

PROGRAMME TEACHERS DAY 12 DECEMBER 2017 & workshop descriptions

	What	Who		What	Who
9.30	Registration				
9.45	Opening				
9.50	<i>Keynote</i> Diversity in the classroom	Jessica Duncan			
10.30	Coffee				
10.45	Session 1a: Two perspectives on peer review.	Kasper Hettinga & Maarten Voors	<>	Session 1b: Identifying, optimizing, and developing learning pathways in education programmes	Paul Berentsen, Arnout Fischer & Renate Wesselink
11.30	Coffee				
11.45	Session 2a: How to foster students' intercultural competence?	Karen Fortuin & Dine Brinkman	<>	Session 2b: Inspiration session Innovation Call 2016	Session 2c: Thesis rings network meeting Marca Gresnigt
12.30	Lunch				
13.30	Session 3a: Improving lab classes while student numbers increase.	Wilma Hazeleger	<>	Session 3b: Future Fruits; Differentiated Learning Paths in FeedbackFruits 2.0	Luuk Huijgen
14.15	Coffee				
14.30	Session 4a: Influencing students in large courses: The goods and evils of the flipped classroom approach	Ilona de Hooge	<>	Session 4b: Academic attitude: self-reliance, how do we train this?	Ruth Tennekes & Elles van der Waarde
15.15	Closing session	Arnold Bregt			
15.45	Drinks				

Workshops descriptions

10.45

Two perspectives on peer review.

Kasper Hettinga & Maarten Voors

We both use peer review in our courses. Our students have different assignments, and also the feedback is organised differently.

In Maarten's course students review individually the work of another student. In Kasper's course students review in groups the work of another group.

We both will elaborate shortly on the choices that we made, both in course design and in Blackboard tooling. We will highlight what worked well for us and what we still want to improve. In a group discussion we would like to discuss the advantages and dilemmas of peer feedback.

Identifying, optimizing, and developing learning pathways in education programmes

Paul Berentsen, Arnout Fischer & Renate Wesselink

A learning pathway consists of connected education elements in a logical order. Elements can be courses or parts of courses dealing with a subject, such as presenting or statistics. Optimizing learning pathways aims to reduce overlap and gaps between courses so that opportunities are created to deepen knowledge and further develop skills across the program.

In this workshop you will learn about a project in the BSc-program Business and Consumer Studies (BBC) in which learning pathways are identified and optimized. Subsequently the setup and development of one specific new learning pathway in BBC on group work skills will be presented in detail.

11.45

How to foster students' intercultural competence?

Karen Fortuin & Dine Brinkman

Intercultural communication and collaboration are usually only implicitly embedded in BSc and MSc programmes and courses of Wageningen University. In an education innovation project we prepared tools and materials to foster the intercultural competence development of bachelor students in the course "International Study Visit Environmental Sciences".

We worked along three lines: multicultural group work, learning about cultural differences and similarities, and reflection on personal intercultural competence development. The materials and tools, among which the online tool "Cultural Detective", were implemented, used and evaluated. We will share our materials and findings and discuss which of these interventions would be applicable in your international classroom.

Inspiration session Innovation Call 2016

Various lecturers

Have you always wanted to know what innovations other teachers are doing in their education? Curious about the results of some of the projects in the Innovation Call 2016?

In this session some teachers will pitch their innovation projects. After the pitch there is room to discuss the purpose, results, experiences, pros and cons of the innovations with the teachers!

Come and feel inspired!

Thesis ring network meeting

Marca Gresnigt

You are invited to join the Thesis Ring network meeting. During the network meeting you will have the opportunity to share your experiences with thesis rings and/or ask questions to others about the 'how' and 'what' of thesis rings.

You can find more info [on the Thesis Rings website](#).

13.30

Improving courses while student numbers increase.

Wilma Hazeleger

To overcome the challenges of growing student numbers the courses of Food Microbiology and Advanced Food Microbiology were adapted using knowledge clips, digital dry-lab assignments, and shortened lab classes.

The innovations result in the ability to cope with larger student groups, especially in lab classes with pre-lab activities, reduction in lab space and staff deployment, while learning outcomes are achieved.

Differences in starting level of the (inter)national students are dealt with since self-study using feedback-exercises is an integrated part of the course.

During this session, the innovated course materials will be presented and experiences of staff and students will be shared.

Future Fruits; Differentiated Learning Paths in FeedbackFruits 2.0.

Luuk Huijgen

Do you recognize the large difference in what students would like to work on? That you keep hearing that education should offer more personalized content? The student's attitude of doing as much as possible at the end of the course?

For the Modular Skill module "Presentation Skills" we worked together with FeedbackFruits 2.0 to create an online module to blend offline and online more smoothly. An online learning path build out of small steps that help students structure their learning trajectory and choose to focus on the content they are interested in.

In an active discussion form we together get to practical tips and mistakes. Educational methods that save time? No. Get the students to learn more actively? Definitely.

14.30

Influencing students in large courses: The goods and evils of the flipped classroom approach

Ilona de Hooge

The last decade, more and more courses have grown into large-scale courses. With such extensive groups of students it becomes a challenge to provide intensive and pro-active education. One promising solution seems to be the flipped-classroom approach, in which students are stimulated to work pro-actively and the teacher's attention is focused on students' learning process. However, the use of the flipped-classroom approach does not come without perils. In this session we will actively discuss the goods and evils of the flipped classroom approach, to help you in deciding whether to incorporate a

flipped-classroom approach and how to do so.

Academic attitude: self-reliance, how do we train this?

Ruth Tennekes & Elles van der Waarde

All students that come to WUR have the necessary IQ to follow a study programme, but do they have the necessary attitude to succeed as well?

We all see students with a consumer attitude towards their study programme, therefore assignments are made 'mandatory' or extra points can be earned to assure they participate. Especially in the first year students need to adjust to the expected pro-active approach to their study.

So how do we achieve this? During a first year BSc course attitude issues and self-reliance were explicitly mentioned as a goal. Does it work? Come and find out!