

## Workshop descriptions

### In conversation with

Learning in Twente: current and future challenges  
Ramses Wessel (Dean of Educational Innovation)  
and Tom Mulder (S&B)



#### Round 1 and 2 – CR 2N

One important aim of the modular structure in the Twente Educational Model (TEM) was to create conditions for didactic innovation. How did that turn out, now that we are in TEM's third year? Is there real innovation or did we mostly change the wrapping – or worse – only the testing regime? What problems do we face and what can we do to solve these? How do we see master-programmes developing? And what will the impact of online learning be on our campus? This session offers an open discussion on the education strategy of our university; hosted by Ramses Wessel and Tom Mulder.

#### Think Tank

Jasper Driessens, Laura Koot (Student Union) and  
Pieter-Tjerk de Boer (EWI)



#### Round 2 – CR 3D

No teacher can escape from it: boring and prosy parts of the curriculum. We would like to challenge you to come up with the most boring part of your lecture. Together with Pieter-Tjerk de Boer, one of our favourite teachers, we are going to give you tips in order to make this part interesting for students. Because who knows better how to engage students than students themselves?

## Inspirational examples

### Putting students to work

Timo Hartmann – [t.hartmann@utwente.nl](mailto:t.hartmann@utwente.nl) (Civil Engineering)



#### Round 2 – CR 2L

Typical job profiles are changing rapidly due to quickly changing technology and increasing requirements to employee mobility. Students that nowadays graduate can no longer expect that they will spend a large part of their career with the same employer requiring the same knowledge. We, as higher education professionals, need to react to this changing world. We need to shift from solely teaching theoretical concepts and technology towards teaching how to learn and unlearn new concepts.

This mind shift requires lecturers as well as students to move out of their comfort zones. New ways of working with students are required. These new ways often require lecturers to make themselves vulnerable as much more unexpected student-teacher interactions occur. On the student side, just the notion of unlearning and learning is threatening. At the outset, it seems such a waste of time to learn something, while it is not sure whether this knowledge will ever be useful. Moreover, every student has her own learning style, and requires different ways of motivation. How students can be motivated to become self-sufficient learners and un-learners is therefore one of the big challenges we face within the Twente Education Model.

The goal of this workshop is to deal with this dilemma of learning style and motivation. Together we will explore the most important learning styles our students have and creatively think of ways to motivate students with specific styles. The outcome of the workshop should be a co-created “*learning style – motivation instrument*” matrix that hopefully will be helpful for us and others to understand how students can be put to work to self-sufficiently learn – in their own style.

### Designing an engaging semester –

#### ATLAS Semester 3: Extremes

Wessel Wits and Leonie Krab – ATLAS



#### Round 1 – CR 2L

In this workshop the design of the 3<sup>rd</sup> semester of the ATLAS programme will be presented. The goal of the semester coordinators was to make the semester inspiring and engaging from a student’s perspective. This prerequisite felt vital, as part of the learning objectives were to increase student autonomy and self-directed learning. The design of the semester entailed a structure of preset teaching activities and open parts that students had to choose and justify themselves. The binding factor was the project, in this case related to the Mars Space Mission – Living at Extreme Conditions.

In the workshop we would like to discuss the effect on student (study) behavior, what we organize as faculty vs. what we ask the students to organize themselves, and how this approach can be translated to other learning situations.

Flipping the classroom 'Research methods' TBK

Hans Heerkens (BMS)

and Martine ten Voorde – ter Braack (CELT)



**Round 1 – CR 2H**

In this workshop the redesign of the module part 'Research Methods' of the TBK programme will be presented. In this redesign no standard lectures were given. In the session we share our reasons for redesign, objectives and experiences. We would like to discuss with you the impact on student and teacher behavior and are wondering what you need to make your education more flipped.

Flipped classroom, use of online resources and tools in education

Martin Bennink (TNW)



**Round 2 – CR 2H**

About a year ago, driven by curiosity, I decided to integrate more online tools into my teaching, which eventually resulting in a new flipped-classroom format of a 5 EC master course, that I have been given now for 6 years. In this workshop I will share with you my experience in this process, give you detailed information on Google platform, the tools I have used and developed, such as video lectures, self-testing quizzes and peer assessment. Furthermore I will share with you the feedback from the students on this concept, and have some thoughts on where blended learning in education can be beneficial.

Curious already? Have a look at: <https://sites.google.com/site/bionano2015/>  
(access is limited, if you wish to have full access, send your Google login to m.l.bennink@utwente.nl)

## Practical workshops

### Voice training for academics

Margarita Jeliazkova (Institute ELAN)



### Round 2 – CR 2M

Teachers are professional speakers. The workshop is for university teachers who want to use their voices to communicate clearly, freely, and without strain. You get practical tips for voice care and for more expression. You learn how to address tension in your voice and how to influence group dynamics through your voice, for instance when leading a discussion. We pay special attention to teaching in English, as teaching in a non-native language can create additional challenges.

The workshop leader is an experienced teacher educator and voice trainer who combines her own teaching experience with a practical approach to voice development.

### Create an instructional video

Chris Rouwenhorst (CELT) and Martin Bosker (ICTS)

Room: Citadel T201 (tower Citadel)



### Round 1 and 2 – CI T201

The workshop contains a brief overview of different video formats. This workshop addresses the screencast, penecast and the micro-lecture.

The participant chooses one of the different formats mentioned above to create his own production.

### Note:

This is a beginners workshop, no pre-knowledge is required.

### **Result**

At the end of the workshop the participant has experimented with a video format. The participant is able to create a basic instructional video and can decide whether video is an asset in his or hers education.

## Theoretical background

### Evidence Based Education

*Hans and Frank van den Berg (CES/CELT)*



#### Round 1 – CR 3D

In research, academics act as scholars: they define problems to be researched, based on a thorough understanding of theories, concepts, methods and the body of knowledge of their discipline. It would be hard to think of physics, for instance, without being acquainted with the Maxwell equations or Newton's Laws. Likewise, it would be tough to imagine a psychologist to do research without a grasp of cognitive dissonance theory.

But in teaching, academics rarely act as scholars. When designing or improving education, how often do you look at what scientific research has found out about how people learn? How the adolescent brain works? What science has found out about what educational strategies actually have a positive effect on the learning of students?

This discrepancy - or gap, if you will - is what this workshop is about. In an (inter)active setting, we will guide you into the exciting world of evidence based education. We'll take you on the path of estimating effects of different educational strategies, invite the researcher in you to inspire your teacher mode, do some myth busting regarding barriers to teaching innovation, and learn what John Hattie – the uncrowned king of effect sizes - has to bring you.

### Brain Central Learning: How to motivate students?

*Thelma Stobbelaar (Extern: Didactus advies & ontwikkeling)*



#### Round 1 – CR 2G

Knowledge about the function of the brain has had an explosive growth in the last 10 years. Research has shown that knowledge about how the brain works, can increase the learning motivation. Also knowledge about the plasticity of the brain and views about the develop ability (Mindset) can improve the motivation of learning. Carol Dweck (Psychology professor at Stanford University) divides the fixed and the growth mindset. These two mindsets play an important role in all aspects of a person's life, and also in a learning context. It is not just our abilities and talent that bring us success—but also how we approach them with a fixed or a growth mindset.

In this workshop you learn about the different mindsets and you get some practical tips how to influence the learning motivation of your students.

Thelma Stobbelaar is an educational specialist and owns Didactus advies & ontwikkeling. Since 2010 she is a BCL Professional (Brain Central Learning).