

## Programma Onderwijsdag 2014

12.30-13.30	<b>Foyer Waaier</b>	
13.30	Inloop lunch en informatiemarkt	
13.30-14.15	<b>Waaier 1</b>	
14.15	<p>Interactieve paneldiscussie, met onder andere Jurnan Schilder, de winnaar van onze centrale onderwijsprijs en Louwarnoud van der Duim, hoofd Onderwijsondersteuning en Innovatie, van de Rijksuniversiteit Groningen, Christien Bok, programma manager SURF, Ramses Wessel, decaan Onderwijsvernieuwingen en Ed Brinksma, Rector Magnificus.</p> <p>Na afloop van de paneldiscussie zal een cabaret duo hun kijk op de discussie geven, uiteraard met een knipoog.</p>	
14.30-15.20	<b>Diverse locaties</b>	
	1e workshopronde	
	<p><b>1. Peer assessment tools</b> CR 3054          Joke Oosterhuis-Geers and Karen Slotman  <i>Educational Services and Faculty of Electrical Engineering, Mathematics and Computer Science</i></p> <p><b>2. Open and online education for the opportunity for campus education</b> Waaier 1          Janina van Hees and Christien Bok          SURF</p> <p><b>3. Workshop Video for skills education</b> CR 3022          Arthur Veugelers and Bernard van Driel  <i>Faculty of Science and Technology (Technical Medicine)</i></p>	<p><b>4. ICT in het onderwijs: een schets van de toekomst</b> CR 1333          Erik van den Bosch and Hans Westerik  <i>ICT Service Centre</i></p> <p><b>5. River Basin Game</b> Nanolab 2011          Maarten Krol  <i>Faculty of Engineering Technology</i></p> <p><b>6. Inverting your Wiskundelijn classroom: experiences w/ Multivariable Calculus.</b> CR 3C          Antonios Zagaris  <i>Faculty of Electrical Engineering, Mathematics and Computer Science</i></p> <p><b>7. Online testing with Blackboard</b> RA 2502          Marie-José Verkroost  <i>Educational Services and Faculty of Geo-Information Science and Earth Observation</i></p>

15.30-16.00	<b>Waaier 1</b>	
	BKO-uitreiking Een cabaret duo zal zorgen voor een feestelijke afsluiting van de uitreiking.	
16.10-17.00	<b>Diverse locaties</b>	
	2e workshopronde	
	<p><b>8. Working with Futurelearn</b> CR 3C Louwarnoud van der Duim <i>University of Groningen (RUG)</i></p> <p><b>9. Game-based learning in business management: Theory into practice</b> RA 2502 Ahmad Al Hanbali and Ard Lazonder <i>Faculty of Behavioural, Management and Social sciences</i></p> <p><b>10. Workshop 21th Century Education: Voting Tools</b> CR 3022 Marije Hahnen, Marloes Jansen, Silvie Pothof and Matthieu van der Heijden <i>Educational Services and Faculty of Behavioural, Management and Social sciences</i></p>	<p><b>11. Gebruik digitale leeromgeving</b> CR 1333 Frank Snels <i>Strategy &amp; Policy</i></p> <p><b>12. Video for procedural knowledge development</b> Nanolab 2011 Jan van der Meij and Hans van der Meij <i>ELAN</i></p> <p><b>13. Digital Portfolio and skills education</b> CR 3054 Martine ten Voorde <i>Educational Services and Faculty of Behavioural, Management and Social sciences</i></p>
17.00-17.30	<b>Foyer Waaier</b>	
	Borrel	

Wil je nog meer weten over ICT en Onderwijs? Ga dan 's avonds naar [Studium Generale](#), waar prof. dr. Ramses Wessel en prof. dr. Ed Brinksma gaan discussiëren of MOOC's een hype of de toekomst zijn.



## Beschrijvingen workshops

Hieronder vind je een lijst met workshops die je in de eerste ronde kunt gaan volgen! Alle workshops zijn in principe in het Engels, tenzij dit anders is aangegeven. Wanneer alle deelnemers Nederlands spreken kan eventueel worden overgegaan op het Nederlands.

### Workshops ronde 1

<b>Workshop 1</b>	
<b>Peer assessment tools</b>	<b>CR 3054</b>
Joke Oosterhuis-Geers and Karen Slotman <i>Educational Services and Faculty of Electrical Engineering, Mathematics and Computer Science</i>	
<p>Students learn the most from each other, with each other and by each other. That is the basic idea of peer assessment. The feedback given by peers might concern the content of group products but also the group processes.</p> <p>WebPA is an online automated tool that facilitates peer moderated marking of group work (<a href="http://webpaproject.lboro.ac.uk/">http://webpaproject.lboro.ac.uk/</a>).</p> <p>Last year we tried this tool in module 4 of Creative Technology. In this workshop you will experiment with the tool yourself, so bring your laptop with you.</p> <p>Further on we will shortly explain Peerwise, the tool that supports students in the creation, sharing, evaluation and discussion of assessment questions, and the experiences with this tool at EWI (<a href="https://peerwise.cs.auckland.ac.nz/">https://peerwise.cs.auckland.ac.nz/</a>).</p>	

<b>Workshop 2</b>	
<b>Deze workshop wordt alleen in het Nederlands aangeboden</b>	
<b>Open en online onderwijs als kans voor het campus onderwijs</b>	<b>Waaier 1</b>
Janina van Hees and Christien Bok <i>SURF</i>	
<p>Open en online onderwijs staat steeds meer in de belangstelling. Onder andere de opkomst van massive open online courses (MOOC's) heeft het onderwerp prominent op de agenda van het Nederlands hoger onderwijs gebracht. In de workshop krijgt u een kort overzicht van de stand van zaken. Vervolgens gaan wij gezamenlijk nader in op de vraag: welke kansen biedt open en online onderwijs voor het campus onderwijs?</p>	

<b>Workshop 3</b>	
<b>Workshop Video for skills education</b>	<b>CR 3022</b>
Arthur Veugelers and Bernard van Driel <i>Faculty of Science and Technology (Technical Medicine)</i>	
<p>Last year Technical Medicine started using video in skills education. Several ways have been developed, from live-streams to completely scripted scenario's.</p> <p>During this workshop Arthur Veugelers, educationalist and developer of e-learning for Technical Medicine, will explain how video can be an addition to skills education. How do you work, as a teacher and developer of e-learning, towards good results?</p> <p>Bernard van Driel, doctor and teacher for Technical Medicine, will tell about the different ways of how video can create more freedom for hands-on practice in lectures and seminars.</p>	

<b>Workshop 4</b>		<b>Deze workshop wordt alleen in het Nederlands aangeboden</b>
<b>ICT in het onderwijs: een schets van de toekomst</b>		<b>CR 1333</b>
Erik van den Bosch en Hans Westerik <i>ICT Service Centre</i>		
<p>Het Onderwijsteam van ICTS combineert kennis van de praktijk op de UT met ontwikkelingen in de buitenwereld. Het onderwijsveld kan bij ICTS een ingang vinden naar de IT-diensten op de campus.</p> <p>In deze presentatie een schets van de toekomst van het ICT landschap in het onderwijs. We geven u een perspectief, verkregen tijdens de HO-Link 2014 conferentie. Hoe ziet de toekomst eruit van een DLWO, SIS en CMS? Wat komt kijken bij online onderwijs? Hoe ziet de komende generatie applicaties eruit? Wat is een passende I-strategie in de 21e eeuw? ICTS geeft een indruk van de nieuwste ontwikkelingen.</p>		

<b>Workshop 5</b>		
<b>River Basin Game</b>		<b>Nanolab 2011</b>
Maarten Krol <i>Faculty of Engineering Technology</i>		
<p>The river basin game is a serious game, serious games can be used as an innovative way of teaching. During this workshop we will play the game together so you can experience playing a serious game! The aim of the game is to convey one main message: wise water resources management is not simply a national matter, but to be understood in a global context. Global water use efficiency can be increased through wise trade in water-intensive commodities. The result of trade, however, is that national water footprints are externalized (contributing to increased water scarcity elsewhere) and that water is becoming a geopolitical factor (through international resource dependencies).</p>		

<b>Workshop 6</b>		
<b>Inverting your Wiskundelijn classroom: experiences w/ Multivariable Calculus</b>		<b>CR 3C</b>
Antonios Zagaris <i>Faculty of Electrical Engineering, Mathematics and Computer Science</i>		
<p>This session reports on experience with teaching Math D2 collected in the span of three years. Antonios will argue that lecture structure must change – maybe dramatically – to accommodate TOM realities: cramming everything up in 4 weeks, working around heavily structured student rosters, and negotiating the trade-off between the teaching of methods &amp; the development of intuition. Enter the inverted classroom, where part of the content is shifted online, weekly lectures involve 'workflows,' 'task lists' and 'golden sentences,' and reliance on technology becomes of paramount importance. The session will be in English, but Antonios will be happy take/address questions/commentary in Dutch.</p>		

<b>Workshop 7</b>		
<b>Online testing with Blackboard</b>		<b>RA 2502</b>
Marie-José Verkroost <i>Educational Services and Faculty of Geo-Information Science and Earth Observation</i>		
<p>In this session I want to show you what Blackboard has to offer when it comes to online testing. In my practice as educational advisor I often hear that people do not know that you can actually do a test in Blackboard and they also often have many objections against online testing. In my presentation I will show that using Blackboard for testing can make your life easier as a teacher and that it can make your education more flexible and adapted to the individual student. There will also be the possibility to ask questions or discuss issues you are thinking about concerning online testing.</p>		

## Workshops ronde 2

### Workshop 8

#### Working with Futurelearn

CR 3C

Louwarnoud van der Duim  
*University of Groningen (RUG)*

Spring 2014 the University of Groningen decided to work with Futurelearn as their provider of a MOOC platform. Now our first course is up and running with over 12.000 participants. This workshop will give insight about the cooperation with Futurelearn, the process of building the first (and next) courses, and the experiences with running the first course. You will get a behind the scenes glimpse of the platform and the data about the course it provides institutions with. The session will be in English, but Louwarnoud will be happy take/address questions/commentary in Dutch.

### Workshop 9

#### Game-based learning in business management: Theory into practice

RA 2502

Ahmad Al Hanbali and Ard Lazonder  
*Faculty of Behavioural, Management and Social sciences*

During the previous semester, first-year students learned about supply chain management by playing a business simulation game. In this workshop you will be introduced to this game and how it was embedded in the TOM module. Following a short discussion, with ample opportunities to explore how the experiences gained can be generalized to your own teaching practice, we will give a short presentation on the educational underpinnings of game-based learning and discuss possible ways to support students during and after gameplay. The session will be in English, but Ahmad and Ard will be happy take/address questions/commentary in Dutch.

### Workshop 10

#### Workshop 21th Century Education: Voting Tools

CR 3022

Marije Hahnen, Marloes Jansen, Silvie Pothof and Matthieu van der Heijden  
*Educational Services and Faculty of Behavioural, Management and Social sciences*

Interaction with students during your lectures is of importance to stimulate the learning process of students. Application of the explained theory contributes to a deeper understanding of the subject matter. But *how* can you, as a teacher, stimulate this interaction and make students more involved during lessons? And what are practical tools to stimulate the interaction?

**A voting tool** is a rather simple method to engage students during lessons. Besides that, a voting tool is also a very useful tool to take *tests* during lessons in order to check the knowledge level of students.

During this workshop we will provide a short orientation on –the possibilities of- voting tools (in particular *Shakespeak* and *Socratic*) considering purposes and educational functions during education.

Experienced experts (-teachers-) will give you a user-demonstration of the voting tool and will share their experiences, including tips & tricks.

Please bring your own device (mobile phone, tablet or laptop) to this workshop.

<b>Workshop 11</b>	<b>Deze workshop wordt alleen in het Nederlands aangeboden</b>
<b>Gebruik digitale leeromgeving</b>	<b>CR 1333</b>
<p>Frank Snels <i>Strategy &amp; Policy</i></p> <p>De Digitale Leer Omgeving (DLO) is het geheel van applicaties dat het onderwijs en leren ondersteunt. In onze DLO is op dit moment Blackboard de belangrijkste applicatie. TOM, blended learning en vision 2020 stellen aanvullende eisen aan onze digitale leeromgeving. Wat moeten we anders doen om met vertrouwen de toekomst in te gaan? De sessie bestaat uit twee delen. In het eerste deel wordt een presentatie verzorgd over DLO ontwikkelingen.</p> <p>Het tweede deel bestaat uit een discussie met een aantal stellingen over de UT-DLO. In de discussie willen we ervaringen en wensen van docenten m.b.t. de DLO met elkaar delen.</p>	

<b>Workshop 12</b>	
<b>Video for procedural knowledge development</b>	<b>Nanolab 2011</b>
<p>Jan van der Meij and Hans van der Meij <i>ELAN</i></p> <p>During this workshop you'll get acquainted with procedural (how-to) video's and will perform an intuitive video analyses, after which we will jointly conduct a systematic analysis based on our design guidelines for the design of instructional videos.</p>	

<b>Workshop 13</b>	
<b>Demonstration digital portfolio</b>	<b>CR 3054</b>
<p>Martine ten Voorde <i>Educational Services and Faculty of Behavioural, Management and Social sciences</i></p> <p>Learning in your own pace and at your own time. In TEM not all students of the same programme work on the same topic at the same time. Where student x is doing a presentation in module 1, student y is doing a presentation in module 3. However, at the end of the bachelor the educational programme has to make sure that all students met the end qualifications. ICTS and the faculty MB are building a digital (skills) portfolio where students can submit products and teachers can follow their students. The portfolio system is now available for the whole university.</p> <p>In this demonstration you get a clear overview of all the functionalities from the portfolio system of the University of Twente to decide for yourself how the system can help you, in your education.</p>	