Training Program for New Educational Developers

Program Document

Prepared as part of the collaborative project *Extending and reinforcing good practice in teacher development*, 2016-1-SK01-KA203-022551

by Roisín Curran, Vicky Davies, Mari Karm, Gabriela Pleschová, Marvi Remmik, Torgny Roxå, Agi Simon and Eszter Simon with Matyas Szabó as the lead editor

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This program document includes following sections:

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Training Program for New Educational Developers
General Information

No. of Participants: 8 (confirmed)
Duration: 5 days (5-9 November 2018)
Location: Central European University, Budapest
Nador Street 13, ground floor, room G05, VIP room

1. Rationale and purpose of the training program:
Universities in Central and Eastern Europe lack experts who can engage as higher education advisors or trainers in the areas of teaching and learning. In order to make the educational development (ED) course for PhD students (developed and implemented within the ERGP project) sustainable and to achieve a larger impact at institutional and national levels, a number of local educational developers need to be trained who can become agents of change and provide advice, training, coaching and support to their peers.
Therefore, the ERGP project introduces an intensive 5-day face-to-face training program for new educational developers. The purpose of this program is to prepare a group of teachers at the two partner institutions (University of Economics in Bratislava and Masaryk University Brno) capable to support effectively their fellow teachers in enhancing student learning and assessing the impact of teaching.

2. Guiding Principles:
Similarly to other components of the ERGP project, the Training Program for New Educational Developers builds on the following principles:

a. **Student-centered education**. The training will discuss the theoretical aspects of student-centeredness, its meaning and manifestations in the areas of curriculum development, course design, and teaching and learning in higher education.

b. **Essential concepts and theories of learning and teaching** (such as constructivism, experiential learning, deep and surface learning, constructive alignment, blended learning, formative assessment, etc.). The training will engage participants in discussing fundamental concepts, models and approaches that guide the best practices in university teaching and learning.

c. **Concepts and theories of change in higher education**. The training will also discuss the ways agents of change could initiate and facilitate the way universities and departments re-define their priorities, the desired outcomes and the actions to achieve them.

d. **Critical reflection** on the teaching context and on factors that support planning, implementing and evaluating teaching and learning. Participants will become familiar with approaches and practices of "scholarship of teaching and learning" and will be able to guide peers in developing learning outcomes, choosing and implementing teaching methods, student asessment tools and course evaluation practices that are appropriate to achieve the desired student learning and the fulfilment of course objectives.

3. Expected learning outcomes:

By the end of the training program participants should be able to:

☐ reflect on the role of teaching and of student-centered approaches in higher education, and on the underlying theories, concepts and approaches

☐ examine their own and others' classroom practices, record and reflect on their successes and failures, and identify ways to promote and share best practices with peers

☐ reflect on their own understanding and role in facilitating change in teaching-related conceptions and practice

☐ identify the areas of teaching and learning at their own institutions/departments where changes are needed and innovative approaches can be introduced in order to improve the quality and outcomes of teaching

☐ identify the type of institutional interventions needed to achieve the desired changes (curriculum reform, course revision, individual counselling, training, professional development, etc.)

☐ build a resource repository (readings, case studies, videos) if possible both in English and local languages in support of teaching and learning activities

In addition, participants in the training program will also be able to:

☐ design and moderate training sessions in a chosen field of expertise linked to teaching and learning (course design, teaching methods, students' assessment, etc.)

☐ develop training materials (background readings, handouts, case studies, class-room activities, presentations, etc.) in a given field in teaching and learning (preferably in local languages)

☐ work together with local and international experts in designing and facilitating comprehensive training modules for their peers

4. Recruiting and selecting program participants:

The training program is designed for representatives of institutions where educational development is an emerging area of practice and therefore there is a need for professionals that could design, implement and evaluate educational development initiatives.

In selecting participants for the first pilot program (2018), we recruit exclusively from two project partner institutions, University of Economics in Bratislava and Masaryk University Brno, as these two institutions lack qualified educational developers in sufficient numbers. Our primary target group within these two institutions are those teachers and PhD students committed to innovate who already have a background in university teaching and learning and are familiar with the essential concepts in teaching and learning in higher education.

The training program is open to both senior and junior university teachers, interested to become either advisors for peers in their subject areas and/or trainers/moderators of educational development programs or facilitators of change of pedagogic practices at their institution.

Ideally, participants should have:

☐ Experience in course design, teaching and/or students' assessment in line with the principles of student-centred teaching

☐ Participated in professional development courses, seminars, trainings, certificate programs, or summer schools related to university teaching and learning

☐ Long- or medium-term teaching career plans

☐ Willingness to improve the quality of teaching and learning at their institutions and their countries

☐ Commitment to help peers in teaching and learning

◻ Good level of English, enabling them to read English-language literature in teaching and learning, communicate in English and translate readings and other background materials into their native languages
◻ Good interpersonal and moderation skills
◻ Readiness to work in teams

Selection process of the participants
While piloting the training program in 2018, leaders and coaches from the course *Learning-centred and Reflective Teaching. From Theory to Good Practice* (developed and offered as part of the ERGP project) will be asked to nominate the most outstanding graduates from the course who show an interest in becoming educational developers. In addition, several other teachers from the two partner institutions who have a background in university pedagogy and are willing to enhance teaching at their institution will be invited to join the training program. These nominated individuals will then be approached by the program coordinators to check their availability and willingness to attend. Nominees will be asked to answer three broader sets of questions to map their teaching related knowledge, experience, needs for further development and commitment to help others to develop as teachers.
After reviewing nominee responses, between 6 and 10 participants will be selected to ensure compatibility between participant profiles and program expectations from the prospective participants. Aside from this, having the nominees describe their professional situation will allow the program leaders to better tailor the training program to participants' individual needs.

5. Design of the training program
Prior to the 5-day face-to-face training course, selected participants are expected to complete a few readings that facilitators assign for some topic of the training, and thus, arrive prepared to the workshop.

6. Schedule for the training course

1. day (Monday):

11:00 – 12:30 Introduction of participants and their possible projects. Introducing other existing initiatives
Facilitator: Matyas Szabo

Description:
The purpose of this introductory session is to make participants in the training aware of each other's experiences and future plans in the area of teaching and learning initiatives.
Those participants who are currently involved (or are in a position to take part in the future) in institutional initiatives targeting teaching and learning will be asked to give short presentations – approximately 5-10 minutes – on the initiatives they participate(d) in and would like to revise, or possible new interventions they plan to develop/contribute to.
PhD students and junior faculty members not yet involved in institutional initiatives will be asked to share the areas of interest in which they intend to "specialize" and the potential activities/initiatives/interventions they might carry out as agents of change.
Trainers/facilitators of the course will briefly talk about the institutional/individual interventions they participated in.

Learning outcomes:
By the end of the session participants will become familiar with a variety of interventions, beyond the ones existing or planned in their own institutions, and will reflect on the possibility to develop and implement initiatives that other higher education institutions have done so successfully.

12:30 – 14:00 Lunch break
14:00 – 15:30 Overview and discussion on theories of learning and teaching in higher education
Facilitator: Vicky Davies

Description:
The role of higher education in society has changed in recent times from one where the lecturer is seen as the transmitter of knowledge and the student as passive recipient, to one where the student is seen as an active participant in the learning and teaching process, taking responsibility for their own development. As a result, learning and teaching in higher education has seen a shift towards more active, student-centred, approaches, which support students as architects of their own learning, and seek to equip them with the wider skills required beyond their studies. For educators, the shift to more transactional and transformational modes of teaching can sometimes mean moving out of their comfort zone to incorporate new active approaches where the student is a partner. This move towards student-centred activity can incorporate a range of approaches, which may require, as appropriate, an individual or institutional shift through, *inter alia*, the adoption of new pedagogic theories and/or ethos. Academic developers play a key role in the promotion and adoption of new pedagogies as agents of change.

Learning outcomes:
At the end of the session the participants should be able to:
☐ understand conceptual changes regarding the role and purpose of higher education;
☐ identify and understand the ways in which active pedagogic approaches may inform or underpin a student-centred approach to learning and teaching;
☐ identify ways in which these pedagogies might be integrated within academic development activities to encourage their wider adoption;
☐ develop an evidence base for practice;
☐ develop their own action plan for becoming an agent of change.

Required reading:
The following website - Developing learning and teaching (University of Leicester) - provides a good overview of different active approaches to support a student-centred approach.
https://www2.le.ac.uk/offices/lli/developing-learning-and-teaching

Recommended reading:
☐ High Level Group on the Modernisation of Higher Education (2014): *Report to the European Commission on New modes of learning and teaching in higher education*
Luxembourg: Publications Office of the European Union. Available at:
http://ec.europa.eu/dgs/education_culture/repository/education/library/reports/modernisation-universities_en.pdf
☐ Englund, C., Olofsson, A.D. & Price, and L. (2018) "The influence of sociocultural and structural contexts in academic change and development in higher education." *Higher Education*, available: https://doi.org/10.1007/s10734-018-0254-1.

15:30 – 15:45 Coffee break

15:45 – 17:00 Theories of change in higher education
Facilitator: Torgny Roxa

Description:
The session will consist of presenting and critically assessing some of the theories of change that are widely used in higher education. Examples will be given of a variety of changes that occurred at institutional level in their teaching and learning practices, in their approaches to professional development for teachers and their ways of acknowledging and promoting good teaching. It will also include reflections on initiatives that failed or did not work well.

Learning outcomes:
Participants will be able to
☐ reflect on some of the typical ways change occurs in higher education
☐ use concepts and aspects of theories of change to facilitate desired changes in their own institutions.

Required reading:
Kezar, A. (2014). "Chapter 2: Theories of change. Change agent guides." In *How colleges change: Understanding, leading and enacting change*. New York: Routledge, pp. 24-41.

2. day (Tuesday):

9:30 – 11:00 Designing a professional development activity/intervention in teaching and learning (part 1).
Facilitators: Torgny Roxa, Agnes Simon, Matyas Szabo

Description:
This double session will be based on several case studies of teaching and learning interventions presented by facilitators and discussed with participants. The purpose is to reflect on the steps needed to be taken and the factors to be considered when designing a teaching and learning intervention.

Learning outcomes:
Through discussing several different types of existing interventions, by the end of the session participants will be able to answer a series of questions related to the process of designing and implementing a professional development activity or another type of intervention, including the following:
☐ What issue/problem does/did the intervention address?
☐ Who initiated it? Who funded it, who designed it?
☐ How was the target group defined?
☐ What approach has been adopted when designing the intervention? What format and timing have been chosen for the intervention?
☐ What outcomes have been defined for the intervention? What is the expected impact? Who will benefit from the intervention?
☐ How was the focus, content, method of implementation defined?
☐ How was or will be the intervention evaluated?

11:00 – 11:30 Coffee break

11:30 – 13:00 Designing a professional development activity/intervention in teaching and learning (part 2)

Facilitators: Torgny Roxa, Agnes Simon, Matyas Szabo

Description:
See above in part 1.
13:00 – 14:00 Lunch Break

14:00 – 15:30 Facilitating teacher development workshops
Facilitators: Torgny Roxa, Agnes Simon, Matyas Szabo

Description:
The session will address the question whether workshops/trainings designed for adult learners and peers (teachers) should be facilitated differently than regular courses or workshops designed for students. What to do and not to do when facilitating such workshops? What are the approaches/principles that could help facilitators? What are the teaching methods, classroom techniques that fit best into such workshops?
Both facilitators and participants will be asked to share their experiences and identify good practices they encountered during professional development workshops, either as facilitators or participants.

Learning outcomes:
By the end of the session will jointly create a list of recommendations and guidelines for facilitators of workshops/courses offered to peers (teaching faculty, professional developers).

15:30- 15:45 Coffee break

15:45-17:00 Individual or group work (home assignment 1):

Description:
Participants will be asked to work in pairs or groups (based on their institutional affiliations) and start designing a possible teaching and learning intervention or activity.
This assignment will be the first part of a two-step task, and it should address some of the questions discussed during the Tuesday morning session:
☐ What issue/problem does/did the intervention address?
☐ For who is it offered (target group)?
☐ What approach will be adopted when designing the intervention? What format and timing will be chosen for the intervention?
☐ What are the expected outcomes? What is the expected impact? Who will benefit from the intervention?
☐ How will the focus, content, method of implementation be defined?

3. day (Wednesday):
9:30 – 11:00 Presentation of participants' drafts (see home assignment 1)
Facilitator: Matyas Szabo

Description:
Participants present the draft plan of their intervention of teaching and learning or other activity. They will receive peer and facilitator feedback on strengths, areas of further improvement as well as other suggestion during a collegial discussion.

11:00 – 11:30 Coffee break

11:30 – 13:00 Interventions in specific areas 1: **curriculum development and course design**
Facilitator: Matyas Szabo

Description:
This session, along with the next one scheduled in the afternoon, will move us into the area of discussing interventions that are focusing on two different levels: curriculum/course and teaching/classroom. The primary focus of these sessions will be on how to design and carry out workshops/trainings/roundtable discussions in case one wishes to revise existing practices in curriculum- and course-design or change/improve teaching and learning.

Learning outcomes:
Questions that participants will be able to address:
☐ What should an intervention in course design/teaching methods/ lessons plans/ classroom techniques etc. address?
☐ What is the content one should or could cover, what should the outcome be?
☐ What kind of interventions are typical, what background materials to use when preparing to lead change/offer professional development in those areas?
☐ How to run workshops in these fields?

13:00 – 14:00 Lunch Break

14:00 – 15:30 Interventions in specific areas 2: improving teaching and learning
Facilitator: Agnes Simon

Description:
This session will address how to approach interventions in teaching methods, lessons plans, classroom techniques, etc. during an ED session. We will discuss typical interventions in these areas, the factors that need to be taken into account when deciding on what the content is practical and impractical to cover, factors determining the format of the ED sessions, and potential learning objectives. Participants will also get a glimpse of what background and other materials to use when designing and leading sessions. During the session participants will be invited to contribute to the exchange of ideas, ask the questions that interests them most, and participate in learning activities.

Learning Objectives:
By the end of the course, participants will be able to
☐ identify typical interventions in teaching method, classroom techniques and other areas of learning
☐ select the intervention and learning objectives most suitable to their needs
☐ align the format of the intervention with the learning objectives, nature and needs and target group, and environmental limitations and opportunities.

15:45-17:00 Individual or group work (home assignment 2):
Description:
Participants will work in the same pairs/groups to finalize the intervention as during the first home assignment while designing specific activities, methodology, implementation. They will

prepare presentation of the intervention (that could also be used in a fundraising proposal, see session on Thursday)

4. day (Thursday):
9:30 – 11:00 Fundraising for an educational development initiative (part 1)
Facilitator: Gabriela Pleschova

Description:
The purpose of this session is to introduce participants to various possibilities of securing external funding for their educational development initiatives. Examples of funding schemes will include those for smaller-scale projects of up to 20,000 euro such as the Masaryk University funds (FMRU and others), VEGA, KEGA, International Visegrad Fund, US embassy grants and others. Aside from this, participants will learn about what makes an application for funding competitive and strong. Then, participants, who have previously succeeded in securing funding for redesigning a course, will be invited to share her experience.
In the practical part, participants will be invited to draft the core 2-3 pages of their application for funding and they will receive feedback on their draft proposals from the peers and session leader. The session will conclude with summarising benefits and pitfalls of managing external resources for new ED initiatives.

Learning outcomes:
At the end of the sessions the participants should be able to:
☐ list various funding opportunities for teacher development initiatives

☐ Identify funding opportunities for their planned intervention

☐ Name key attributes of a successful application for funding

☐ Consider how external funding can facilitate the realization of their ED intervention

☐ Draft core elements of an application for funding an ED initiative (purpose and aims, list of activities, how they align together)

☐ Offer feedback for funding proposals from other participants

☐ Synthesize: benefits and difficulties associated asking for and managing external funding

11:00 – 11:30 Coffee break
11:30 – 13:00 Fundraising for an educational development initiative (part 2)
Facilitator: Gabriela Pleschova

Description:
See above in part 1.
13:00 – 14:00 Lunch Break

14:00 – 16:25 Interventions in specific areas of teaching and learning – facilitating educational development sessions (see home assignment 2)
Facilitator: Gabriela Pleschova

Description:
The purpose of this session is to provide an opportunity for some of the participants to trial facilitating a learning activity for participants of an ED workshop. This will include designing such an activity as a pre-session homework (see earlier home assignments) and a 15-minute demonstration of own work as a facilitator. During the demonstration, other course attendees will play the role of mock participants. As for the topic of the demonstration, participants will

choose one higher education concept or a student-centred method, which is not standardly used in their institution. Following the demonstration, peers and the session leader will offer feedback.

5. day (Friday):
9:30 – 11:00 Presentation of participants' interventions (see home assignment 2):
discussions, feedback, suggestions.
Facilitator: Matyas Szabo, Agnes Simon
Description:
This session offers the opportunity to participants who opted to design an intervention other than facilitating an ED workshop session (workshop design, grant application, etc.) to present their projects. After their presentation feedback will be provided by their peers and facilitator during a collegial exchange of ideas.

11:00 – 11:30 Coffee break

11:30 – 13:00 Concluding session, questions that have not been (sufficiently) addressed, discussions, feedback, certificate award
Facilitator: Agnes Simon

Description:
Participants will be given the opportunity of brining up and discussing questions and issues of concern that have not been addressed earlier during the workshop. They will be also asked to provide written feedback and will receive their certificates for the successful competition of the workshop.

7. Acknowledgement

Appendix A: Biographies of session facilitators:

Vicky Davies is an academic developer at Ulster University. She is a Course Director of the institution's Postgraduate Certificate in Higher Education Practice, which includes a pathway for post-graduate students. Her interests in learning and teaching include using technology to enhance the learning experience, developing research and project-based skills and innovation in assessment and feedback. She has a particular interest in professional development in higher education, and her current research is focused on the influence of professional recognition on academic identity. She is especially interested in the use of dialogic mechanisms to assess and support academic professional development and has worked closely with the UK's Advance-HE in the development of resources to support HE institutions in developing such approaches. She is Co-Chair of the Professional Development Framework Committee of the Staff and Educational Development Association (SEDA) and an accreditor and consultant for the Advance-HE. Vicky is an HEA Principal Fellow (PFHEA) and a Senior Fellow of SEDA (SFSEDA).

Gabriela Pleschová works at the Institute of International Relations, University of Economics in Bratislava. She is a graduate from Oxford University (2012, MSc. in Education) and her studies appeared in journals as for example European Political Science and Journal of Political Science Education. She is the co-editor of "Teacher Development in Higher Education. Existing Programs, Program Impact and Future Trends" (Routledge, 2012). She is the co-convenor of Teaching and Learning Politics standing group of the European Consortium for Political Research. In 2013, she was awarded the Senior HEA Fellowship (SFHEA) by Advance-HE.

Torgny Roxå is an Associate professor at Lund University, Faculty of Engineering. He has 30 years of experience in academic development with a focus on developing quality cultures in higher education organisations. He developed the first pedagogical academy, the Lund ETP, which now runs on its 17th year and inspired both Swedish and international institutions. He has taught engineering teachers for the last 25 years. And, he is currently engaged in the implementation of a new quality assurance system based on the experiences gained from the ETP-system. His research is focused upon strategic change in teaching cultures within higher education organisations, especially significant networks and microcultures. He is also appointed Distinguished Scholar in Educational Leadership at McMaster University in Canada.

Agnes Simon is an Educational Development Advisor at Masaryk University, working on the Erasmus+ Project "Extending and Reinforcing Good Practice in Teacher Development". She has dual interests in Political Science and Teaching and Learning. She specializes in American foreign policy, summit diplomacy, Central European politics, and the relationship of science fiction and politics. Her current research focuses on U.S. presidential summit meetings, the U.S-Soviet Hotline, and teaching about foreign policy decision-making. She taught in various private and public liberal arts and research schools in the United States and has been a facilitator in the ECPR Teaching and Learning Summer School. Her interest in teaching and learning is primarily in online/hybrid learning, the use of simulations and games in the classroom, problem-based learning, improving critical writing skills, and the use of student reflections in the classroom.

Matyas Szabo, as senior manager at the CEU's Yehuda Elkana Center for Higher Education and former director of the university's Curriculum Resource Center (2001-2012), is one of the center's trainers in higher education. He has offered capacity building and faculty

development workshops for university professors and staff in more than 20 countries and is involved in several international projects targeting curriculum reform and faculty development in higher education. Matyas conducted higher education workshops for a number of partner organizations and projects, such as the Open Society Foundations' Higher Education Support Program, the Civic Education Project, the Palestinian Faculty Development Program, etc. He received his MA from CEU's Sociology department in 1994. He has worked as a junior research fellow and teaching assistant at CEU's Center for the Study of Nationalism, and as an analyst intern at the Radio Free Europe/Open Media Research Institute in Prague. In the area of teaching and learning, Matyas' interests are student-centered learning, course design, and students' assessment.

Appendix B: Points to address. Preparatory assignment

Training programme for new educational developers, Budapest, Central European University, 5-9 November 2018

Purpose of this assignment:

to help the programme leaders to better tailor the sessions to participants' needs, personal and institutional context

Please address each of the following points.

1.   What is your current experience/expertise in teaching and learning?

How many semesters have you taught, at which level (Bachelor or Master), in what academic discipline and area of study?

What courses you have undergone to enhance your teaching (like our course)?

What publications do you have on teaching and learning (like contributing to a book, journal, paper presentation at a conference)?

Which teaching and learning methods do you have experience with?

2.   What can you see as your current strengths in terms of teaching, learning and helping other colleagues to grow as teachers? What can you see as the areas where you would like to improve further?

3.   How you can see yourself to potentially contribute/help your colleagues to grow as teachers, in particular in your department or faculty?

What are the main areas or issues where your department or faculty struggle to deliver quality courses and stimulate learning? Is there an initiative you would like to start at your institution or to contribute to its development? If yes, can you please shortly describe your aims? What are the knowledge or competences you would like to develop further that could help you in your future work in this area?

To be submitted to: Gabriela Pleschová, gabriela.pleschova@euba.sk
Submission date: 17 Sept 2018

Appendix C: Templates of home assignments

Home assignment 1

You are asked to design a teaching and learning intervention or activity that you could realistically implement at your university, either now or in the near future.

Depending on the scale and type of the intervention, you can work individually, in pairs or in small groups.

This assignment is the first part of a two-step task. In this part you are going to address the context, the content and the design of the intervention, while in the second part you will focus on the activities and the evaluation of the intervention's desired impact.

This time you should prepare a short presentation based on the template in the next page, which addresses the most important questions discussed during the Tuesday morning sessions. Your presentation should touch upon the issues in the template but you are expected to do more than simply reciting or reading up your answers in the template. The presentation should be 5-10 minute-long and will take place during the first session on Wednesday morning. Following the presentation, you will receive peer and facilitator feedback on the strengths, areas of further improvement and other aspects in the form of a collegial discussion.

Although the primary purpose of the template is to help you prepare your presentation, we ask you to make your responses to the questions detailed enough so that the filled-in template can be understood without the presentation:

Where appropriate, you may use bullet points. Have your completed template submitted latest by 9am on Wednesday 7 November 2018 via email to Matyas at szabom@ceu.edu

Teaching and Learning Intervention/Activity Template

Home assignment 1

- What issue/problem does the intervention address?

- For whom is it offered (target group)?

- What format will the intervention take? (short description of the project)

- What are the expected outcomes? What is its long-term impact?

- Who will benefit from the intervention?

- What are the affordances and constraints?

Home assignment 2

Either individually, pairs or groups, you have worked on designing a teaching and learning intervention or activity at your university during home assignment 1. Home assignment 2 builds on that assignment and asks you to develop your intervention further in two ways.

First, we ask you to revise your existing project by utilizing the feedback that you have received during the discussion following your presentation. The revisions maybe minor or more substantial, as you see fit. Therefore, please start with inserting your updated work from the first template into the new template that you can find on the second page of this document,

Second, we would like you work on the details of your innovation. This includes aspects of developing the learning activity or activities that you have planned in the intervention and thinking about how you will evaluate the impact of the innovation. There are series of questions in this template related to the relevant issues that we would like you to respond to.

When you completed the template—including inserting the revised home assignment one items and developing the new aspects of the innovation—email it to Matyas at szabom@ceu.edu (and/or to all your fellow participants and other session leaders) latest by 9am on Friday 9 November 2018.

You will also make a short presentation describing your improved and extended innovation with a focus on the new additions to their intervention on Friday morning. Thus, your presentation should touch upon the issues in the template for home assignment 2 and give as much contextual information as necessary for understanding what you are doing and why. The presentation should be about 10 minute-long and will take place during the first session on Friday morning. Similarly to the first presentation, you will receive peer and facilitator feedback reflecting on the strengths, areas of further improvement and other aspects in the form of a collegial discussion.

Teaching and Learning Intervention/Activity Template

Home assignment 2

Please insert your revised responses from the first template here.

- What are the activities that you plan to include in your intervention? Who implements them (trainers, facilitators, etc)?

- What would be the steps/chronology of implementation?

- What background materials would you use when preparing your intervention?

- What would be the indicators of success (direct and indirect, short- and long-term)?

- How would you evaluate the success of your intervention?

Appendix D: Demonstration of Facilitating an Educational Development Activity

Instructions for the Demonstrators

Rationale

For a number of years, some of the organizers of this program are also involved with running a summer school for beginner social science teachers. We are always looking for new colleagues to join as summer school session leaders/facilitators. Therefore, this session is designed as an opportunity for you to trial your skills as a facilitator and get feedback on your design and performance. If both parties are satisfied, we would be happy to discuss your potential involvement in the next summer school in 2020.

Your first home assignments show that all of you plan engaging facilitators for various educational development workshops and similar activities. This assignment is an excellent opportunity for you to explore undertaking such a role yourself, get first-hand experience and feedback in a safe environment.

Design of your demonstration

You are expected to design a 15 minute-demonstration of a learning activity that will help beginner university teachers to embrace a pedagogic concept or a student-centred learning method that is not typically used in their department. During the activity, you should actively engage participants so that at the end of the demonstration they are able to define concept themselves or list core elements of demonstrated learning method. You can use various learning aids including post-it notes, flipchart, participant laptops or mobile phones, etc. You can use the materials of the CEU library including digital and physical holdings so long you are in the building or find relevant materials online.

Recommended reading:

Pleschová, Gabriela. 2018. "Using pedagogic theory to enhance student learning." In *Learning and Teaching in the Liberal arts. A Teacher Training Kit*, pp. 50-58.

Suggested pedagogic concepts and methods

Constructive alignment (John Biggs)

Extrinsic and intrinsic motivation for learning (Frederick Herzberg)

Bloom's taxonomy (John Bloom)

Deep and surface learning (Marton and Saljö)

Team-based learning

A small-group learning activity

Expectations from the audience

Everyone is expected to attend and participate in all demonstrations. As a participant who is not demonstrating, you will have dual roles: (1) you will act as a beginner university teacher to whom the session is addressed. Aside from that, (2) you will serve as an observer and provide constructive feedback on various such features of the teaching demonstration as content, structure, and classroom management. Hence, each 15-minute demonstration will be followed by a 15-minute debriefing where observers, including the session leader, will share their feedback.

Optional recording
We offer to record your demonstration for your personal use and would share it with you and only with you. If you do not wish your demonstration to be recorded, please indicate this clearly to the session leader at the beginning of the session

Appendix E. Online resources for academic developers website

The program materials and resources for new educational developers can be accessed from an online repository prepared under this collaborative project:

https://elkanacenter.ceu.edu/ergp-onlineresources