wednesday morning:

Educational technology

Add a module...



The greatest of all pleasures  
is the pleasure of learning.

Aristotle

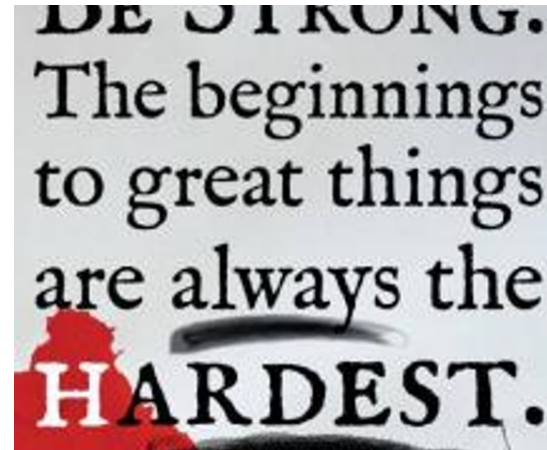
quote fancy

Upload / Create ▼ Existing Activities ▼

Drag and drop files here to create and update topics

Monday session ▼





### What is the theme of this day (part) about?

Since the academic year 2018-2019, Ghent University has an action plan for active education and focuses on the university-wide implementation of educational interventions in order to promote active learning. It is not the case that because we are talking about active learning today that we will abolish the format 'lectures' which is a frequently used format in higher education because it is from a practical view an interesting format that can be used in large student groups. But, the plea that we want to hold today is that students must not necessarily be passive receivers when applying this teaching strategy. Therefore, we zoom in on the use of 'quick wins' allowing you to activate students in lectures (e.g., question-answer whether or not with online tools, video with assignments).

- Activating students' prior knowledge
- Explain the key characteristics of the constructive alignment principle.
- Design quick win activities (e.g., question-answer, video with the assignment) to activate students in face-to-face lectures/seminars.
- Use online tools to activate students in face-to-face lectures/seminars.
- Explain how you can create a positive learning environment.
- Formulate learning objectives for your course unit.

Upload / Create ▾

Existing Activities ▾


&gt; Slides

&gt; Present yourself

### Present yourself

Via this forum, we invite you to prepare your short introduction. Click on '**Start a New Thread**' to write down your introduction.

**Step 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

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

**Step 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

> Constructive alignment

**Constructive alignment**



## Constructive alignment



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### > Learning objectives



### Learning objectives: how to see the forest for the trees?

1) Learning at the university level leads to ...

Go to [www.menti.com](https://www.menti.com) and use the code projected on the screen,

Or use this voting link: <https://www.menti.com/xqten9b273>

Or scan:



2) Translation of European Qualification framework in a Flemish framework

3) UGent competence model: based on European and Flemish framework (see document under this text box)

4) Competence matrices of study programmes: Which competences of the UGent competence model are tackled in which course units?

Example - Master in Physics and Astronomy:

Competences	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	4.3	5.1	5.2	6.1	6.2
General courses																					
Quantum Field Theory (6 ects)	X	X		X								X	X								
Astrophysical Simulations (6 ects)	X	X	X	X			X	X				X	X		X	X	X				
Computational Physics (6 ects)	X	X		X			X					X	X		X	X					
Solid State and Nano Physics (6 ects)	X	X		X		X	X					X						X			
Subatomic Physics II (6 ects)	X	X		X		X		X				X									
Master's Dissertation (30 ects)		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X
Elective courses																					
Minor Research (60 ects)		X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X
Minor Education (60 ects)							X				X	X	X	X	X	X		X	X	X	X
Minor Economics and Business Administration (60 ects)			X								X		X	X	X	X		X	X	X	X

5) Learning objectives of your course units: You need to decide what students need to be able to at the end of your course unit.

#### Important tips (!):

- Guideline UGent: between 5 and 15 clear learning objectives/per course unit.
- Begin the formulation with "By the end of my course unit, the student will be able to..."
- Make the contents explicit: Define the subject matter as concretely as possible
- Use **active verbs** to describe behaviour: e.g., to identify, label, order, construct, explain rather than 'to gain insight into' (Bloom's taxonomy, see for example <https://tips.uark.edu/using-blooms-taxonomy/>) and the document 'active verbs' under this text box.
- Keep VASCULAR in mind.

#### **Assignment:**



- Surf to <https://studiegids.ugent.be/2020/EN/studiegids.html>
- Click on 'By faculty' and look for the UGent faculty that is most related to yours.
- Look in the Bachelor-Master programmes to the study programme and, after that, the course unit(s) that is/are most related with yours.
- Look to the categories: Position of the course, Contents, (Initial and) Final competencies.

The screenshot shows the Ghent University Course Catalogue website. The main navigation bar includes 'Home' and 'Course catalogue'. A sidebar on the left lists navigation options: 'By faculty' (highlighted with a red circle 1), 'By area', 'Courses Doctoral Schools', 'Ghent University Global Campus', and 'Enrolment and administration'. The main content area displays various faculties, with 'Faculty of Sciences' highlighted (red circle 2). Below this, a list of Bachelor's Programmes is shown, including 'Bachelor of Science in Biochemistry and Biotechnology', 'Bachelor of Science in Biology', 'Bachelor of Science in Chemistry' (highlighted with a red circle 3), 'Bachelor of Science in Computer Science', 'Bachelor of Science in Geography and Geomatics', 'Bachelor of Science in Geology', 'Bachelor of Science in Mathematics', and 'Bachelor of Science in Physics and Astronomy'. A red box with text 'Select "your" faculty' points to the 'Faculty of Sciences' section. Another red box with text 'Select a course unit that fits with yours' points to the 'Bachelor of Science in Chemistry' programme. A third red box with text 'If you prefer, you can try to make connection with the Ugent responsible lecturer by sending an email.' points to the 'Legend' section on the right, which lists 'Legend', 'hard copy v7', 'hard copy v6', 'course schedule 1st semester', and 'course schedule 2nd semester'. The 'Bachelor of Science in Chemistry' programme details are shown, including 'Complete programme (180 credits) version 7' and a table of courses.

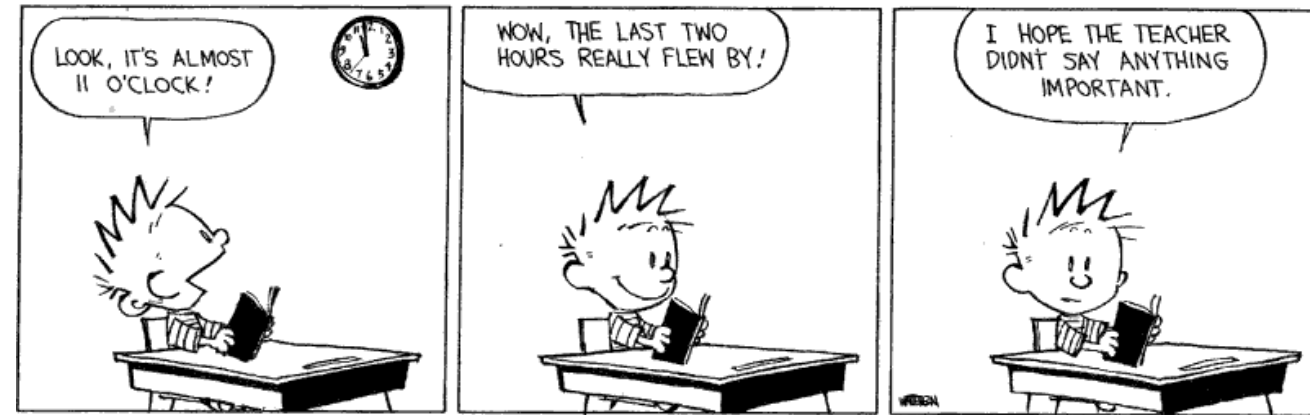
No.	Course	Ref	Semester	M11	M12	Deg.	Instructor	Contact	Study	Credit
1	General Chemistry		J	1	WE06		Isabel Van Driessche	75	240	9
2	Chemical Structures		J	1	WE07		Joel Martens	805	260	9
3	Mathematics: Basic Concepts		1	1	WE02		Carol Janssens	60	180	6
4	Mathematics: Advanced Techniques		2	1	WE02		Hans Van Daele	60	180	6
5	Physics: Mechanics		1	1	WE05		Mathieu Boone	52.5	120	4
6	Physics: Waves, Optics and Thermodynamics		2	1	WE05		Rutale Jachowicz	42.5	135	5
7	Programming	URV	1	1	WE02		Peter Dawyndt	50	150	5

Complete this exercise in your slide show:

Formulate new or refine the learning objectives/final competencies for your course unit(s).  
Formulate at least 3 learning objectives, and try to do this on 3 different levels of Bloom's Taxonomy. Use this as a starter sentence: *By the end of my course unit, the student will be able to ...*

> Teaching & Learning Strategies





*Until now, lecturing is the most employed tool for information transmission in higher education. Conventional lectures are effective only to a limited extent in attaining important curriculum objectives. They do not promote critical thinking; student attendance tends to be low and so is cognitive engagement; furthermore, the idea that lectures should and can cover all essential subject matter is false. Moreover, empirical literature on what students actually learn from lectures is lacking. A most fundamental problem of lectures is that they are based on the information transmission fallacy, the idea that students learn just by being told (fragment of the research article of Schmidt et al., 2015).*

While lectures are sometimes the most time-efficient strategy to impart knowledge in higher education, the question is how can we involve and activate students more in the learning process?

**Brainstorm activity:** There is no one 'correct' way to achieve active learning in the classroom ... When a colleague wants to activate this/her students, I would advise him/her ... Fill in the blank via PadLet:

We hebben dit voor u geblokkeerd

<https://padlet.com/embed/68s8c2...>

Deze media is afkomstig van een  
andere website.

Wilt u het toestaan?

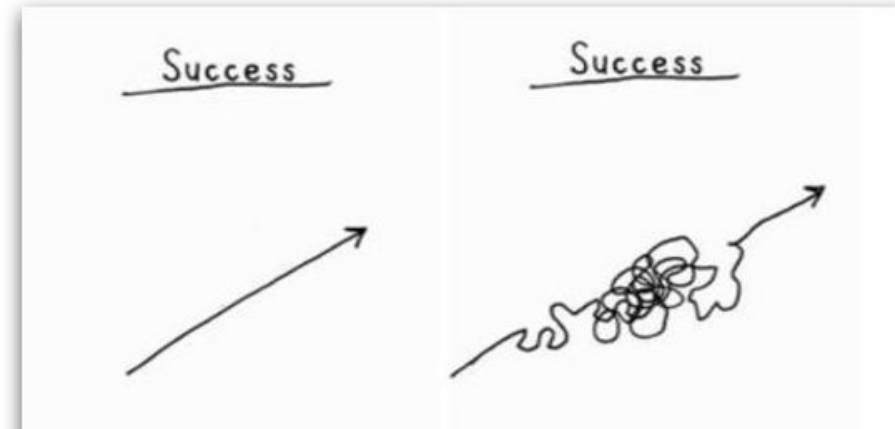
Toestaan

☐ Deze URL altijd vertrouwen

Made with **padlet**

### Tuesday morning: Assessment

What is the theme of this day (part) about?





A learning process is most of the time not a straight line from A to B, but a journey with a lot of obstacles and success moments. Therefore, it is important that the learning process of students is made visible instead of just assessing at the end.

### Learning objectives of this day (part):

After this session you will be able to:

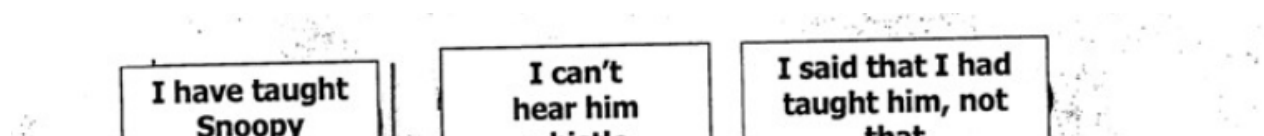
- Link the transition of 'Assessment OF learning' towards 'Assessment FOR learning' with the current vision on learning and instruction.
- Describe the difference between formative and summative assessment.
- Give examples of concrete applications of self- and peer-assessment in higher education settings.
- Explain how portfolios can be used as an assessment tool.
- Explain how rubrics can be used as an assessment and feedback tool.

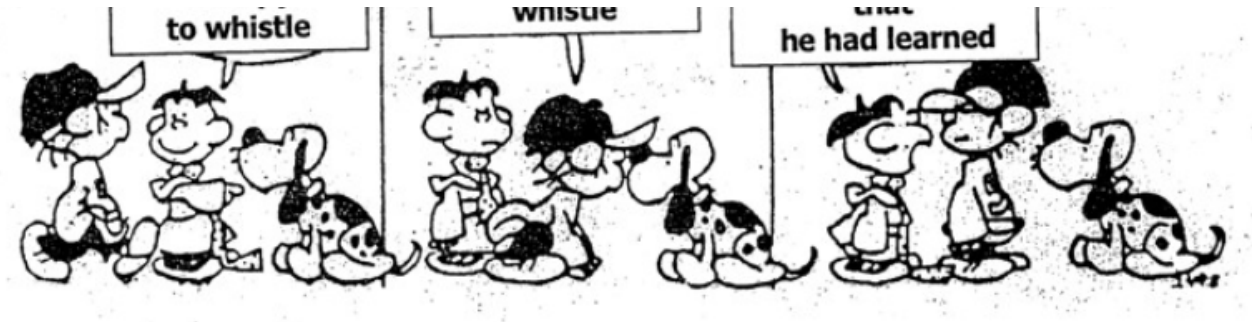
Upload / Create ▼

Existing Activities ▼

### Slides

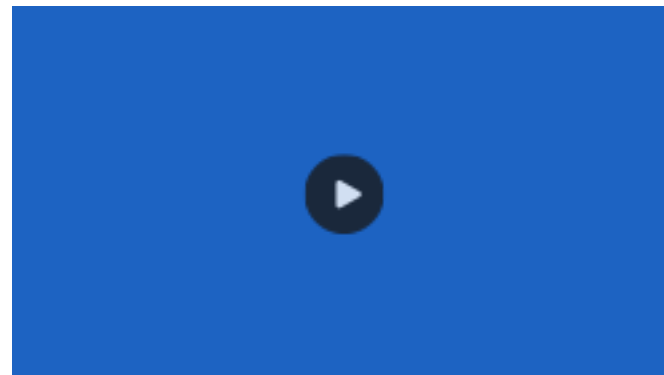
#### Part 1: Assessment of/for learning





### Rethinking Assessment in Higher Education - Boud & Falchikov (2007)

As the title of Boud & Falchikov's book suggests, assessment practices in higher education have been thoroughly discussed in recent years. In the instruction video below, Prof. dr. Tammy Schellens focuses on the evolution of assessment of learning towards assessment for learning.



0:00 / 5:02

### When to assess?

*Click on the yellow '+' icons to read more information about assessing before, during, and after the learning process.*



*"The tail that wags the dog", meaning, "what is assessed is what gets taught, which becomes or defines the curriculum". Assessment should not be something that happens after the instruction takes place for the purpose of assigning a grade, but it should be a relevant part of the teaching and learning process [Link].*

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## Part 2: Becoming an expert in one assessment strategy

You will become an expert in one assessment strategy/topic. In other words, you will prepare yourself for the "mixed-Jigsaw groups" in which you need to explain one assessment strategy/topic to your colleagues.

### The four topics are:

- *peer assessment*
- *self assessment*
- *portfolio assessment*
- *rubric*

### Individual preparation:

Look at the following table and discover the topic we assigned to you. Go to the submodule we prepared related to your topic. While watching the instruction video, keep in mind the question 'How will I explain this assessment strategy/format to my colleagues?'. Write some notes on scrap paper based on the guiding questions we integrated into the submodules.

### JIGSAW VERDELING TOEVOEGEN

### Group work:

1) Expert groups (the numbers): Expert-colleagues come together. Based on the questions we prepared, you can explain to each other what you have learned while watching the videos.

2) Mixed groups (the colours): Each group member needs to tutor his/her findings to the others. Via the tool LucidChart, you will make one general concept map that integrates the four assessment strategies/topics (see further).

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### Part 3: Jigsaw session

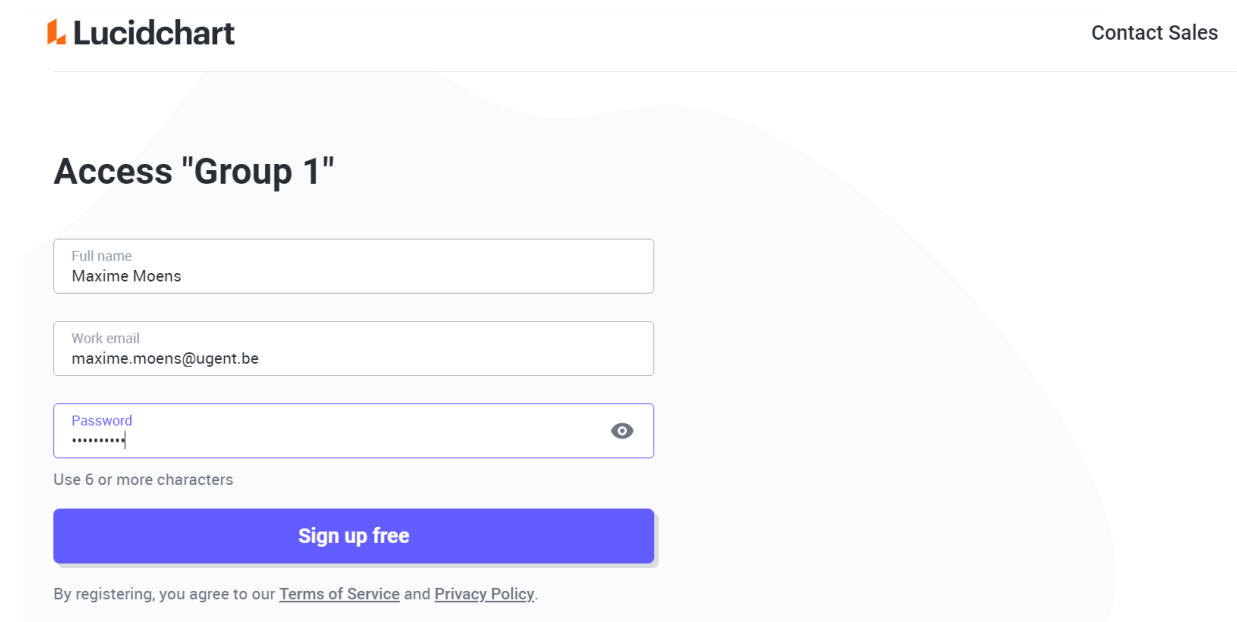
### Concept maps Assessment strategies

Via the tool LucidChart, you will create a concept map in your group in which you make a

link between the four assessment strategies that you discovered. You can work simultaneously in this link, or one of you can open the link and use the 'share screen' option in Bongo so that you can collaborate with each other. Choose the way that works the best for your group.

When you open the link, you need to pass a few steps, see the following screenshots:

1) Sign up free



The screenshot shows the Lucidchart sign-up interface. At the top left is the Lucidchart logo, and at the top right is a 'Contact Sales' link. The main heading is 'Access "Group 1"'. Below this are three input fields: 'Full name' with the value 'Maxime Moens', 'Work email' with the value 'maxime.moens@ugent.be', and 'Password' with masked characters and a toggle icon. Below the password field is the text 'Use 6 or more characters'. A large blue button labeled 'Sign up free' is positioned below the inputs. At the bottom, a line of text states: 'By registering, you agree to our [Terms of Service](#) and [Privacy Policy](#).'

2) Select the following options:

Step 3 of 3

**Welcome to Lucidchart!**

Tell us a little bit about yourself so we can recommend ways for you to get started. Don't worry, you'll still get access to everything.



What is your profession?

<input checked="" type="checkbox"/> Education	<input type="checkbox"/> Engineering/IT	<input type="checkbox"/> Product	<input type="checkbox"/> Operations	<input type="checkbox"/> Sales	<input type="checkbox"/> Business	<input type="checkbox"/> Other
---	---	----------------------------------	-------------------------------------	--------------------------------	-----------------------------------	--------------------------------

Which best describes your role?

<input type="checkbox"/> Student	<input checked="" type="checkbox"/> Educator	<input type="checkbox"/> Administrator	<input type="checkbox"/> Staff
----------------------------------	--	--	--------------------------------

How will you primarily use Lucidchart?

<input type="checkbox"/> Build	<input checked="" type="checkbox"/> Collaborate	<input type="checkbox"/> View
--------------------------------	---	-------------------------------

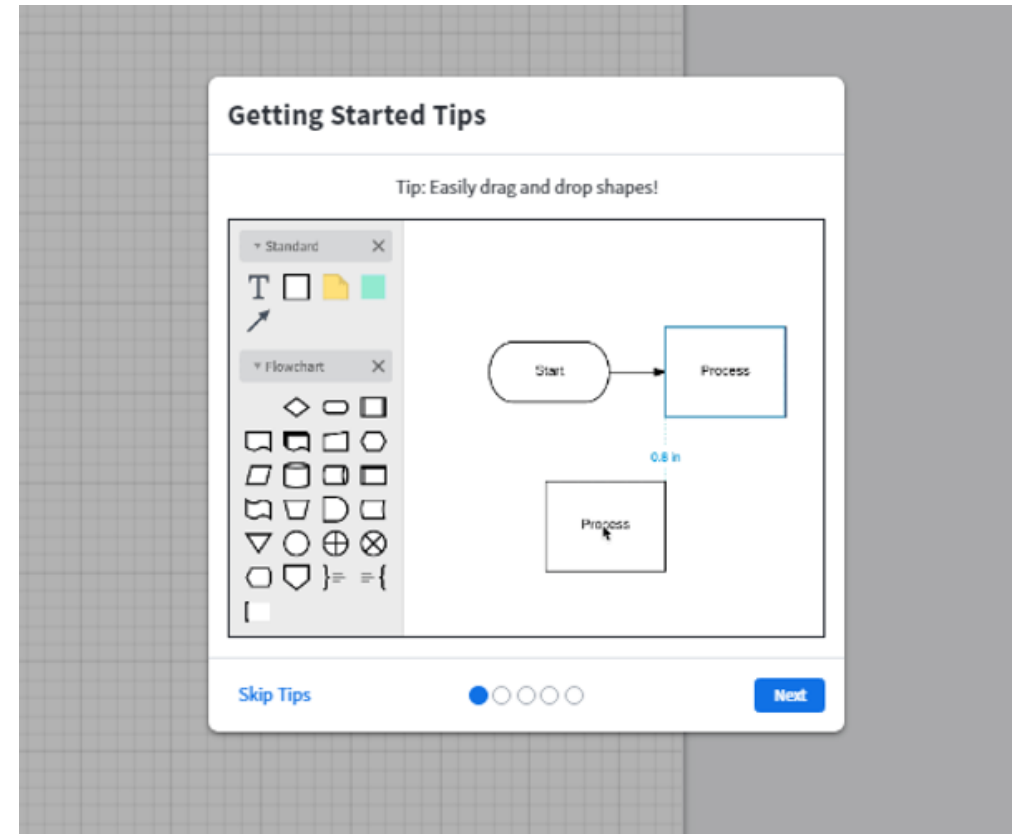
What are you trying to visualize?

<input type="checkbox"/> People, hierarchy, and teams	<input type="checkbox"/> Flows, sequences, and processes	<input type="checkbox"/> Technical functionality	<input checked="" type="checkbox"/> Thought and ideas	<input type="checkbox"/> Business plans and strategy	<input type="checkbox"/> Other
---	--	--	---	--	--------------------------------

[Start diagramming](#)



### 3) Getting started tips (can be helpful to watch them instead of skipping them)



Group 1\_Team Yellow: [https://lucid.app/lucidchart/98a8727c-09b8-443d-b1ff-ade29b0d4f2d/edit?viewport\\_loc=-11%2C-11%2C1480%2C573%2C0\\_0&invitationId=inv\\_4a86de3b-8345-4eef-9101-5aec838f3972#](https://lucid.app/lucidchart/98a8727c-09b8-443d-b1ff-ade29b0d4f2d/edit?viewport_loc=-11%2C-11%2C1480%2C573%2C0_0&invitationId=inv_4a86de3b-8345-4eef-9101-5aec838f3972#)

Group 2\_Team Blue: [https://lucid.app/lucidchart/aa44f2f6-9863-4a8d-9982-fd573d37f2ae/edit?viewport\\_loc=-11%2C-11%2C1480%2C573%2C0\\_0&invitationId=inv\\_89a66d37-3593-42a8-a8f3-700e21f38995#](https://lucid.app/lucidchart/aa44f2f6-9863-4a8d-9982-fd573d37f2ae/edit?viewport_loc=-11%2C-11%2C1480%2C573%2C0_0&invitationId=inv_89a66d37-3593-42a8-a8f3-700e21f38995#)

Group 3\_Team Orange: [https://lucid.app/lucidchart/697d24ac-0150-40f4-bcde-380f43f2a64e/edit?viewport\\_loc=-11%2C-11%2C1480%2C573%2C0\\_0&](https://lucid.app/lucidchart/697d24ac-0150-40f4-bcde-380f43f2a64e/edit?viewport_loc=-11%2C-11%2C1480%2C573%2C0_0&)

invitationId=inv\_d9f1ef49-de6a-4c22-9f0e-a1883e89fc99#

Group 4\_Team Green:

Group 5\_Team Grey:

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Taxonomy Bloom\_Starters

PDF document

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Tutor cards\_Question apps

PDF document

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Tuesday afternoon: Feedback



**What is the theme of this day (part) about?**

As Hattie & Timperley (2007, p.81) argue 'Feedback is one of the most powerful influences on learning and achievement'. However, in the context of the Australian project 'Feedback for Learning', it was recently claimed that 'Universities are failing their students through poor feedback practices'.

**Universities are failing their students through poor feedback practices**

November 27, 2017 7:00pm GMT

ENGAGE!

... WHAT'S IN IT FOR US?



### Thus, time for action!

Because giving feedback is a very important tutor competence, we zoomed in on how university teachers can give feedback to their students in an effective way and can organize and support peer feedback practices in their course unit(s). In particular, we demonstrate how the tool VideoAnt can be very useful when organizing feedback practices in higher education settings.

### Learning objectives of this day (part):

At the end of this session, you will be able to:

- State the importance of giving and receiving feedback
- Give constructive feedback to students in a fair and effective way
- Support peer feedback practices

Upload / Create ▼

Existing Activities ▼

> Annotation exercise

### Assignment:

**Step 1:** Browse individually the checklist with tips & tricks (5 min.)

**Step 2:** Watch the following video on which you will give feedback (5 min.): <https://youtu.be/MXo74EKdOaI>



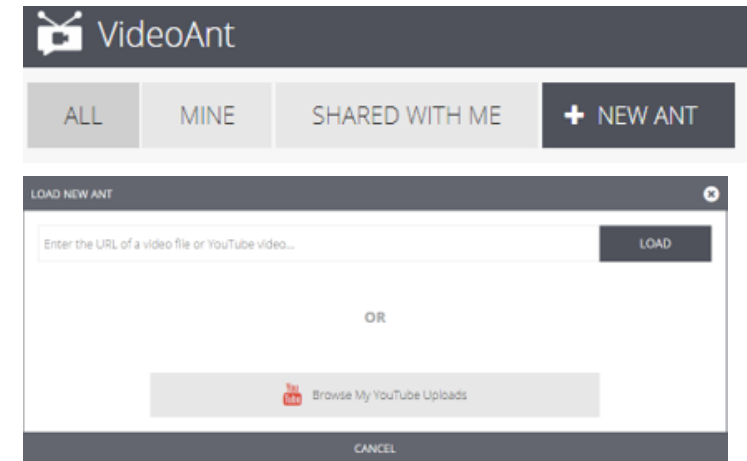
**Step 3:** Watch the demo of VideoAnt (4 min.): [https://www.youtube.com/watch?v=1SOE2aQky2I&feature=emb\\_logo](https://www.youtube.com/watch?v=1SOE2aQky2I&feature=emb_logo)  
(Watch carefully, you need this tool for the next exercise!)

## VideoAnt: Getting Started




**Step 4:** In your group, one group member surfs to <https://ant.umn.edu/> (Chrome/Safari) and signs in via Google account

**Step 5:** 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?*

**Wednesday morning: Educational technology**

**What is the theme of this day about?**

Firstly, we discover some educational technology models (TPaCK, SAMR, Triple E). Secondly, we zoom in on blended learning and more specifically flipped classroom.

**Learning objectives of this day (part):**

After this session, you will be able to:

- Explain the structure of TPaCK, SAMR, Triple E model based on concrete applications of educational technologies.



Upload / Create ▼

Existing Activities ▼

> Slides

> TPaCK, SAMR, and Triple E

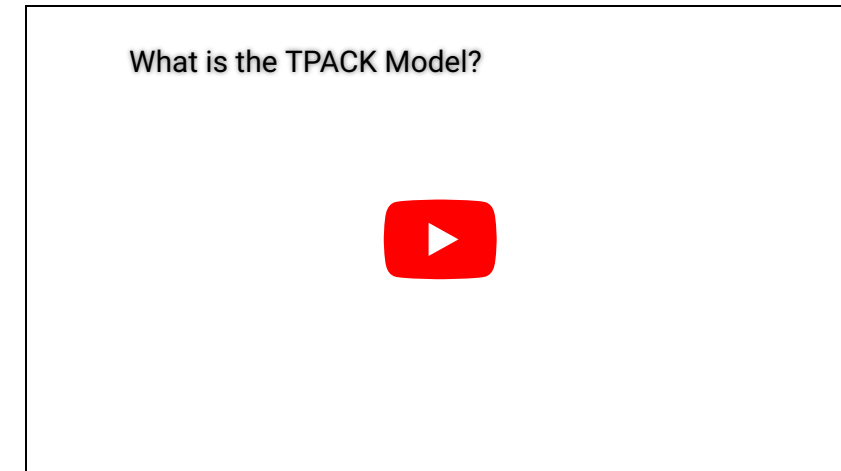
Let's discover three theoretical frameworks that guide the use of technologies in educational settings.

Assignment:

Watch the YouTube video related to the TPaCK model, and check the written information

given about the frameworks SAMR and Triple E.

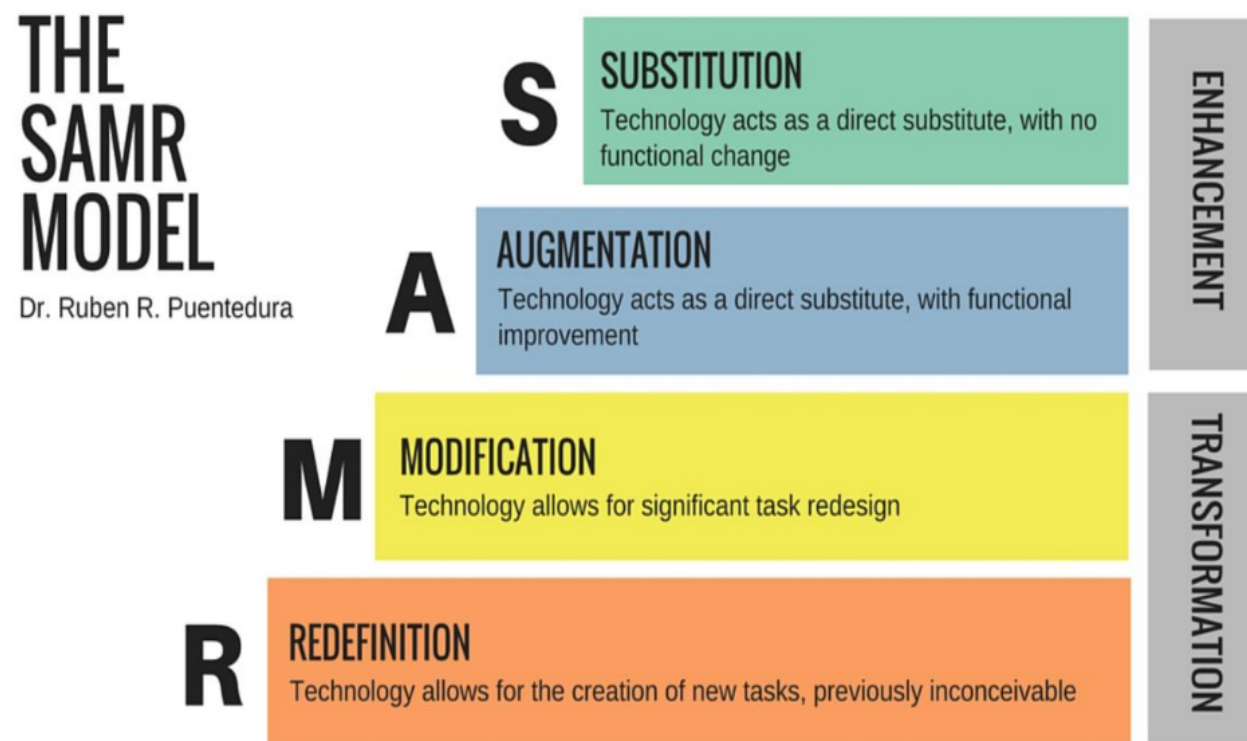
### *TPaCK*



[https://www.youtube.com/watch?v=yMQiHJsePOM&feature=emb\\_logo](https://www.youtube.com/watch?v=yMQiHJsePOM&feature=emb_logo)

### *SAMR*





The SAMR model lays out four tiers of online learning, presented roughly in order of their sophistication and transformative power: substitution, augmentation, modification, and redefinition. When switching to an online format, teachers often focus on the first two levels, which involve replacing traditional materials with digital ones: converting lessons and worksheets into PDFs and posting them online, or recording lectures on video and making them available for asynchronous learning, for example.

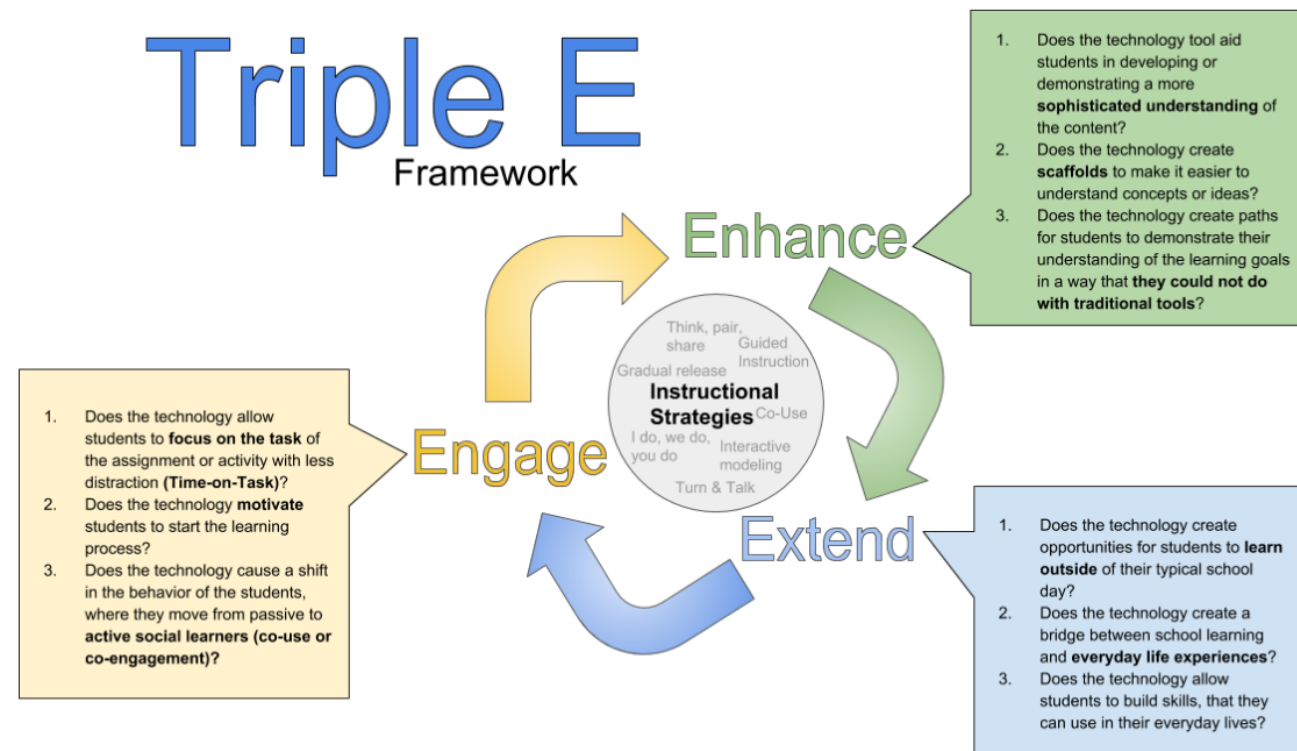
Those are important steps, especially when teaching online for the first time, but in classrooms where tech integration has moved to the mastery level, the last two levels of the SAMR model—modification and redefinition—should also be in the mix. Students in classes where this kind of mastery is embedded find more novel and immersive uses for technology. They are creators and publishers of their own work across multiple forms of media, for

example, or they are inviting professionals to provide feedback on their work products, or participating in digital forums with other peers around the world, or participating in virtual field trips, or ...

It's tempting to think of SAMR as a mountain to be summited. But good technology integration isn't about living at the top of the SAMR model; it's about being aware of the range of options and picking the right strategy—or strategies—for the lesson at hand.

Fragment of this website: <https://www.edutopia.org/article/powerful-model-understanding-good-tech-integration>

### Triple E



> Blended/Flipped classroom

### Blended learning?

When we talk about blended learning, we have the following definition in mind: "Learning that happens in an instructional context which is characterized by a deliberate combination of online and classroom-based interventions to instigate and support learning. Learning happening in purely online or purely classroom-based instructional strategy is excluded" (Boelens, Van Laer, De Wever, Elen, 2015).

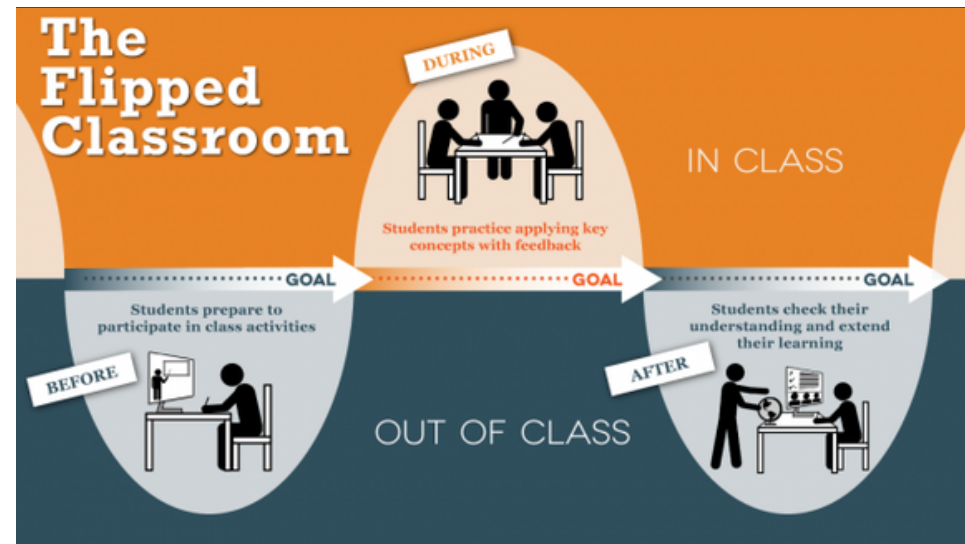


Thus, blended learning is not the same as technology-enriched learning.

- Technology-enriched learning: e.g., the use of Mentimeter in one of your face-to-face lectures.
- Blended learning: e.g., your students pass a learning path before the face-to-face lesson, and this input is used to optimise the face-to-face session.



### One type of Blended Learning: Flipped Classroom



Download the document 'Task Flipped Classroom\_NAME' under this text box. In this document, you will find (1) background information related to Flipped Classroom, (2) a concrete UGent example, and (3) the exercise to think about a Flipped Classroom activity you can set up in your own practice. Complete the assignment and upload your task in the assignment box.

\*\*\*

By extension

When you are inspired by the flipped classroom technique, you can also read the article of Akçayir & Akçayir (2018) as well as the extra PPT slides in which you can find (1) how you can apply the flipped strategy in large classes, (2) several types of flipped classroom, and (3) tips and tricks to make sure that your students will be prepared before they come to your classes.

Add a module...