

GIVING AND RECEIVING EFFECTIVE FEEDBACK

UNIVERSITY:

Universidad Autónoma de Madrid

DATE:

26th of January 2021, 16:00 - 18:00

27th of January 2021, 16:00 - 18:00

LANGUAGE: English

TARGET GROUP:

Lecturers of various domains interested in how to give and received effective feedback (15 participants)

REGISTRATION LINK

CONTACTS:

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BRIEF DESCRIPTION:

This workshop is part of the Teaching Innovation Week held on January 26, 27 and 28 at the UAM where the results of the 158 teaching innovation projects carried out during the 2019-2020 academic year.

Objectives:

Effective feedback is a powerful tool that has benefits for both the giver and the receiver that can also help in professionalizing the teaching in higher education. The workshop aims at offering lecturers and teachers the opportunity to discuss existing resources to provide evidence-based tips on how to give good feedback and to practice with tools and methodologies.

This course consists of two sessions that will be held over two days. On the first day, January 26, we will have a discussion session with the participation of lecturers and experts who will explain how to carry out effective feedback. On the second day, a practical session will allow participants to practice first-hand with different feedback tools.

FOCUS ON INNOVATIVE PEDAGOGIES:

Examples from Innovative pedagogies handbook can be easily integrated.

AVAILABLE RESOURCES:

Lecturers who contributed to the handbook from CIVIS partners will be invited to participate.

CAN WE REALLY DEVELOP WIKIPEDIA ASSIGNMENTS AT THE UNIVERSITY?

UNIVERSITY:

Stockholm University

DATE:

February 22nd, 09.00-12.00

LANGUAGE:

English

TARGET GROUP:

University teachers and PhD students from CIVIS universities. The workshop will be online and can have up to 40 participants.

REGISTRATION LINK

CONTACTS:

Christophe Premat,

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Josefine Hellroth Larsson,

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BRIEF DESCRIPTION:

Having a better understanding of Wikipedia and its functions is something that our students would benefit from, and therefore, we must create assignments connected to Wikipedia and its sister platforms. Not only teaching the principles of the platform or the manners of looking at revision history, talk pages and sources, but also how to edit articles, upload pictures to Wikimedia Commons and translate excellent articles from different languages using the built-in tools.

In this workshop, we will get a grasp of how Wikipedia and its sister projects function, but the main focus will lie on how teachers can design assignments with Wikipedia, incorporating the platform into your education.

FOCUS ON INNOVATIVE PEDAGOGIES:

The focus would also be on the use of Open Educational Resources

INNOVATIVE LEARNING DESIGN IN HIGHER EDUCATION: THEORY INTO PRACTICE

UNIVERSITY:

University of Bucharest

DATE:

5th March, 2021, 10:00 AM;

2 sessions x 1,5 hours

LANGUAGE: English

TARGET GROUP:

Academics teaching mainly BA & MA levels, regardless field / discipline.; We can accept up to 40 participants / workshop)

REGISTRATION LINK

CONTACTS:

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BRIEF DESCRIPTION:

The workshop will focus on new developments in learning design and how these could be used in organizing learning experiences in higher education. We will focus on ways to innovate designing and leading learning experiences for students as adult and (more) autonomous learners:

- Authentic learning experiences: pedagogical innovation - Engaging strategies, methods, and tools that create a balanced and effective ecosystem for learning, and therefore ensuring three basic conditions for learners: readiness, willingness and capacity/capability viewed as the trained capacity of a person to be alert to any learning opportunity and to transform it in a change for personal development and growth;
- Universal design for learning (UDL) and Design thinking and learning - Curriculum design, development, and delivery frameworks used to create inclusive and accessible learning environments and supporting creating expert learners who are purposeful & motivated, resourceful & knowledgeable, strategic & goal-directed (ULD), and generate creative and effective solutions using design thinking in learning;
- Theory into practice: inquiry-based & project-based learning;
- Flexible curricular frameworks: micro-credits and micro-courses / modules as steps towards European Degrees.

Methodology: interactive on line workshop - discussions, group activities.

FOCUS ON INNOVATIVE PEDAGOGIES:

Context driven pedagogical innovation /real-world driven pedagogical innovation - Inquiry-based / project-based learning

HOW TO FOSTER SOCIAL COHESION AND INCLUSIVE EDUCATION? INDICATION FOR THE USE OF INDEX FOR INCLUSION.

UNIVERSITY:

Sapienza, University of Rome,
Department of Social
Psychology, Developmental
Psychology and Educational
Research

DATE:

March 8th 2021,

14.00 -17.00pm /CET

LANGUAGE: English/ Italian.

TARGET GROUP:

Lecturers who want to know more about research-based assessment and interventions to improve inclusion, cohesion and sense of community; maximum number of participants 40.

REGISTRATION LINK

CONTACTS:

Stefano Livi

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Alessia Travaglini

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Emiliane Rubat du Mérac,

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BRIEF DESCRIPTION:

The workshop is aimed at raising awareness and understanding of the very meaning of "Inclusion". According to Italian legislation, all students have equal opportunity to access to mainstream educational environments and participate in school activities. Nevertheless, recent studies (D'Alessio, 2015; Demo, 2014, Bocci, 2016, 2017) stress the patterns of micro-macro exclusion of students with Special Education Needs (SEN). On the other hand, according to Index for Inclusion perspective (Booth & Ainscow, 2015) and the social model of disability, inclusion is a bottom-up process that involves cultures, policies, and practices. Therefore, inclusive values need to be practiced through teaching strategies that help all students achieve social and academic success.

Workshop participants will be asked to reflect on these topics: what does a positive and tight-knit classroom community mean? Which factors are associated with sense of community and group cohesion? what teachers may do to build an inclusive educational context? How to conduct learning activities and students' assessment in inclusive education? Starting from these questions, participants will be conducted to identify the indicators that would best promote inclusiveness at school and work to remove barriers to participation and learning.

Contents: Social Model of Disability, Special Educational Needs, Inclusive Education, Index for Inclusion.

Methodology: Interactive on line module where lectures are combined with practical activities to experience tools and strategies.

FOCUS ON INNOVATIVE PEDAGOGIES:

This topic belongs to the cluster "Skill-based pedagogical innovation/Non-cognitive development innovations: learning experiences addressing emotional and social development, cultural awareness, empathy, etc."

AVAILABLE RESOURCES

Visual supports and tools (questionnaires and data research) to help participants to analyse facts and concepts.

TEACHING AND ASSESSING THROUGH DIGITALIZATION

UNIVERSITY:

Aix-Marseille University

DATE:

March 16th 2021; 09:00-13:00 CET

LANGUAGE:

English (first part) and
English and French (second part)

TARGET GROUP:

Open to every teacher within CIVIS universities, up to 100 participants; PhD candidates and Assistant professors beginners are more than welcome. The first part will mainly take place in English, the second part mainly in English and French (depending on the linguistic skills of the participants).

REGISTRATION LINK

AVAILABLE RESOURCES:

Collection of the summary sheets of each work group will be available for all the participants, as well of a recording of the keynote conference.

CONTACTS:

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BRIEF DESCRIPTION:

Objectives:

The workshop aims at offering lecturers and teachers a metacognition-based discussion and debate on the challenge we all meet during the pandemic: teaching and assessing through (unintentional and unanticipated) digitalization. How to use this context of crisis to get faster and better toward digitalization or blended pedagogy? What tricks and/or innovations are we designing to adapt our pedagogy to the remote teaching? The half-day will be divided in two parts:

- The first one, in English, will be open to every teacher within CIVIS alliance, and will last approx. 1h30. A keynote speaker (Professor Linda Barman, KTH Royal Institute of Technology) will help rising the pros and cons of digitalization versus "analogical" teaching, the common pitfalls to be avoided, the best path to follow, the problems remaining to be solved. Pr. Barman's contribution will be followed by a debate.
- A break will be available to get a coffee, have some stretching legs, and as a buffer time for the second part
- The latter, in English and French, will be open to every Francophone or Anglophone teacher (young lecturers) within CIVIS alliance and PhD students experiencing teaching duties. This part will last approx. 2 hours. The participants will come and discuss about their prior experiences and work together in small expert groups on precise topics to find new ideas and solutions to experiment.

The topics will be defined two weeks prior to the workshop through the inputs of the attendees in the process of registration, filling a form with multiple choice questions and open questions. Expert groups of exclusively francophone, or Anglophone or bilingual attendees will be constituted by the organizing committee before the beginning of the workshop, thanks to the analysis of the registration-associated-collected data.

FOCUS ON INNOVATIVE PEDAGOGIES:

The debate on digitalization will necessary meet the question about pedagogies and innovation, as crossing the technological bridge has forced some teachers to think and act differently, because innovative practices have to be changed when full on line. Both traditional and active/innovative pedagogies will be taken as specific examples to study in groups. Support from AMU internal services, such as CIPE (Centre d'innovation pédagogique et évaluation) will be of good help and counselling as experts in their domain. A synthesis of the results achieved by each group, on the basis of a summary sheet guide-line, will be carried out by its spokesperson, as a conclusion of the workshop.

INTERNATIONAL SERVICE LEARNING. COMBINING TEACHING WITH STUDENT CIVIC ENGAGEMENT IN PRACTICE - ORIENTED SEMINARS

UNIVERSITY:

University of Tübingen

PARTNER:

Universidad Autónoma Madrid

DATE:

16th March 2021, 9.00 - 15.00

LANGUAGE: English

TARGET GROUP:

CIVIS academics/ lecturers planning to offer a Service-Learning seminar and multipliers interested in the Service Learning-format; 20 participants

REGISTRATION LINK

CONTACT:

Franziska Müller M.A.

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Civic Engagement
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BRIEF DESCRIPTION:

The one-day on line workshop aims at training lecturers, who wish to integrate Service-Learning into their seminars. More specifically, it focuses on special aspects of the Service-Learning format and the needs for its successful implementation. Individual Service-Learning scenarios, matching the subject's learning objectives, are to be developed in the workshop.

Contents: Characteristics and objectives of Service-Learning, connecting Service-Learning to the subject's contents and learning objectives, methods/tools, reflection, assessment

Methodology: interactive on line seminar with blended learning elements and possibilities for exchange with other lecturers

FOCUS ON INNOVATIVE PEDAGOGIES:

Service-learning belongs to the cluster "Context driven pedagogical innovation / real-world driven pedagogical innovation" as defined in the Innovative Pedagogies Handbook. Two examples for interdisciplinary Service-Learning seminars at the University of Tübingen are described in the handbook.

AVAILABLE RESOURCES:

Literature and tools to support the implementation of Service-Learning in courses

SOURCE CRITICISM AND PLAGIARISM PREVENTION IN HIGHER EDUCATION

UNIVERSITY:

Stockholm University

DATE:

May 5th 2021, 13.00 -16.00

LANGUAGE:

English

TARGET GROUP:

University teachers and PhD students from CIVIS universities. The workshop will be on line and can have up to 50 participants.

REGISTRATION LINK

CONTACT:

Christophe Premat,

Associate Professor in French
Department of Romance Studies
and Classics / Centre for the
Advancement of University
Teaching
christophe.premat@su.se

BRIEF DESCRIPTION:

The objective of the workshop is to understand how university teachers can avoid plagiarism practices among students. By focusing on learning strategies and adapted assignments, it is possible to reduce the impact of these practices. The workshop will also give the possibility of comparing the rules and the methods to avoid plagiarism among CIVIS universities.

Methodology:

Presentation of some recommendations to avoid plagiarism. Group activities on definition, case studies and the idea of having a handbook to avoid plagiarism.

FOCUS ON INNOVATIVE PEDAGOGIES:

The focus would also be on the use of efficient anti-plagiarism strategies.

DIGITAL TECHNOLOGIES FOR ACTIVE AND COLLABORATIVE LEARNING

UNIVERSITY:

Sapienza, University of Rome

PARTNERS: Unitelma

DATE:

May 19th 2021, 9:30 - 12:30 am/CET

LANGUAGE: Italian/English

TARGET GROUP:

Lecturers who want to experiment use of technologies to enhance agency and collaboration in blended and distance learning; max. number of participants - 40.

REGISTRATION LINK

CONTACTS:

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BRIEF DESCRIPTION:

The one-day on line workshop aims at training lecturers who wants to experiment meaningful use of technologies to enhance active and collaborative learning, within a particular educational approach: the Trialogical Learning Approach (Paavola & Hakkarainen, 2005)

Content:

- The Trialogical Learning Approach: How to flexibly use technologies to support collaborative learning and co-construction of (cognitive and /or concrete) artifacts
- Strategies and tips to foster on line collaboration
- Distance education from A to Z: a quick glance from the educational design to the learning assessment
- Examples of activities and tools (Moodle, Google Suite for collaboration, Mentimeter, etc.) at a University level.

Methodology:

Interactive on line seminar where short lectures are intertwined with practical activities to experience tools and strategies.

FOCUS ON INNOVATIVE PEDAGOGIES:

The Trialogical Learning Approach aims at developing pedagogical models and tools for organizing learners' activities around shared objects of activity (like texts, conceptual artefacts or practices) that are created for some meaningful purpose or reason. In this way it focuses on both individual and social processes, conceptual knowledge and social practices, needed to foster collaborative creativity. This Model was developed within the Knowledge-Practices laboratory by Kai Hakkarainen and Sami Paavola.

AVAILABLE RESOURCES:

Moodle, version 3.5, provided by Sapienza, university of Rome.

INNOVATIVE PEDAGOGIES: NEW PATHWAYS TO UNIVERSITY TEACHING

UNIVERSITY:
University of Tübingen

DATE:
17.06.2021, 15-18 p.m.;
14.10.2021, 15-18 p.m.

LANGUAGE:
German/English

TARGET GROUP:
Academics of various
domains, staff (department of
academic affairs and others);
4-5 workshops with 8 to 12
participants each.

REGISTRATION LINK

CONTACT:

Dr. Andrea Fausel, Academic
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and Learning
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BRIEF DESCRIPTION:

Objectives:
The workshop aims at offering lecturers an introduction to innovative pedagogies – in general but also in the CIVIS context. Lecturers who contributed to the handbook (from Tübingen and probably also from CIVIS partners) will be invited to present their examples (1 to 3 examples per workshop). Discussion on transfer of innovative pedagogy models into other teaching contexts. Development of teaching concepts.

Content:
General introduction/overview innovative pedagogies;
development of outlines for transfer.

Methodology:
Input, discussion, work in small groups. The workshop could be held on line but also on-site with face-to-face contact.

HOW TO TEACH (ALMOST) ANYTHING IN FABLABS

UNIVERSITY:

Université libre de Bruxelles

DATE:

20 October 2021, 14.00-17.00

LANGUAGE: English

TARGET GROUP:

25 participants max.

Teachers, professors, or educational practitioners who want to teach to their students technical and social skills relevant to the 21st century in a fablab environment.

AVAILABLE RESOURCES:

Website: made by the students related to the Cuban resilience (2019)

Paper: Denis Terwagne & Victor Lévy (2020). Fab for Kerala: how Teaching in Fablabs can help in the real world, the Making Of.

Website: made by the students related to the 2018 Kerala floods in India (2018)

REGISTRATION LINK

CONTACT:

Eric UYTTEBROUCK

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BRIEF DESCRIPTION:

Facing an uncertain and rapidly changing future, Fablabs are a great environment to teach social and technical skills that are relevant for the 21st century. At Fablab ULB, Victor Lévy, a professor of architecture, and Denis Terwagne, a professor of physics, are experiencing and developing an agile teaching method to make students work with digital tools in interdisciplinary teams and to make a real-world impact.

During a semester, we guide classes of 20 to 50 students coming from different faculties such as Architecture, Sciences, Engineering, and Law. Students work in interdisciplinary teams of 2 to 4 students and work together developing open-source projects related to some real-world problem such as the humanitarian emergencies due to the Kerala floods that happened in India in August 2018 or the impact of digital fabrication on the Cuban Resilience.

Since this year, we are developing a new version of this class using a methodology that originates from **Fab Academy**, which is a model of globally distributed education through FabLabs. Courses/modules are taught by a variety of experts in their field at the destination of students of different disciplines. The students have to learn and integrate those new skills in a final project that is oriented towards their field of expertise and shared on the web for others to see.

We are happy to share the method we follow and our experience conducting this class and discuss:

- the power of digital fabrication tools through hands-on learning;
- the power of collaboration through digital tools and platforms (github, gitlab, git, ...)
- the power of interdisciplinary collaboration and how a diverse group of people can solve difficult problems
- the power of collective intelligence and sociocratic tools.

FOCUS ON INNOVATIVE PEDAGOGIES:

Technology-based pedagogical innovation: FabLabs
Methodology-based pedagogical innovation: Experiential learning design.

SOCIAL PEDAGOGY AND DEMOCRATIC EDUCATION

UNIVERSITY:

National and Kapodistrian
University of Athens

DATE: 26th of November 2021,
9:00-14:00 CET (+18 - 25 of
November 2021, asynchronous on
line education)

LANGUAGE: English and Greek

PARTNERS: Academic staff
and/or postgraduate students

TARGET GROUP:

Academic staff from various
domains [and/or postgraduate
students], 20 participants,
interested in integrating Social
Pedagogy with the CDC Model/
Democratic Education (in a
sociopedagogical context) in their
teaching.

REGISTRATION LINK

CONTACTS:

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BRIEF DESCRIPTION:

The overall aim is to contribute the reinforcement of a European sociopedagogical and democratic culture, which will prove helpful in tackling important problems faced by our education and society. This workshop is offered to trainers who aim to sustain a culture of democracy in education (formal and non-formal) in a sociopedagogical perspective by providing participants with the necessary methodological tools and competencies so that they may familiarise themselves with some issues of Social Pedagogy, such the promotion of social inclusion, civic participation and tackling structural disadvantages which manifest and reproduce themselves in education. NKUA coordinates an Erasmus+ KA2 project and the workshop will use some material from this project. The workshop's priority is to support participants and to cultivate sociopedagogical skills, especially the intercultural and civic competences of students. It will draw data from the RFCCDC (Reference Framework of Competences for Democratic Culture) of Council of Europe (2018). The methodology is based on experiential, collaborative and creative team learning strategies, sociopedagogical practices and techniques, a reading list and online training materials (paper and e-lessons) spread across one week of face to face interactive meetings (given the highly experiential character of the workshop) and two weeks online training (mixed learning).

FOCUS ON INNOVATIVE PEDAGOGIES:

Innovative methodologies, experiential team activities, creative strategies, techniques, practices, and tools (see in the Innovative Pedagogies Handbook: "SOCIAL PEDAGOGY: Theory and Practice" and "Promoting Democratic Culture through the Curriculum")

AVAILABLE RESOURCES:

Innovative Pedagogies Handbook and online material