

Teaching in higher education

Teaching in higher education								
Training course for higher education teachers								
Planned ECTS: 4								
Number of learners: 25								
Mode of delivery: Blended								
Status: IN PLANNING								
Course public access: Private								
Contributors: Petra Vondra, Valentina Kirinić, Blaženka Divjak, Barbi Svetec, Bart Rienties, Petra Žugec, TANJA ŠESTANJ-PERIĆ, Irma Pianucci, Iva Mavrek, Sorina Mihaela BALAN, Fiona Concannon, Dora Kertesz, Iva Movre Šapić, Minha Park, Nokuthula Vilakati, Iwona G, Daniela Alic, Carmen-Inge Alic, Natalija Jurina Babović, Vivien lake, Melisa R., Susan Evans, Daniel McClean, Josefina Garcia, Halah Nasseif, Caroline Crawford, Anuradha Peramunugamage, Müge Adnan, Đurđica Vukić, Mariam Kilanova, Leigh Powell, Renato Babojelić, Jelena Gusić Mundar								
Course learning outcome							Level	Weight
Describe the higher educational context							Understanding	10
Design a course based using selected learning design concept and tool							Creating	20
Apply different pedagogical approaches (e.g. FC, WBP, PBL, IBL) in HE context							Applying	20
Analyze a study programme learning outcomes and align them with a course learning outcomes							Analysing	15
Write a learning outcome for a course							Applying	10
Evaluate a study programme based on European Standard and Guidelines (ESG)							Evaluating	10
Implement prepared learning design into selected LMS							Applying	15
Total weight: 100								
Topic / Unit name	Workload	Learning type	Mode of delivery	Groups	Collaboration	Feedback	Mandatory activity	Assessment

										Points	Type	Providers
Characteristics of teaching and learning in higher education (HE) Describe the higher educational context (100%)												
Teaching in Higher Education												
Intro video Participants watch a video welcoming them to the course	5 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	No		
First meeting with students Discuss the LOs and mode of working Sharing experiences	45 min	Discussion	Hybrid	Synchronous	Teacher present	Yes	Yes	No	No	No		
Research on HE systems Find out HE systems; work in groups dis.	120 min	Investigation	Online	Synchronous	Teacher not present	Yes	No	Peer	No	No		
Essey on learning myths Individually	150 min	Production	Onsite	Asynchronous	Teacher not present	No	No	No	No	No		
Peer assessment of essays	100 min	Assessment	Online	Asynchronous	Teacher not present	No	No	No	No	10	Summative	Teacher, Peer
Describe your teaching context a written assignment	10 min	Assessment	Online	Asynchronous	Teacher not present	No	No	No	No	10	Summative	Teacher

Total unit workload	7.16h											
Approaches to teaching and learning in HE												
Analyze a study programme learning outcomes and align them with a course learning outcomes (50%), Design a course based using selected learning design concepts and tool (20%)												
learning theories												
A mini video lecture	15 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	No		
a quiz	10 min	Assessment	Online	Asynchronous	Teacher not present	No	No	Automated	No	1	Formative	Automated
project work exploring learning theories and comparing them and think which we can use for our course	300 min	Investigation	Online	Asynchronous	Teacher not present	Yes	Yes	Peer	No	No		
Analysis of groups' work	60 min	Discussion	Onsite	Synchronous	Teacher present	No	Yes	Teacher	No	No		
first draft of a design group work	90 min	Assessment	Onsite	Asynchronous	Teacher not present	No	Yes	No	No	2	Formative	Teacher, Peer
Total unit workload	7.91h											
Learning outcome writing												
Write a learning outcome for a course (100%)												

Introduction to LOs												
Intro video Participants (students) watch prepared videos - basics about learning outcomes.	30 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	No		
Quiz Participants take a simple quiz on LOs based on the videos	15 min	Assessment	Online	Asynchronous	Teacher not present	No	No	Automated	No	3	Formative	Automated
Discussion of LOs Participants discuss in discussion groups LOs and quiz results.	45 min	Discussion	Online	Asynchronous	Teacher not present	No	Yes	Peer	No	No		
Lecture with practice The teacher (trainer) leads the further discussion and explains the topic if necessary. Participants practice in groups writing LOs.	60 min	Practice	Hybrid	Synchronous	Teacher present	Yes	Yes	Teacher, Peer	No	No		

Further student investigation Students investigate further the topic based on material provided in the LMS and find additional material themselves.	120 min	Investigation	Online	Asynchronous	Teacher not present	No	No	No	No	No		
Total unit workload	4.5h											
Applying learning outcomes												
Total unit workload	0h											
Evaluation of LOs implementation												
Total unit workload	0h											
Learning design of a study programme in HE												
Theories on teaching												
Videos on theories different short videos	60 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	10	Summative	Teacher
Total unit workload	1h											
Theories concepts of LD												

Total unit workload	0h									
Learning design of a course (part of a study programme) in HE										
Implementation of flipped classroom in HE										
Implement prepared learning design into selected LMS (25%), Design a course based using selected learning design concept and tool (25%)										
Considering why employing a flipped Classroom mode in your teaching										
Watch different examples of flipped classroom being used in HE	10 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	No
Consider some initial benefits and disadvantages of this approach Post in the discussion forum the benefits and disadvantages you have observed in the videos and join the discussion in your group	15 min	Discussion	Online	Synchronous	Teacher not present	Yes	Yes	Peer	No	No

Consider scenarios in which you could employ this approach Give 3 examples that you think this approach will enhance your student experience and why	20 min	Practice	Online	Asynchronous	Teacher not present	No	No	No	No	10	Formative	Teacher
Total unit workload	0.75h											
Implementation of WBL, PrBL and PBL in HE (by problem-based learning approach)												
Apply different pedagogical approaches (e.g. FC, WBP, PBL, IBL) in HE context (30%), Design a course based using selected learning design concept and tool (20%)												
PrBL, PBL, WBL												

Preparation activity Students (trainees HE teachers) were given short descriptions (one-pager exemplars) about Problem-based Learning (PrBL), Project-based Learning (PBL) and Work-based Learning (WBL) to take a look.	30 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	No
--	--------	-------------	--------	--------------	---------------------	----	----	----	----	----

Problem-based collaborative work In class, students are divided in several groups and all of the groups have the same problem to investigate and solve. The learning outcomes of the HE course on project management are given and students need to discuss and argue which strategy (PrBL, PBL, WBL) is the most appropriate to use as a basis for the course learning design.	45 min	Discussion	Onsite	Synchronous	Teacher present	Yes	Yes	Teacher, Peer	No	No
---	--------	------------	--------	-------------	-----------------	-----	-----	---------------	----	----

Evaluation of a course in HE	
E-learning with Learning Management System (LMS)	
Total course workload	24.58h