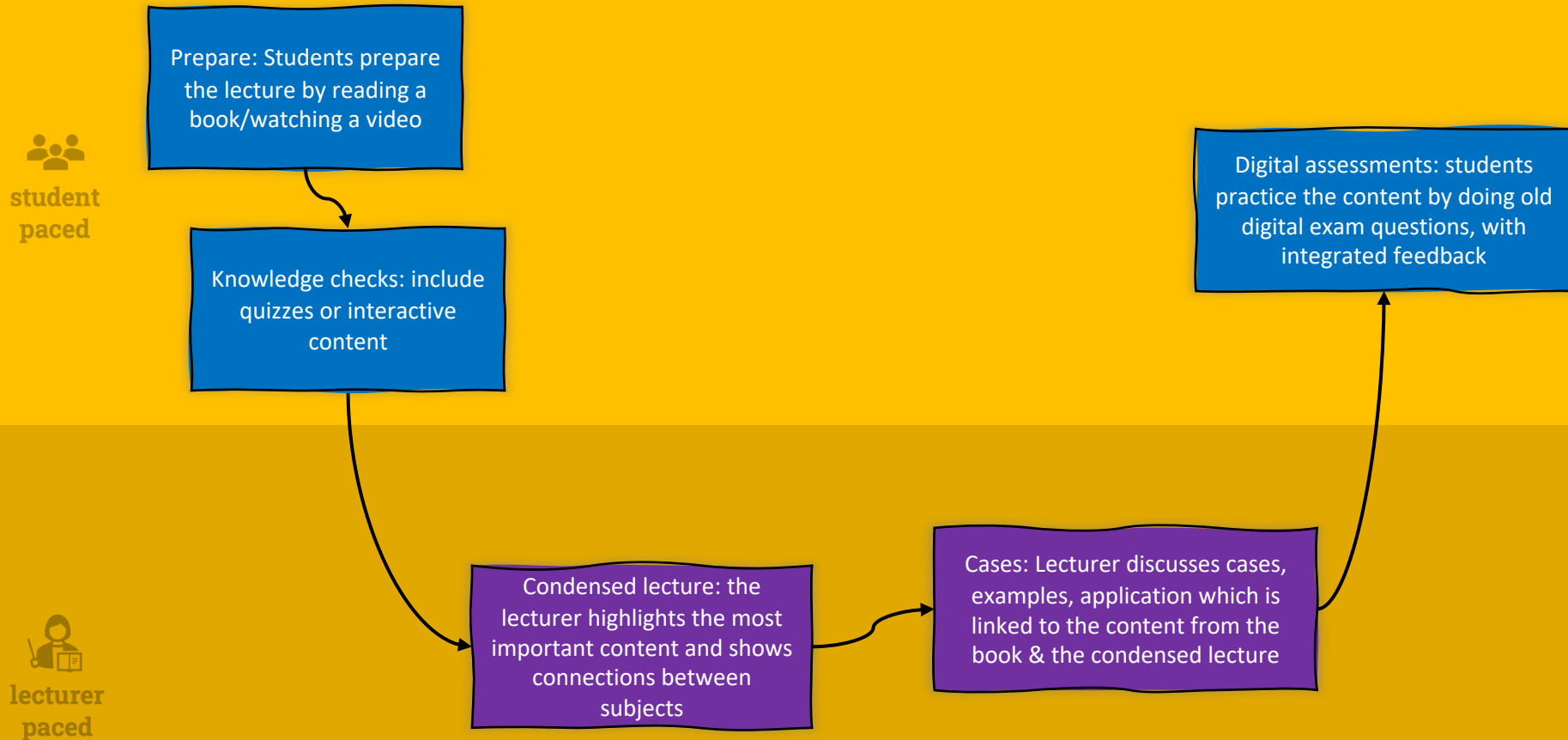


Lectures with cases and practice

 1 – 1.000

Lecture with cases and students practice with old digital exam questions



Lectures with cases and practice

Lecture with cases and students practice with old digital exam questions

Description

In this course set-up, students practice the course content with cases and by making old digital exam questions (with integrated feedback). By doing this, the course content becomes relevant because students directly need to apply the content in exam-like questions.

In this example there is a two hour lecture each week and self-study. The first lecture hour consists of a condensed, interactive lecture: the lecturer makes connections between what students read in the book, content that is covered in previous lectures, and provides extra explanation. During the second lecture hour, the lecturer discusses cases and examples with the students.

Guidelines

- Practice questions should ideally be on exam level. This helps the students to master the objectives of the course.
- Include automated feedback or hints in the practice questions
- Make the both lecturers interactive, by asking questions, using polling or activities like peer instruction and think-pair-share.
- Include small knowledge checks in the preparation phase. Add a quiz, or use interactive content like H5P, Brightspace quizzes, or FeedbackFruits

Suitable learning activities

Book

Digital assessment

Video

Think-pair-share

Polling

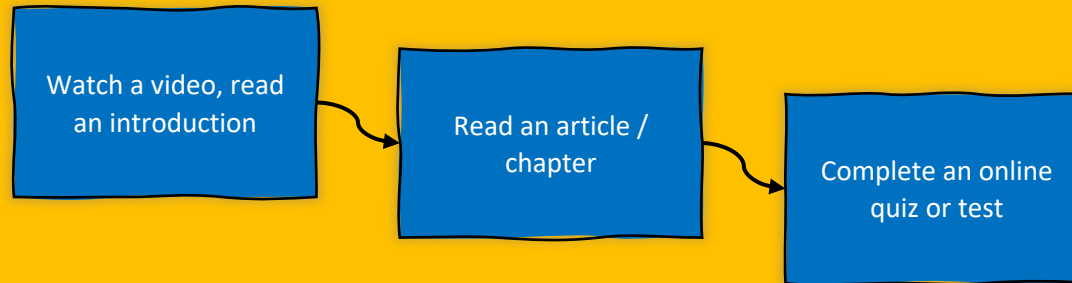
Peer instruction

Flipped classroom

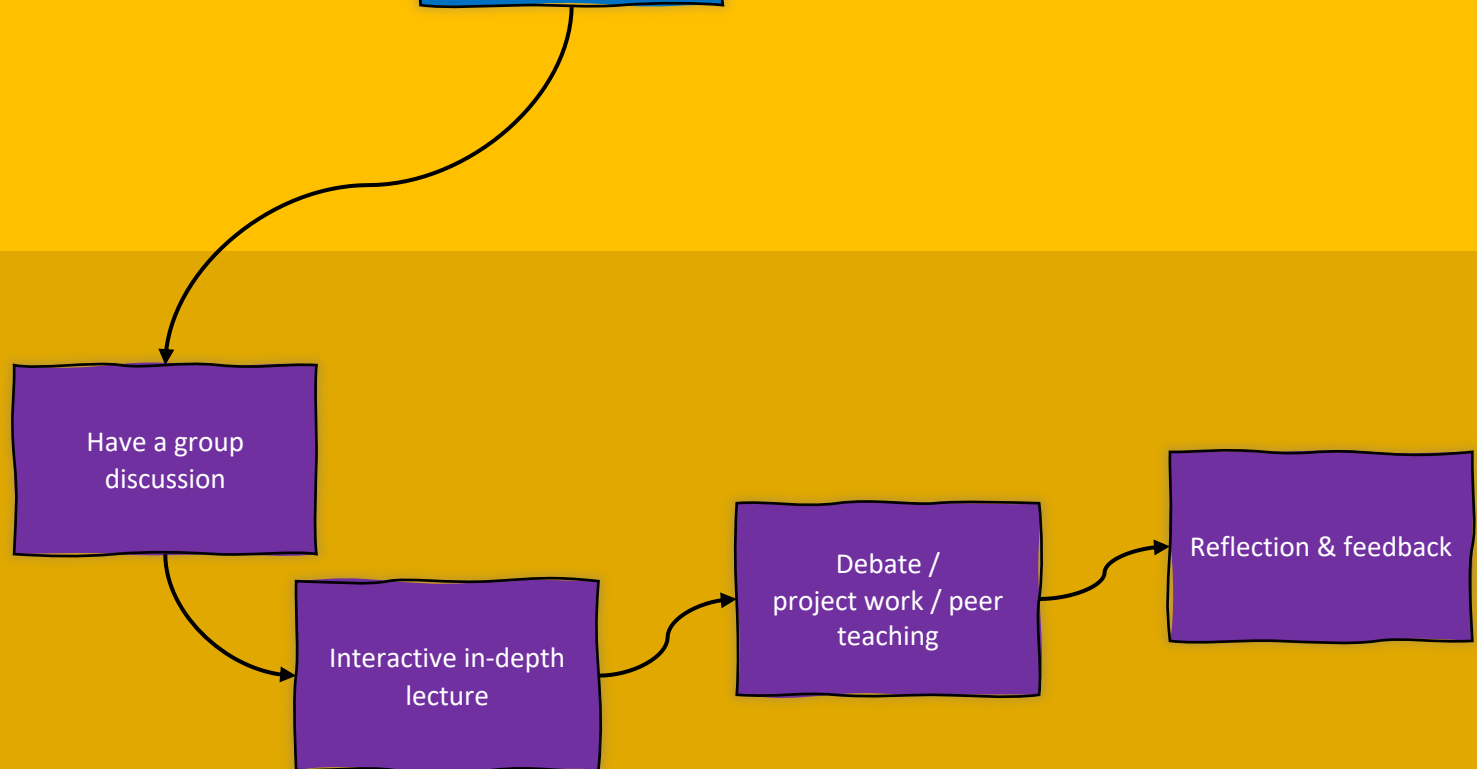
Students learn new content at home and interact during face-to-face time.

 1 – 1.000


student
paced




lecturer
paced



Flipped classroom

Students learn new content at home and interact during face-to-face time.

Description

In a flipped classroom course setup, students learn new content at home as preparation for interactive educational activities. This preparation can consist of watching videos, reading articles or chapters from a book, or doing a small quiz or another activity. The lecturer-paced activity focuses more on active learning activities, such as group work, discussions, working on projects or debates.

This approach shifts the focus of learning from the lecturer to the student, creating more active and personal learning experiences. During face-to-face time with the lecturer, students gain a deeper understanding of the content and engage with it more.

Guidelines

- Explain the course setup and goal of this approach in your first session or course introduction.
- Give clear guidelines on study load.
- Indicate per activity how much time students should spend on it (including the student-paced activity).
- Make sure that the asynchronous learning activities are relevant for the students.
- Don't repeat the content of the online / student-paced work.
- Let your students feel responsible for their own learning and help them to acquire the right study skills.
- Make sure the face-to-face time is relevant and valuable.
- Ask your students how they perceive your course and how you can improve the course.

Suitable learning activities

Group work

Video

Online quiz

Project work

Discussion

Debate

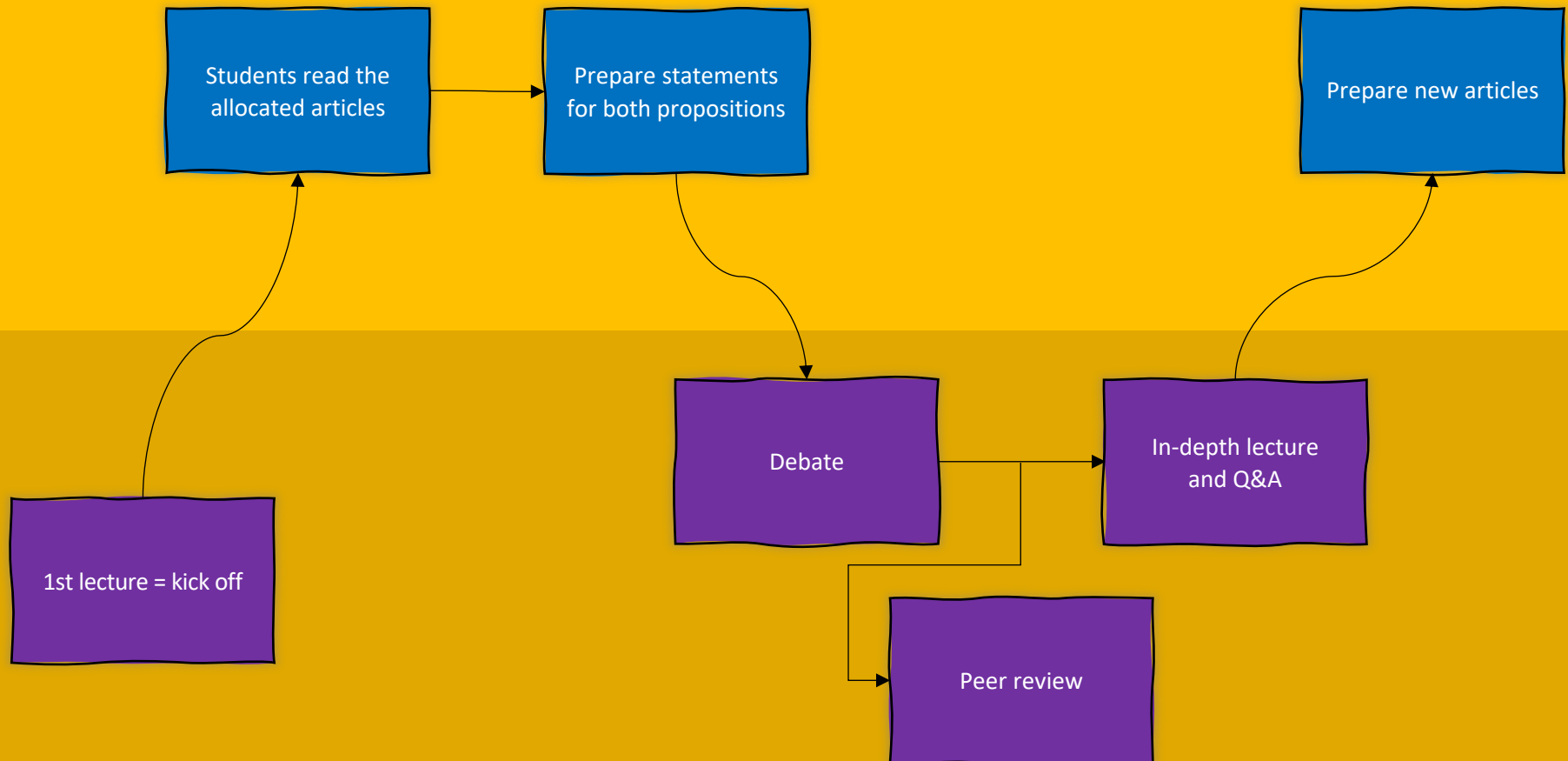
Modeling

Never too late to debate

Get more interaction in your classroom with some debate tactics.

 20 – 60


student
paced




lecturer
paced

Never too late to debate

Get more interaction in your classroom with some debate tactics.

Description

In this lecture setup, you use debate tactics to have a discussion with your students. As a way to introduce more up-to-date topics to your class, to create time to hear students' take on certain topics within your domain, or to see how theory is supported with facts.

If you want to do more than debate tactics, you could also implement teaching debating skills into your course, but this needs to be known beforehand as a prerequisite (and trained by the use of a rubric for peer-evaluation while you at it.)

Please note that you do not have to do a weekly debate. Also consider assigning students to chair the debate and pick suitable topics.

Guidelines

In preparation:

- Introduce the debate and the guidelines in the first lecture, and post these on Brightspace
- Introduce two opposing articles and divide the students in a pro and a contra team
- Ask students to do more research on the topic and come up with supporting articles

In class:

- Briefly recap articles and guidelines
- Start the debate (20 or 30 minutes)
- Evaluate the arguments by peers
- Recap the highlights of the debate and elaborate on the topic
- Include time, at least 15 minutes, for questions. Make it open for discussion.
- Introduce a next topic/theme and the required preparations.

Suitable learning activities

Reading

Debate

debating
guidelines

Peer-review

In dept lecture

Homework

Discussion

Prepare, Participate & Practice

Guide your students from activating prior knowledge to practice

 30 – 60


student
paced

Prepare: Activation of
prior knowledge:
videos, articles or
quizzes

Participate: **a. Check for
understanding activity**
with clicker questions
or polling, discussions,
or think pair share
activities


lecturer
paced

b. Explanation:
Introduction to new
knowledge using data
obtained at step a.

**c. Practice mediated
by the lecturer:**
worked examples,
discussions

Practice by student:
quizzes or project

Prepare, Participate & Practice

Guide your students from activating prior knowledge to practice

Description

In this course level setup:

- Students **prepare** by doing a self-paced activity such as watching a short video, reading an article or doing a quiz. The aim is to activate prior knowledge.
- Students **participate** in a synchronous session with a lecturer. During this session, new information will be explained. Students participate by doing quizzes/polling, discussing, or other forms of interaction. During this time students can also work on assignments from the textbook. Lecturers can walk around, help students with questions, or indicate if content needs to be retaught.
- Students **practice** individually by applying the new content in textbook exercises, assignments, working on portfolio activities, etc.

Guidelines

Prepare: prior knowledge activation

- Activate students' prior knowledge in the content (video/text) or use more engaging methods
- Provide a connection between the prior knowledge and new knowledge

Participate: Explanation of new knowledge and monitored practice.

- Make the teaching session as interactive as possible to check for understanding. Then use this input to modify the explanation of the new topic. Finally, encourage students to practice the new knowledge through worked examples and/or discussions.
- Identify the misconceptions and provide feedback by walking around and answering questions.

Practice: Independent practice

- Provide practice materials which can be done individually.
- Incorporate feedback so students can check their own work.

Suitable learning activities

Projects

Videos

Polls/quizzes

articles

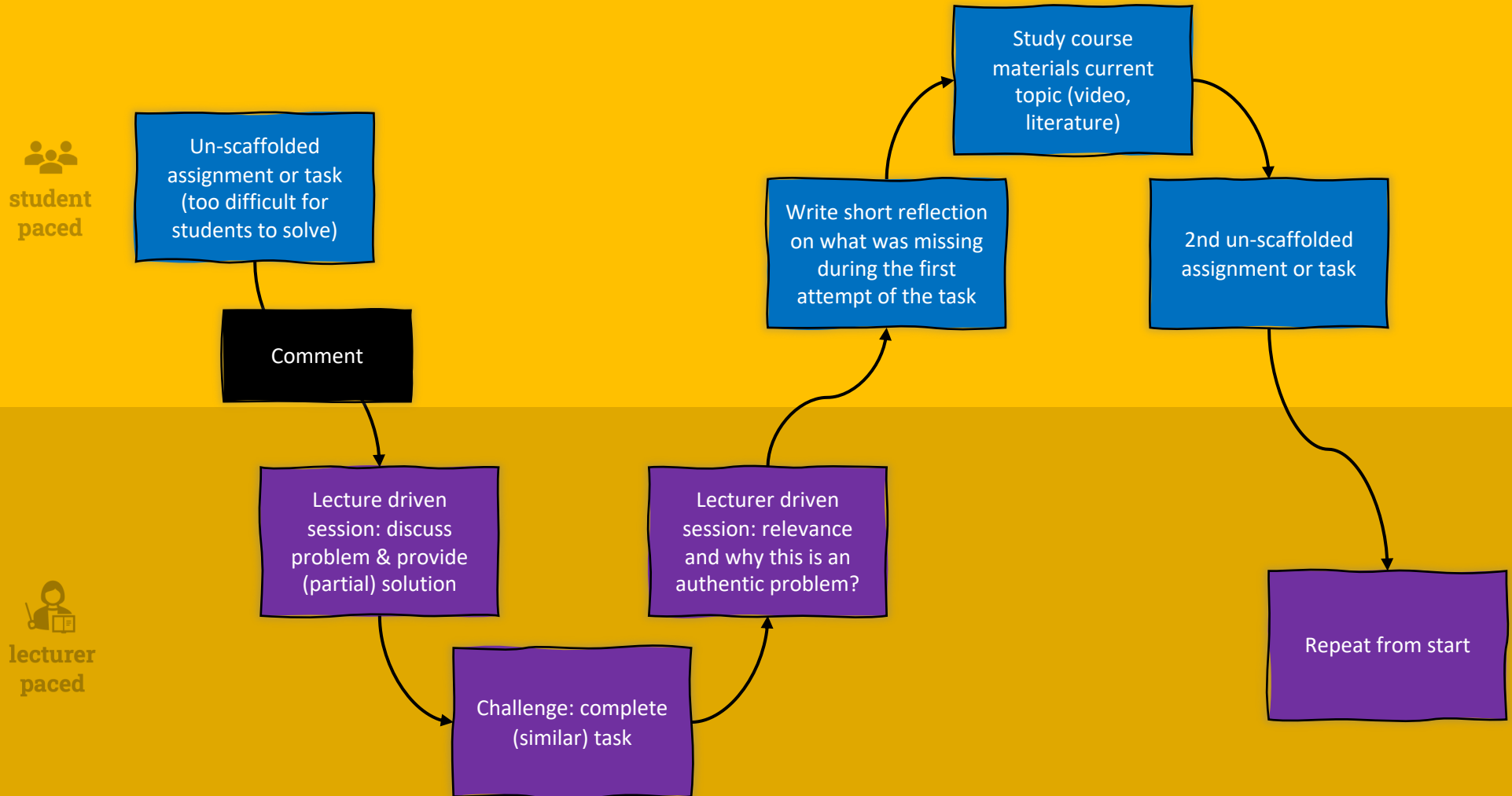
Considerations

- Useful when activation of prior knowledge is required, and when you would like to use polling input from students to adapt your lecture.
- This setup works better for medium sized classes (groups of 60 students), especially during the teaching sessions.
- This setup may be more useful for novices/beginners/ 1st and 2nd year bachelor courses, due to the clear setup and organization.

Productive Failure

Failure as starting point of your learning journey

 30 – 60



Productive Failure

Failure as starting point of your learning journey

Description

We normally prepare/equip our learners to successfully complete a task. In short, we design their journey for them to succeed at all stages (e.g. scaffolding). In the productive failure course setup we do the opposite, we don't provide all required scaffolds and intentionally want the students to fail (early) as part of their learning journey.

Despite the expected initial struggle of the students (short-term), it is expected that it maximizes the learning in the long-run (/term). In other words, when implemented properly it results in deeper understanding of related subsequent learning activities.

Guidelines

- Find key moments (max 5) to implement during the course where these might be essential:
 - Flexibility
 - Problem solving
 - Innovation
 - Transfer
- Mastery milestones might help you identify these key moments
- Do **not** use this for every task/assignment as this can lead to fatigue/boredom
- Provide guidance in a timely manner (e.g. within the same week)
- Make time for (self) reflection, compare & contrast failure with successful attempt

Suitable learning activities

Assignment

Working groups

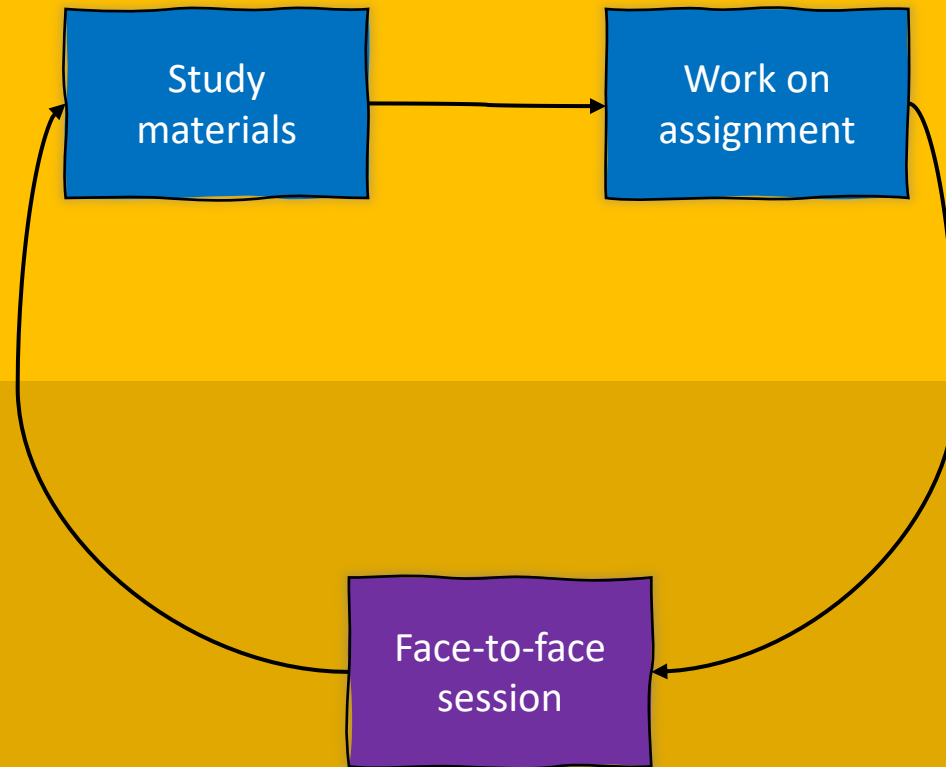
Self-paced with face-to-face sessions

Students work in their own pace, with face-to-face time to help them along

 1 – 1.000


student
paced


lecturer
paced



Self-paced with face-to-face sessions

Students work in their own pace, with face-to-face time to help them along

Description

In this course setup, students study (online) materials at their own pace, with regularly scheduled face-to-face sessions. During these sessions, students can study the material, work on assignments, ask questions, etcetera. Short plenary activities can also be planned.

Guidelines

- The online materials should contain everything you want students to learn using a diverse mix of activities.
- Set clear expectations and deadlines beforehand, so students are provided with a framework for their self-paced learning.
- Schedule regular formative assignments for students to work on. This also allows you to keep track of where students are and give regular feedback.
- Assignments can also be used to lock certain content until students have either submitted an assignment, or received feedback on it. This way, students are forced to ask for feedback before proceeding.

Suitable learning activities

Video

Quizzes

Discussion

Peer-feedback