

DEEM – Recap

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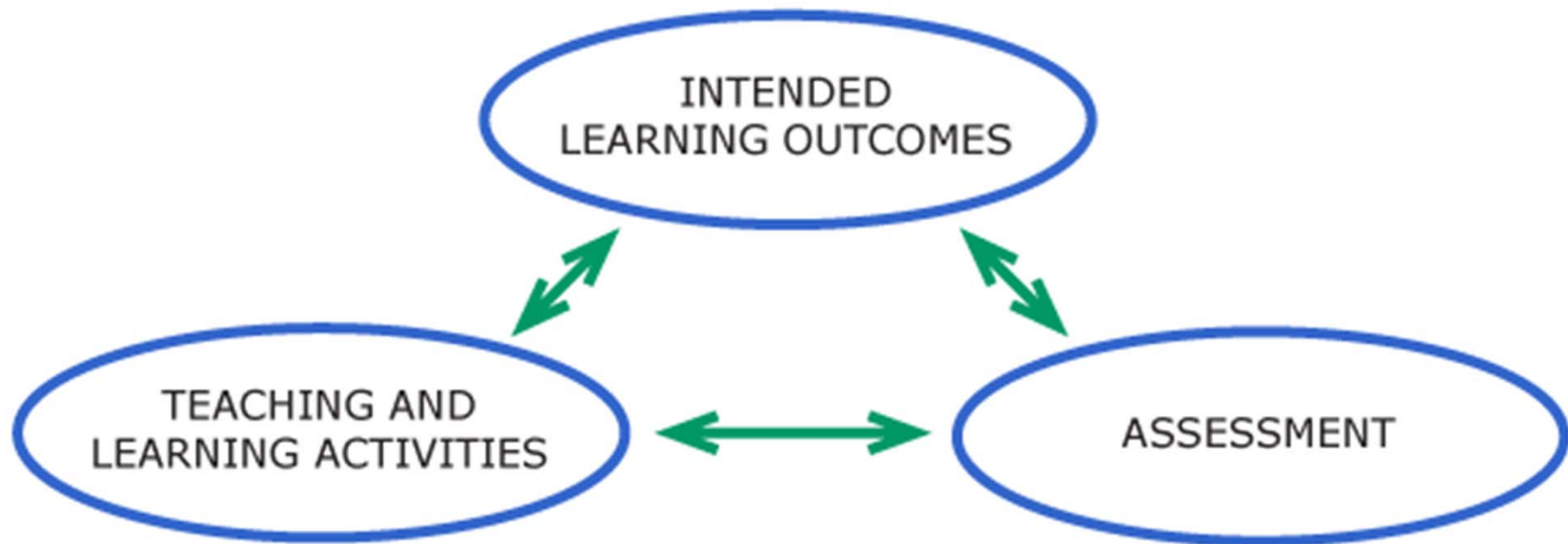
Recap of key topics first training

- Constructive alignment
 - Learning outcomes
 - Teaching and learning activities
 - innovative teaching methods
 - teacher/student centred learning
 - ICT in education
 - Assessment
- Competence-based education

What do you remember from last workshop?

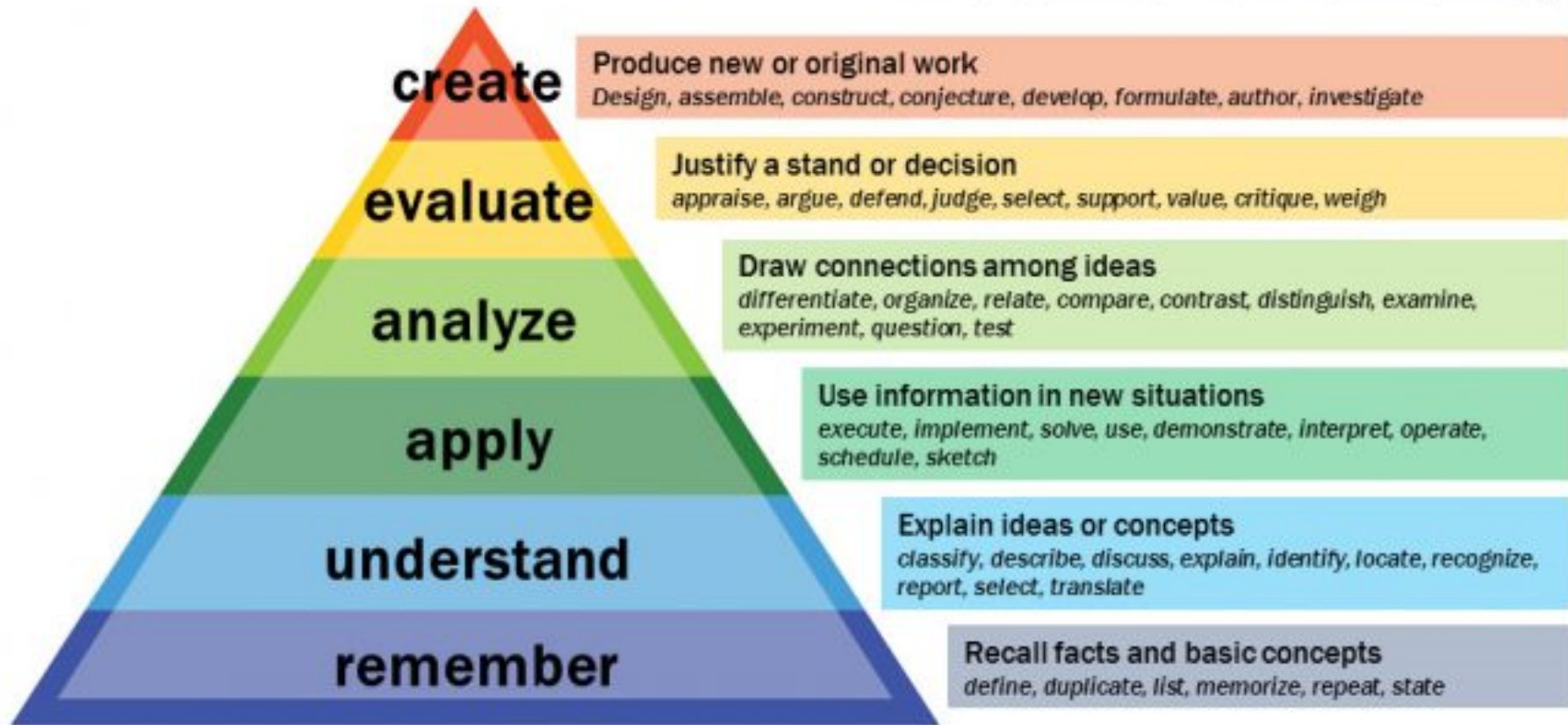


Alignment of learning outcomes, learning activities, assessment



Learning outcomes

Bloom's Taxonomy



Participatory & innovative teaching methods

- Apply constructive learning theories
- Be a facilitator, mentor, guide (lecturing!)
- Use group work & discussions
- Group formation (homogenous, heterogenous or random)
- Cooperative or collaborative?
- Assign and rotate roles
- Use world cafe
- Concept map/concept mind
- Asking questions
- Rules (attendance?! sticking to time, mobile use, support claims, no interruptions, drinking & eating, tags)



Participatory & innovative teaching methods

- Use problem-based learning
- Use peer feedback
- Use energizer
- Use bonus points
- Use brainstorming
- Encourage argumentation and reasoning
- Voting system
- Demonstration
- Fieldtrip
- Video clips
- Use ICT & online environments (Edmodo, moodle?)

ICT and Education - Michael Poh

- Virtual Reality (VR)
- Augmented Reality (AR)
- Flexible Displays
- Multi-Touch LCD Screens
- Biometrics: Eye Tracking
- Online Social Networking

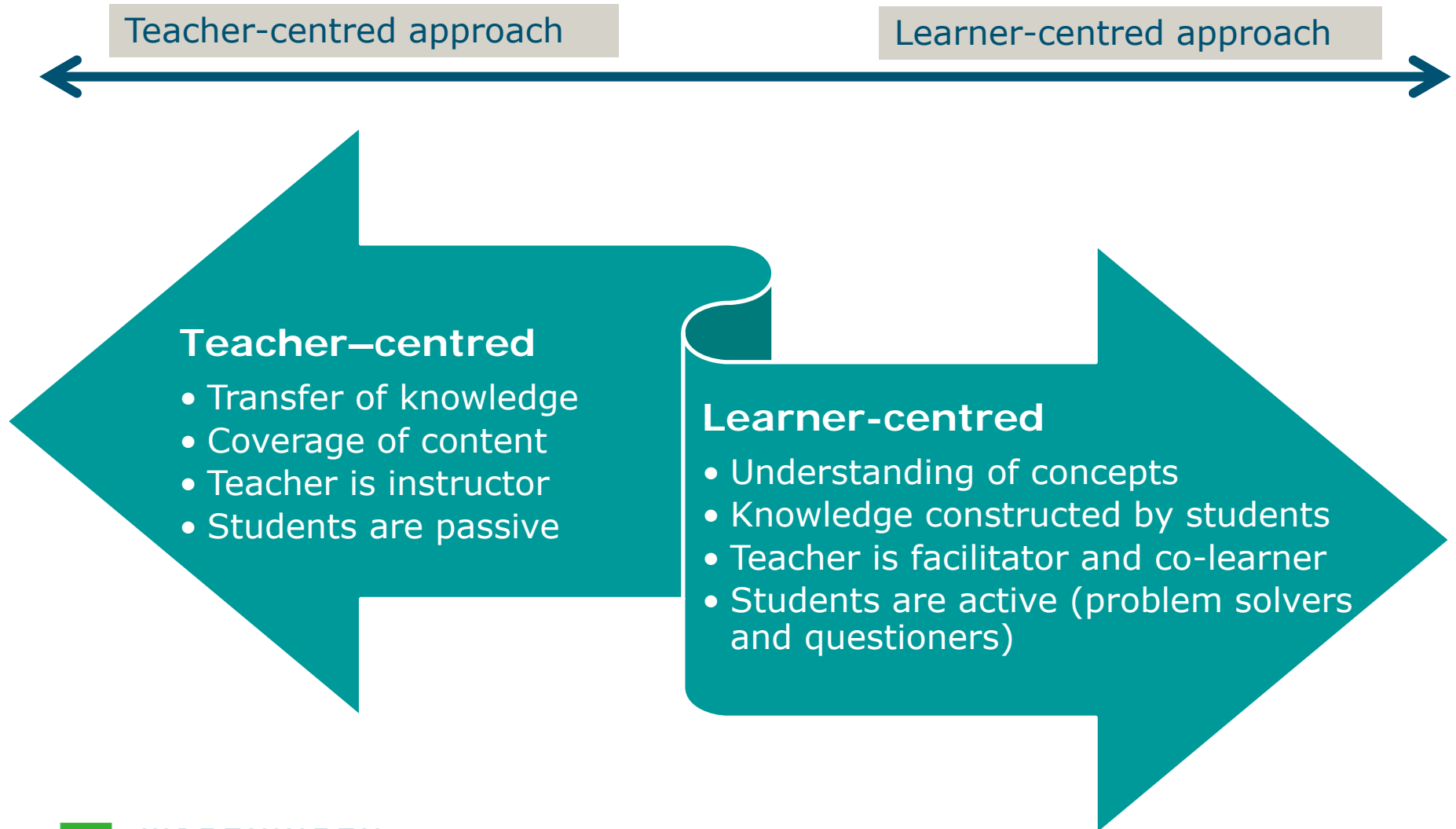


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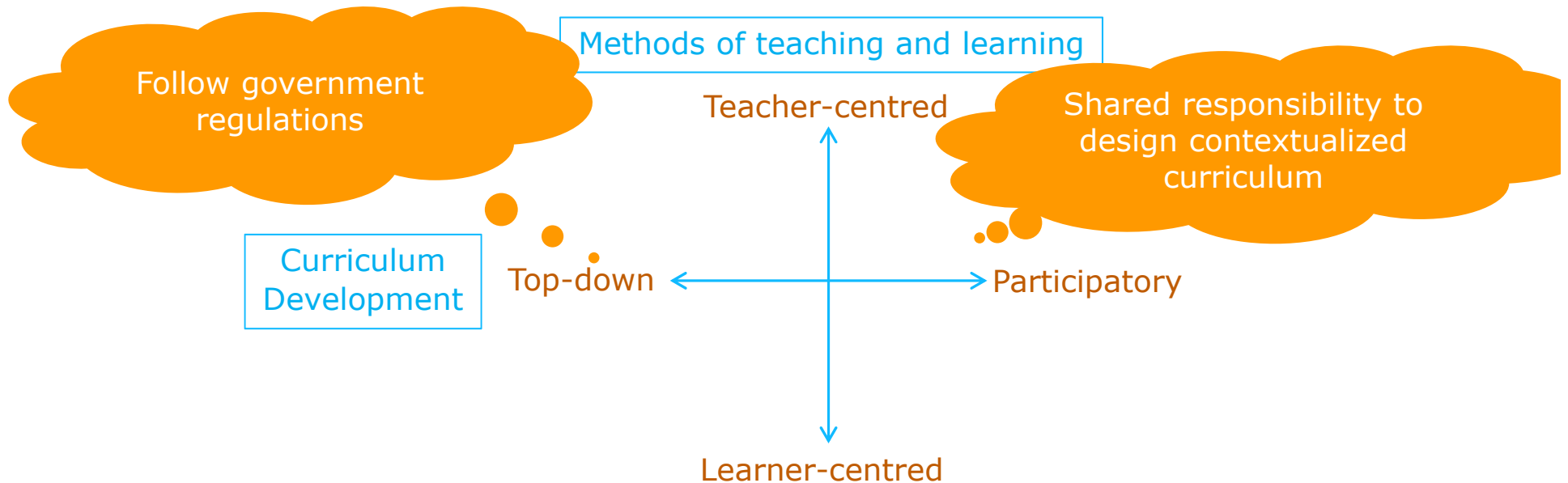
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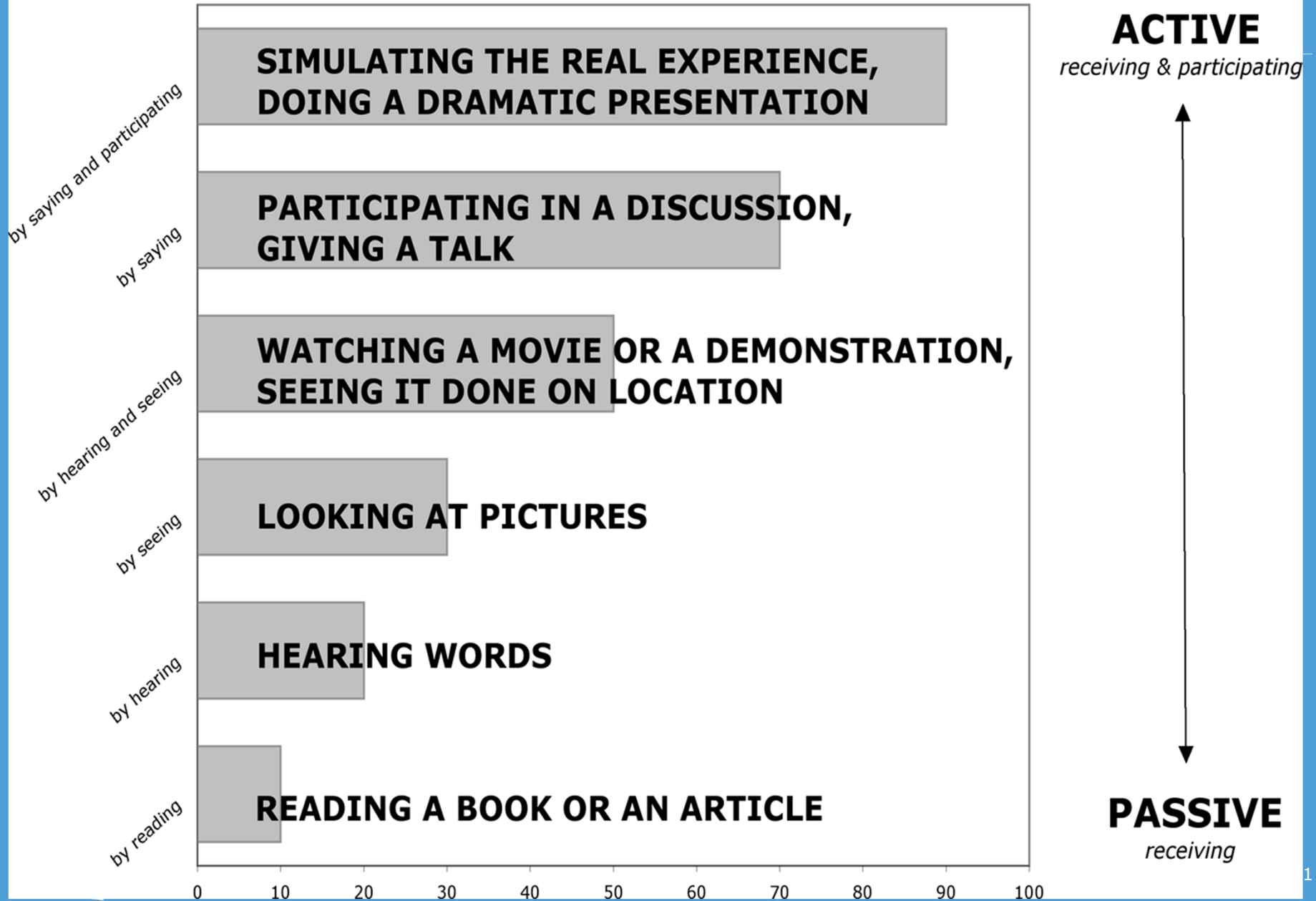
Teacher-centred and Learner-centred approach



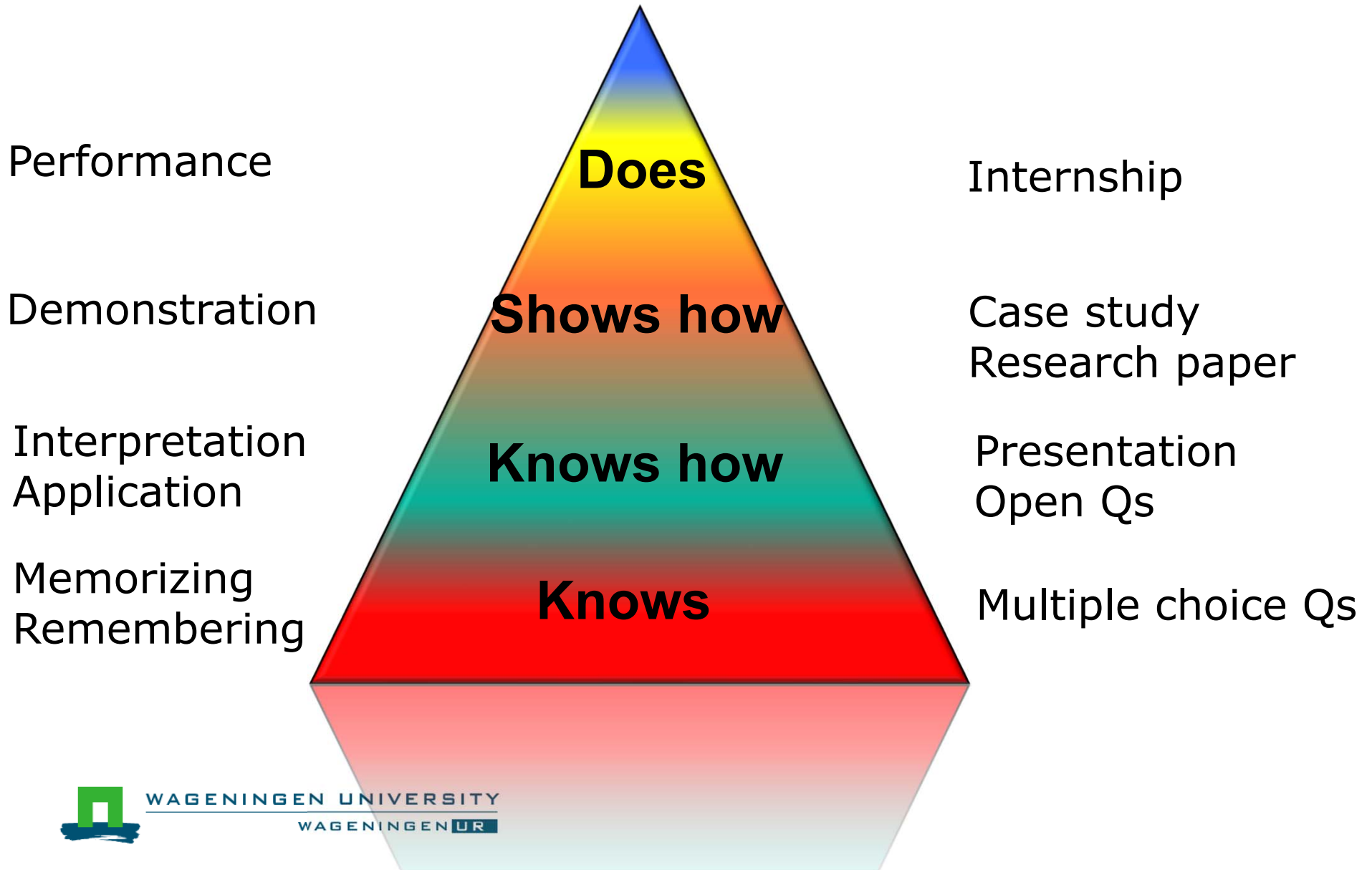
Shifting mode of curriculum development and teaching?



How much we remember after two weeks...



Assessment: Miller's Pyramid



Using rubric as assessment form

A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on criteria

Purpose: To assess performance and to provide feedback.

Instead of judging the performance it describes the performance.

Why are rubrics important:

- It is a tool to give performance feedback
- Increases transparency of the assessment



What kind of room is this?



Principles of competence-based education

1. Competencies for the curriculum are defined
2. Vocational core problems are central
3. Competences assessed before, during & after
4. Learning takes place in authentic situation
5. Head, heart & hands
6. Self-responsibility and reflection
7. 'Teachers' both in and outside educational institution fulfil role as coach and expert
8. Foundation for life-long learning

CBE
is a model



Centered on
the student



Focused on
mastery of
competencies



Based on
learning
outcomes

Competence 1.0 – for closed activities

Detailed listings of behaviors, e.g.:

- Teaching behavior
- Keep attention of students
 - Walk up and down the classroom
- Keep oversight over the group
 - Stand in the corner of the classroom



Competence 2.0 – for known jobs

- Jobs
- Responsibilities
- Core tasks
- Work processes
- Activities

The Great Eight

- Leading and Deciding
- Supporting and co-operating
- Interacting and Presenting
- Analysing and Interpreting
- Creating and Conceptualising
- Organising and Executing
- Adapting and Coping
- Enterprising and Performing

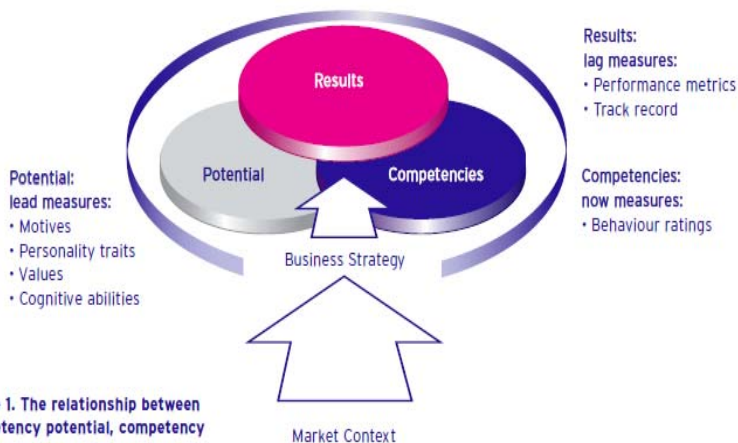


Figure 1. The relationship between competency potential, competency requirements and competencies.

Competence 3.0 – for unknown future

- Ambiguity handling
- Argumentational reasoning
- Critical thinking
- Dealing with wicked (complex) problems
- Communication
- Resilience
- Creativity
- Entrepreneurship



Challenges of competence 3.0

- **Connectivity** between school and industry (i.e. internship, attachment)
- **Changing teacher roles** (experts, coach, assessor, developer, researcher and manager)
- **Management** at university level has to support it
- **Teacher training**
- How to create a **learning organisation** in which teachers see opportunities to make more connections with industry and change elements of their teaching



What have you done?

- Form small groups (3-6), including people who were there last time and those who were not
- Explain how you have integrated aspects from the previous workshop in your teaching.