



Universiteit Antwerpen
| ECHO | Expertisecentrum
Hoger Onderwijs

Welcome!

Scan the QR-code or go to
https://padlet.com/UA_ECHO/welcome

Who are we?

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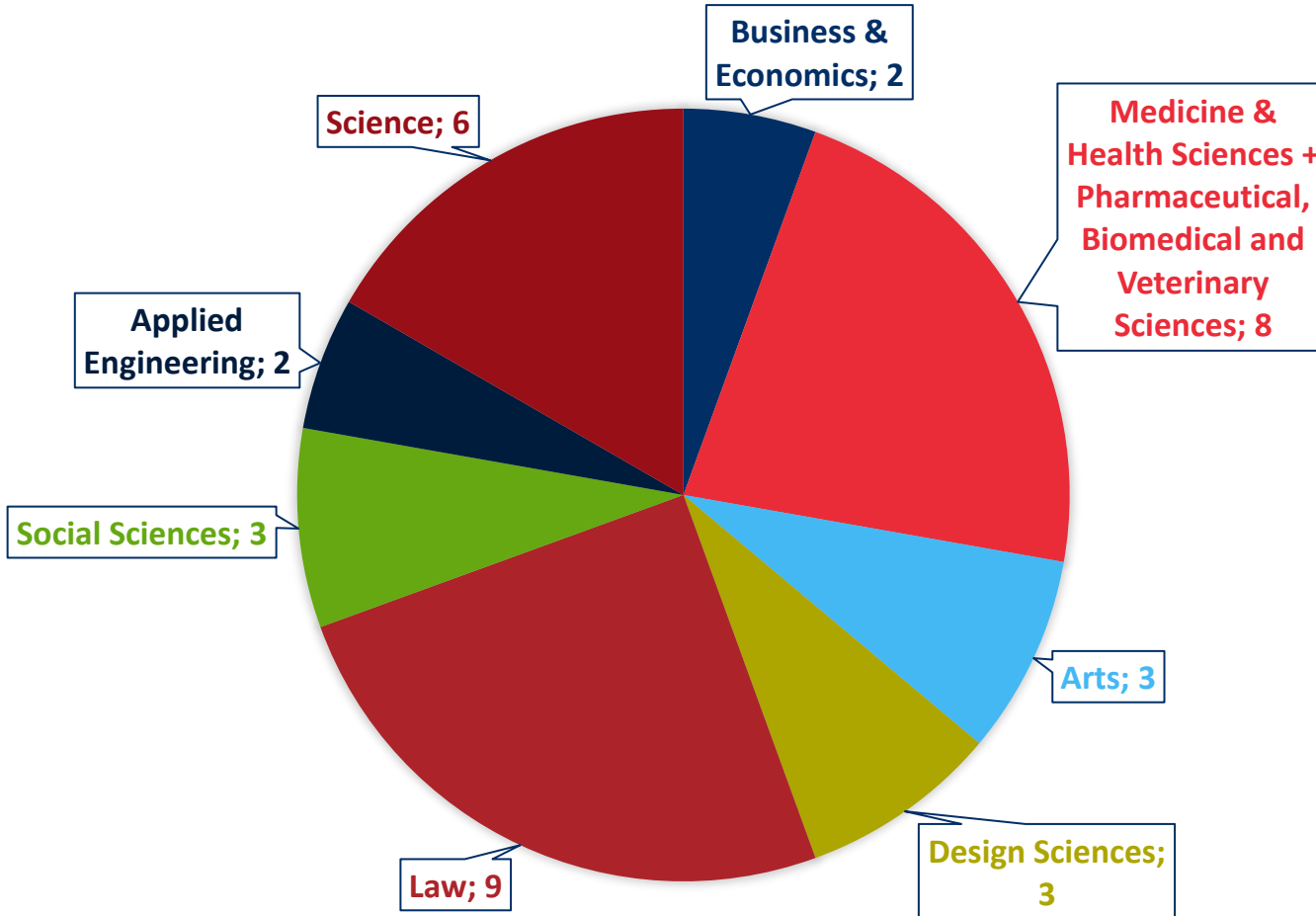
■ Philip Lambrechts

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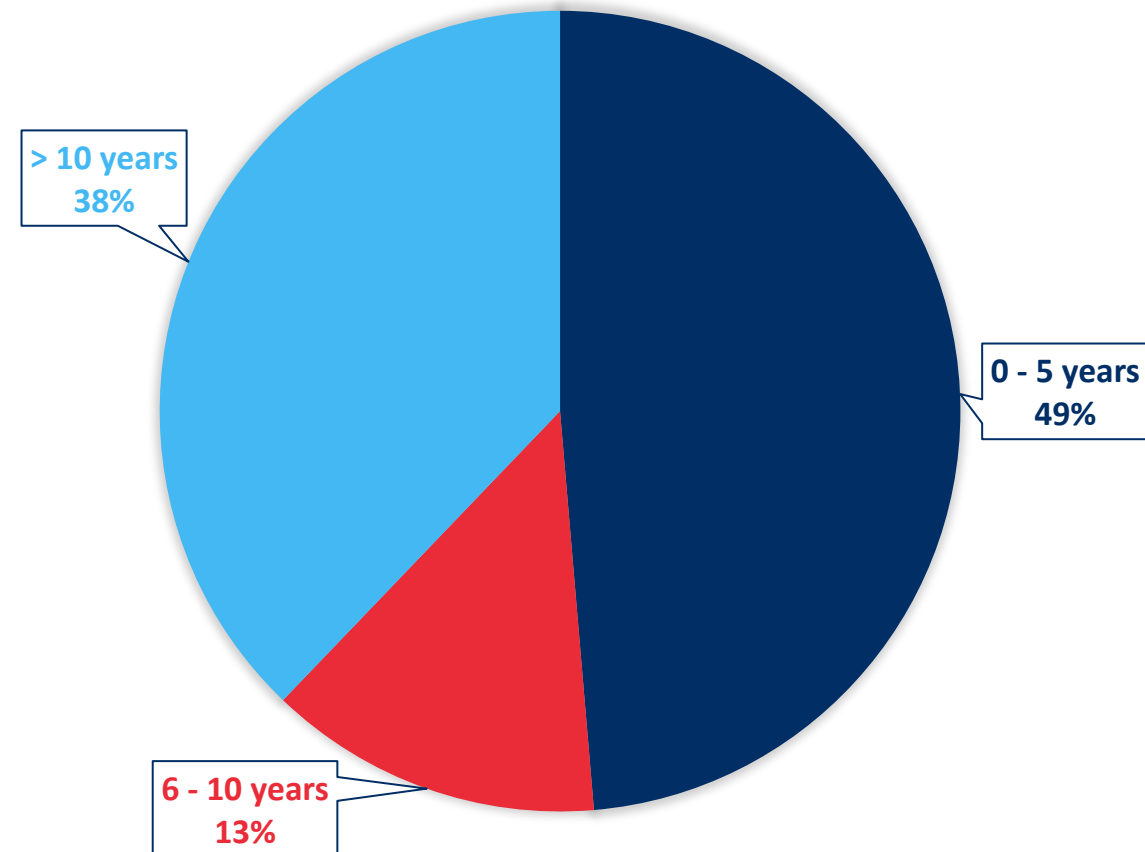


Who are you?

NUMBER OF PROFESSORS/ASSISTANTS BY FACULTY



NUMBER OF YEARS OF TEACHING EXPERIENCE





Up to you!

Who are you?

How did you experience (online) distance education?



Learning objectives

1. Where to?

- Defining your role as a (future) teacher.

2. How?

- Specifying what students need to learn effectively.

3. Action!

- Taking the first steps towards the (re)design of your course(s)/Optimizing the (re)design of your course(s).

1. WHERE TO?





Lessons learned

- Mainly on campus teaching and learning



- Online & distance teaching and learning



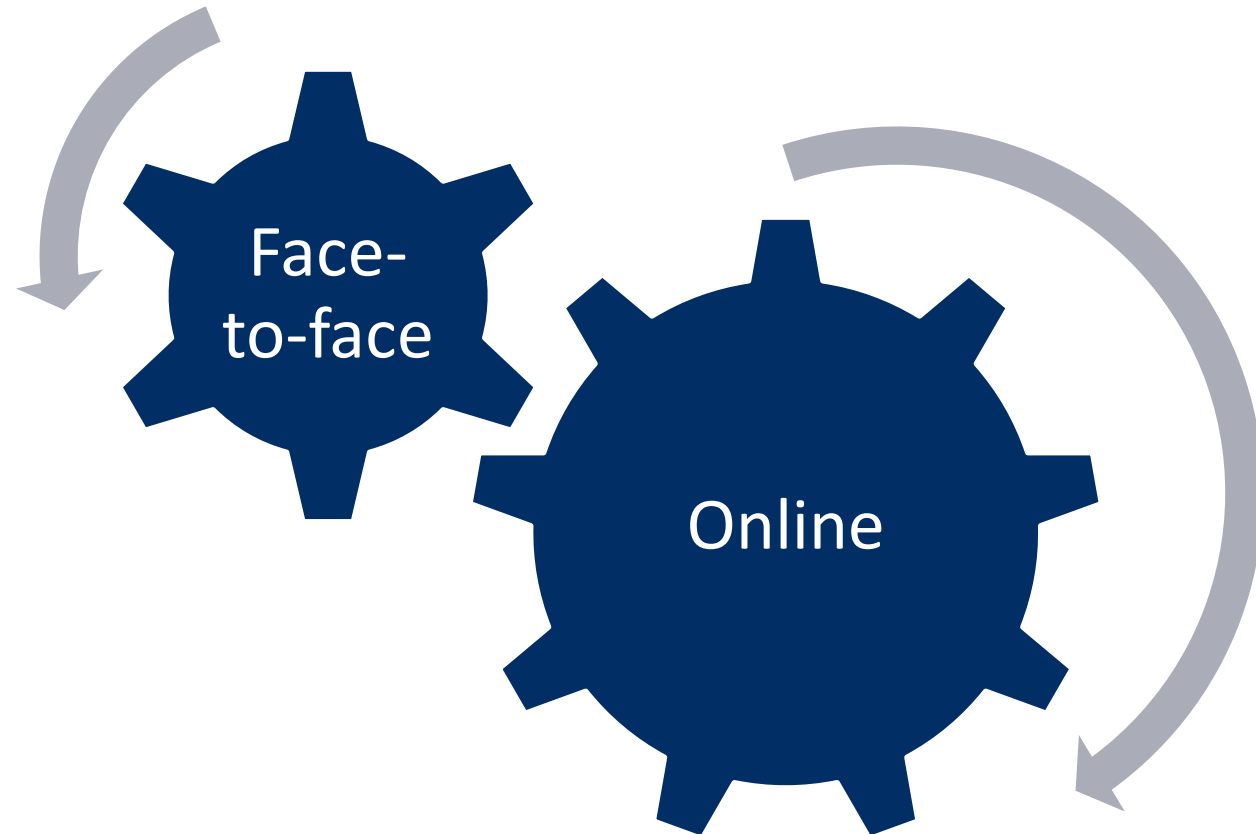
- On campus + online teaching and learning

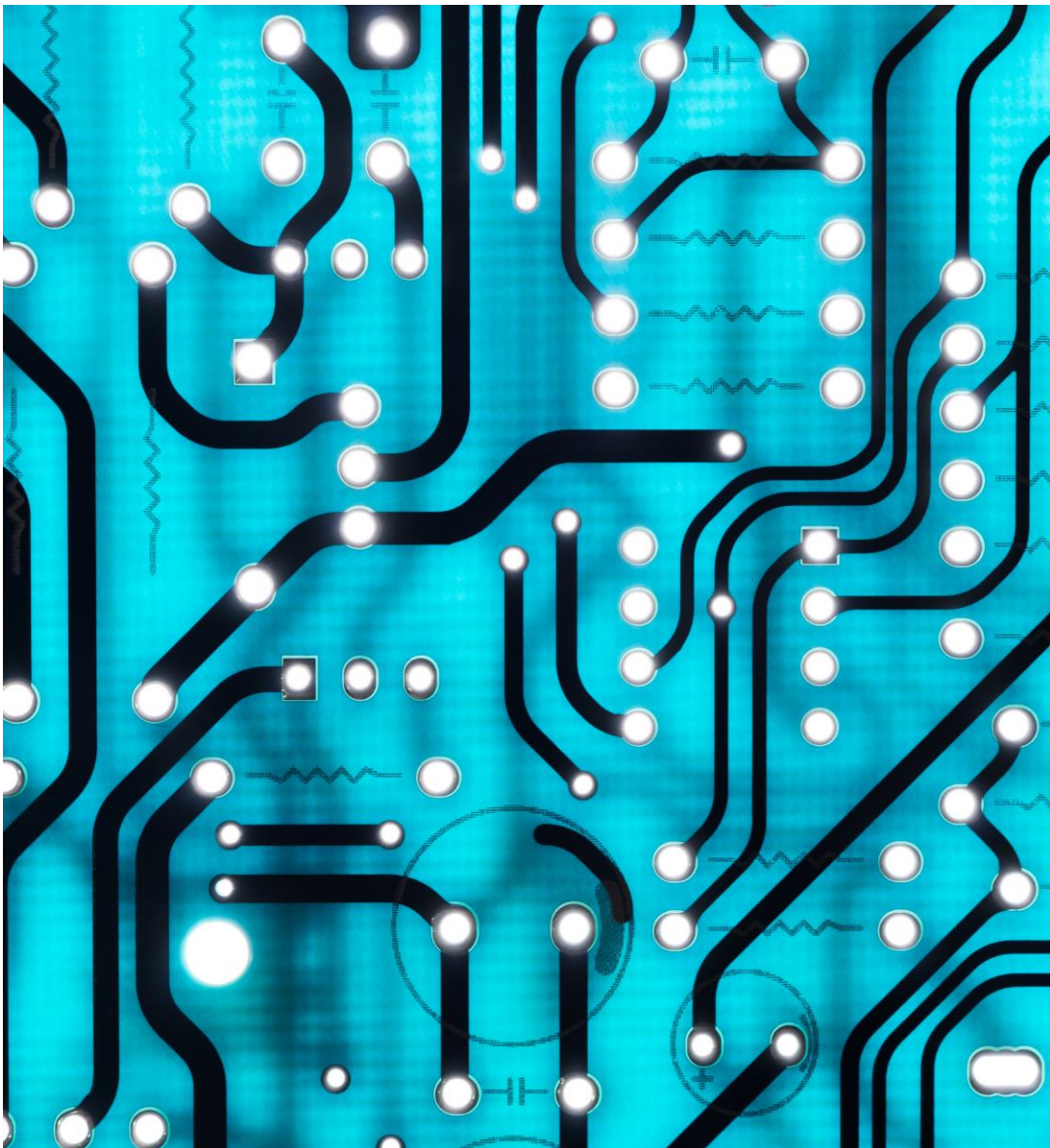
What's in a name?

flipped classroom
multimodal learning
blended learning
hybrid learning
remote learning online learning

What's in a name?

- Well-thought-out mix





Radically digital?

2. HOW?



Up to you!

What do students need to learn effectively?

What do students need to learn effectively?

Top

| 2 | Positive learning environment

| 2 | Interaction with peers

| 1 | Clear instructions

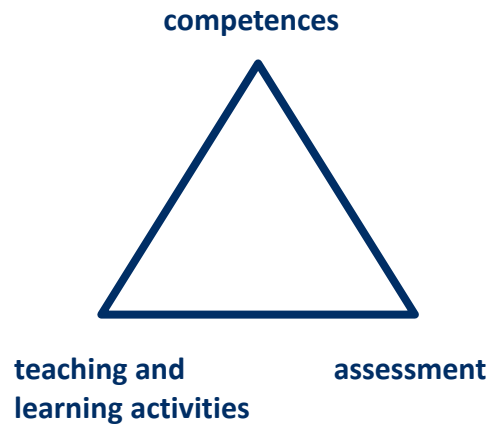
| 0 | Textbooks

| 0 | Expertise

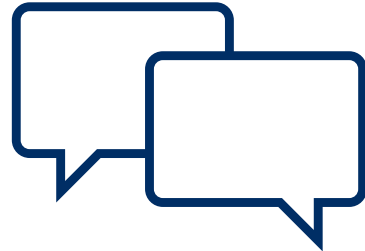
| 0 | Good teachers

| -1 | Support

Core components of teaching and learning



Constructive alignment



Activation

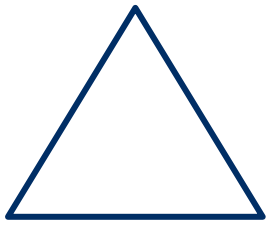


Positive learning climate



Learning process

Constructive alignment



Biggs, 1999

▪ Thoughtful alignment between

(1) Competences

- Which knowledge, skills and attitudes do students need to acquire?

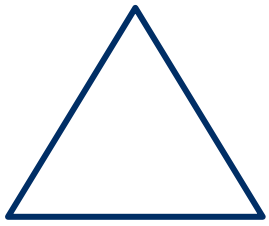
(2) Assessment

- How to evaluate the competences?
- Face-to-face < > online?

(3) Teaching and learning activities

- How to stimulate the acquisition of the competences?
- Face-to-face < > online?

Constructive alignment



- 2nd Bachelor Orthopedics (2 credits)
- 12h lecture → 1.5h seminars + 1.5h practice
- 5h skills training
- Competences
 - Selecting and fabricating the right orthosis
- Flipped classroom
 - At home online: directed self-study
 - In class: practice and discuss
 - Questions via forum



- Support
 - Self-evaluation tests + feedback
 - Weekly overview: topics, approach, preparation and evaluation
- Evaluation
 - Written exam: MC + exercise
 - Group assignment

Constructive alignment

■ Clear communication!

1. Prerequisites *	▼
2. Learning outcomes *	▼
3. Course contents *	▼
4. International dimension *	▼
5. Teaching method and planned learning activities	▼
6. Assessment method and criteria	▼
7. Study material *	▼
8. Contact information *	▼
9. Tutoring	▼
10. Use of Blackboard	▼

<https://www.uantwerpen.be/en/staff/> > search > education



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3. Action!

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Activation

- Challenging!
- Analyse
 - Learning outcomes
 - Yourself
 - Student group
 - Instructions and questioning
 - Tool(s)



Which tips and tricks about activating students can you give to your colleagues?

“test”

“test”

“test”

“Poll in BBCU”

Activation



■ Some tips and tricks

- Encourage students to be prepared for class
- Ask questions
- Check if students still understand the subject matter
- Brainstorm
- Quizzes
- Discussion
- Buzz groups
- Indicate students
- ...



Positive learning climate

- Learning in the 21st century : interpersonal **connection, co-creation, interaction, ...**
- A learning community.
Socialisation → chance for a positive learning effect.
The teacher makes the difference.
- **Role as a gatekeeper.**
Offer time and space.
Without mental rest, there is no place for new cognition.



Learning process

- Learning in the 21st century → responding to social issues, e.g. the **SDGs**.
- Requires **transversal competences** → to approach complex challenges and problems in a well-considered and successful manner.
- Challenge to **think systemically in a global ecosystem**.
- Approach existing and new upcoming problems → **self-guiding, multi-perspective, humane, co-creative and constructive**.

3. ACTION!





Let's (co-)create

1. Individual reflection

- Template via email
- 30 min. (+ break)

2. Sharing insights in **breakouts**

3. **Plenary** discussion



Sharing insights in breakouts

1. What I want to **share** ...
2. What I'm (still) **insecure** about ...
3. What I want to **ask** ...



Plenary discussion

1. What did you **learn** from each other?
2. What do you absolutely want **to do/try out**?
3. Which **questions** do you still have?



Important!

- (Re)designing takes **time**
- Always focus on **student learning**
- You're **never alone**



Exit ticket

- Go to <https://www.exitticket.nl/ticket/ilcrlwj2> or scan this QR-code





Support

- [Education Info Centre](#) – The platform for support and inspiration for your teaching practice
- [ECHO](#) – didactical support
- [CIKO](#) – Faculty specific support
- [Anke Baeyens](#) and [Philip Lambrechts](#)



Thank you for your attention!