

Seminar: Teaching and Learning in HE

Tbilisi, 4 – 8 March 2013

The overall aim is that REGENLAW teachers should be able to make conscious and informed choices about teaching and motivate them from a learning perspective.

Concretely this means that REGENLAW teachers will be able to:

- design effective syllabus;
- calculate and use ECTS;
- formulate course objectives as intended learning outcomes, and analyze them with a taxonomy;
- account for the characteristics and consequences of deep and surface approaches to learning and discuss underlying factors in course design;
- design learning activities and assessment which are relevant for the objectives;
- give examples of effective design of activities and assessment to guide and support student learning;
- identify and attack common problems (troubleshooting) related to course design in your own and colleagues' courses;
- use course evaluation as a tool for course development;
- reflect over your own role in the teaching culture at your own department / school;
- start documenting your teaching merits in a teaching portfolio.

Main content:

Constructive alignment, formulating learning outcomes in terms of observable performances, calculation ECTS, systematic integration of programme objectives in courses, deep and surface approaches to learning (relation to the quality of student learning and factors that influence the adoption of deep or surface approaches), principles for design of learning activities (especially problem-solving sessions, lectures and projects), principles for analysing learning activities from a learning perspective, assessment (effects, validity, reliability, criteria and grading), course analysis as a tool for course development, how plagiarism can be deterred, teaching merits in the academic career path, teaching portfolio (teaching philosophy statement).

Preparation:

A collection of articles recommended for reading is selected.

KTH recommended book will be presented during the Seminar: Biggs, J. & Tang, C. (2007) Teaching for Quality Learning at University, 3rd ed.

Partners from EU shall bring to the Seminar:

- Curriculum for a Degree programme (Master/PhD) related to REGENLAW – might be relevant only for University of Girona.
- En example of study program for one course (somehow related to REGENLAW), including intended learning outcomes, learning activities, assessment (example of exam or project work, etc) and the course evaluation form.
- Examples of best practices concerning learning activities – creative workshops, role-plays, seminars or lectures.
- Examples of examination forms that support deep learning.

Partners from Ukraine and Georgia shall bring to the Seminar:

- Curriculum for a Degree programme (Master/PhD) designed (under designing) within REGENLAW project. It shall include objectives and list of courses by semesters in English.
- Study programme of at least one course designed (under designing) within REGENLAW project. It shall be in English and include objectives (intended learning outcomes if formulated), learning activities (lectures, seminars etc.), assessment (example of exam or project work, etc.) and the course evaluation form. If such course has not been developed yet, please, bring the same information for any of the courses you are teaching (good if it is somehow connected to REGENLAW theme).

Agenda - Overview

	04.03.2013	05.03.2013	06.03.2013	07.03.2013	08.03.2013
	Monday	Tuesday	Wednesday	Thursday	Friday
9.00		WS-Session II Recap of Exercises (KTH, all)	WS-Session V Course Evaluation Teaching Portfolio (KTH, all)	Presentation Master in Environment (UdG)	Individual Time Financial Mgmt (OVGU) Specific Questions
10.00	Meeting Regenlaw Coordination Meeting (OVGU)				
11.00		WS-Session III Learning Activities (KTH, all)			
12.00	Presentation Teaching Mgmt Tools (UdG)				
13.00	Lunch	Lunch	Lunch	Lunch	Travel
14.00	Presentation Seminar Introduction (KTH, WUS Austria)	WS-Session IV Designing Assessment (KTH, all)	Meeting Regenlaw Planning Meeting (OVGU, WUS Austria)	Meeting WP-5 Establishment of Consultancy Bureaus (UdG)	
15.00	WS-Session I Syllabus Dev. Learning Outcomes (KTH, all)				
16.00					

Agenda - Details

Monday

10:00 – 12:00 REGENLAW coordination meeting, including meetings with leaders of Georgian Universities led by OVGU

10.00 - 10.15	Round of Introduction of all participants
10.15 – 10.30	Welcoming and Introduction by GTU
	Zurab Gasitashvili - Deputy Rector for Research
	Otar Zumburidze - Head of the International Relation and Standards Office
	Giorgi Dzidziguri - Head of the Quality Assistance Service
10.30 - 11.00	Project Management and Overview by OVGU
11.00 - 11.15	Financial Management by OVGU
11.15 - 12.00	Expectations of Workshop Outcomes

12:00 – 13:00 Presentation on Teaching Management Tools led by UdG

13:00 – 14:00 Lunch

14:00 – 15:00 Introduction to the Seminar in teaching and learning, Victor Kordas

15:00 – 17:00 Seminar themes:

- Effective Syllabus Development
- Designing intended learning outcomes

Seminar themes are briefly presented by Michaela Handke & Victor Kordas

The introduction is followed by two exercises in groups moderated by Victor Kordas and one discussion moderated by UdG and OVGU:

1. To discuss learning outcomes for REGENLAW courses
2. Black box coordination exercise (CDIO) for REGENLAW curriculum (Master/PhD programme)
3. Discussion: Why and how to use ECTS

Tuesday

9:00 – 11:00 Recap of exercises from Monday, moderated by Victor Kordas

11:00 – 13:00 Seminar themes: Designing learning activities – what the student does; learning in lectures, project-based learning

Seminar themes are briefly presented by Michaela Handke & Victor Kordas

The introduction is followed by discussion of best practices of learning activities from project partners moderated by Victor Kordas

13:00 – 14:00 Lunch

14:00 – 17:00 Seminar theme: Designing assessment

Seminar theme is briefly presented by Michaela Handke & Victor Kordas

The introduction is followed by a discussion and an exercise in groups moderated by Victor Kordas:

1. Discussion on partners' experiences:

What would you like to achieve with the assessment tasks in your course?

What type of assessment do you find suitable to reach its purpose and goals?

How do the students know the difference between a good and a not so good achievement?

How is feedback integrated?

How are the students finding the relevance and demands of the assessment tasks?

2. Exercise: Go through the assessment tasks in your course and map them against the intended learning outcomes.

Wednesday

9:00 – 13:00

Seminar themes:

- Course evaluation for improving courses
- The teaching portfolio, including Teaching Philosophy Statement

Introduction by Victor Kordas following by a discussion in groups: reflections on the teaching philosophy worked out during Monday-Tuesday sessions.

13:00 – 14:00

Lunch

14:00 – 16:00

REGENLAW planning meeting: planning of project activities intended to curriculum design, formulation of intended learning outcomes, design of learning activities, and design of assessment Led by OVGU and WUS Austria

Thursday

9:00 – 13:00

Master in Environment, University of Girona

13:00 – 14:00

Lunch

14:00 – 16:00

Summing-up experiences and REGENLAW WP5: establishment of consultancy bureaus – planning

16:00 – 17:00

Feedback Discussion of Workshop led by Michaela (WUS Austria)

Friday

9:00 – 12:00

Individual time for project management purposes (financial management) and specific questions related to curriculum development