# RAPIDE e-course on relevant pedagogies and LA

**RAPIDE e-course on relevant pedagogies and LA**

This e-course consists of four chapters: innovative pedagogies (FC & WBL); assessment related to innovative pedagogies; learning analytics; impact of innovative pedagogies

**ECTS prévus:** 4

**Nombre d'apprenants:** 45

**Mode de prestation**: En ligne

**Statut**: TERMINÉ

**Accès public au cours**: Public

**Contributeurs:**
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| Acquis d'apprentissage du cours | Niveau | Poids |
|---|---|---|
| Describe the concept of innovative teaching approaches that stimulate student engagement and a deep approach to learning. | Comprendre | 15 |
| Design and implement FC and WBL in online environment, taking into account the study and subject field and students' background and needs. | Appliquer | 1 |
| Design and implement assessment methods related to FC and WBL in online environment, taking into account learning outcomes and students' background. | Appliquer | 8 |
| Implement peer-assessment and student project assessment using a peer-assessment app or tool. | Appliquer | 8 |
| Analyse aspects in which learning analytics can be used in order to support students in learning and their teachers in facilitate students’ learning in online environment. | Analyser | 6 |
| Analyse LA models and dashboards that support students in FC and WBL in online environment, taking into account study and subject field and student background and needs. | Analyser | 10 |
| Interpret LA data taking into account ethical aspects of LA. | Évaluer | 8 |
| Choose appropriate assessment methods, taking into account inclusiveness, learning outcomes, validity, reliability, resources, and educational impact. | Appliquer | 15 |
| Estimate the impact of innovative pedagogies on the strategic goals of an institution. | Analyser | 15 |
| Relate LA to the social impact and informed decision-making in HE. | Analyser | 14 |

**Poids total : 100**

| Nom du thème / de l'unité | Charge de travail | Type d'apprentissage | Mode de prestation | Groupes | Collaboration | Rétroaction | Activité obligatoire | Évaluation | | |
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| Innovative pedagogies (FC & WBL)<br>Describe the concept of innovative teaching approaches that stimulate student engagement and a deep approach to learning. (**90%),** Design and implement FC and WBL in online environment, taking into account the study and subject field and students' background and needs. (**90%),** Design and implement assessment methods related to FC and WBL in online environment, taking into account learning outcomes and students' background. (**10%),** Estimate the impact of innovative pedagogies on the strategic goals of an institution. (**10%)** | |
| Prepare! | |

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| [FOI*] Introductory reading on work-based learning (WBL)<br>A short reading material presenting a summary of research on WBL in online environments. | 30 min | Acquisition | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non | | |
| Introductory video on FC and WBL<br>Introduction to the key concepts related to FC and WBL in general, with examples from project HEIs. | 20 min | Acquisition | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non | | |
| [FOI*] Quiz on FC and WBL<br>A short quiz covering the key notions related to FC and WBL, based on the reading material. | 30 min | Évaluation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Automatisé | Non | 2 | Formative | Automatisé |
| Discussion on prior experiences<br>Participants share experiences in FC and WBL in a discussion forum. The discussion is moderated by the OU. | 60 min | Discussion | En ligne | Asynchrone | Enseignant non présent | Non | Non | Pair | Non | Non | | |
| [FOI*] Introductory reading on flipped classroom (FC)<br>A short reading material presenting a summary of research on FC in online environments. | 30 min | Acquisition | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non | | |
| Charge totale de l'unité | 2.83h | | | | | | | | | | | |

| Engage! | | | | | | | | | | | | |
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| Reflect on FC and WBL experiences from colleagues<br>Participants discuss (synchronously) their experiences related to FC and WBL and compare those based on the introductory read. | 60 min | Discussion | En ligne | Synchrone | Enseignant présent | Non | Oui | Enseignant | Non | 2 | Formative | Enseignant, Automatisé |
| Investigation of students' perspectives on FC and WBL<br>Participants explore available case studies related to FC and WBL. | 120 min | Investigation | En ligne | Asynchrone | Enseignant non présent | Non | Oui | Non | Non | Non | | |
| Preparation of a design on FC<br>Participants work in groups to prepare proposals for designing and (potentially) implementing FC approaches. | 180 min | Production | En ligne | Synchrone | Enseignant présent | Oui | Oui | Enseignant, Pair | Non | Non | | |
| Peer review of FC<br>Peer-assessment of the proposed FC design. | 30 min | Évaluation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | 10 | Sommative | Enseignant, Pair |
| Preparation of a design on WBL<br>Participants work in groups to prepare proposals for designing and (potentially) implementing WBL approaches. | 180 min | Production | En ligne | Synchrone | Enseignant présent | Oui | Oui | Enseignant, Pair | Non | Non | | |

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| Peer assessment of WBL<br>Peer-assessment of the proposed design of WBL | 30 min | Évaluation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | 10 | Sommative | Enseignant, Pair |
| Q&A and live discussion<br>Participants discuss further questions related to FC and WBL in a moderated live (synchronous) discussion. The first part includes presentations of a few WBL and FC concepts. The second part includes a discussion on the key challenges related to WBL and FC. | 120 min | Discussion | En ligne | Synchrone | Enseignant présent | Non | Oui | Enseignant, Pair | Non | 2 | Formative | Enseignant, Pair, Automatisé |
| Charge totale de l'unité | 12h | | | | | | | | | | | |
| Extend! | | | | | | | | | | | | |
| Further reading and individual research<br>Reading material related to most recent research on FC and WBL, with hints for investigation. | 120 min | Investigation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non | | |
| Problem solving related to FC and WBL<br>Participants reflect together on the potential benefits and risks of FC and WBL. Participants provide their interpretation, followed by peer-assessment. | 120 min | Pratique | En ligne | Asynchrone | Enseignant non présent | Oui | Oui | Pair | Non | Non | | |

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| Peer-assessment<br>Solutions to the problem assignement are peer-assessed. | 60 min | Évaluation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Enseignant, Pair | Non | 10 | Sommative | Enseignant, Automatisé, Auto-évaluation |
| Further reading<br>Participants are provided with additional research articles for independent learning | 300 min | Investigation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non | | |
| Charge totale de l'unité | 10h | | | | | | | | | | | |

## Assessment related to innovative pedagogies

Describe the concept of innovative teaching approaches that stimulate student engagement and a deep approach to learning. (**10%),** Design and implement FC and WBL in online environment, taking into account the study and subject field and students' background and needs. (**10%),** Design and implement assessment methods related to FC and WBL in

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| online environment, taking into account learning outcomes and students' background. (**90%),** Implement peer-assessment and student project assessment using a peer-assessment app or tool. (**100%),** Choose appropriate assessment methods, taking into account inclusiveness, learning outcomes, validity, reliability, resources, and educational impact. (**100%)** | | | | | | | | | | |
| Prepare! | | | | | | | | | | |
| [TU] Intro to the course - video<br>Introduction and welcome video of module. Sets out LO and gives Short definition and explains concepts of FC and WBL as defined within Scope of Rapide Project | 30 min | Acquisition | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non |

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| [TU]([FOI]-completed)Introductory reading/video on assessment in flipped classroom (FC)<br>A short reading material presenting a summary of research on assessment in FC in online environments. Gillian to build on FOI existing material that is already there to align. No further FOI action needed. | 60 min | Acquisition | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non | | |
| [TU]([FOI] -completed) Quiz on assessment in FC<br>A short quiz covering the key notions related to assessment in FC, based on the reading material. Gillian to build on FOI existing material that is already there to align. No further FOI action needed. | 30 min | Évaluation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Automatisé | Non | 2 | Formative | Automatisé |
| [TU] ([FOI]-completed)Introductory reading/video on assessment in work-based learning (WBL)<br>A short reading material presenting a summary of research on assessment in WBL in online environments. Gillian to build on FOI existing material that is already there to align. No further FOI action needed. | 60 min | Acquisition | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non | | |

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| [TU] ([FOI] - completed) Quiz on assessment in WBL<br>A short quiz covering the key notions related to assessment in WBL, based on the reading material. Gillian to build on FOI existing material that is already there to align. No further FOI action needed. | 30 min | Évaluation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Automatisé | Non | 2 | Formative | Automatisé |
| [TU]Discussion on prior experiences<br>Participants are asked to share their experiences in assessment in FC and WBL in a discussion forum be it as an assessor or as an assessee and are asked to respond to each other's posts. | 30 min | Discussion | En ligne | Asynchrone | Enseignant non présent | Non | Non | Pair | Non | Non | | |
| [TU]Summary of Key Concepts<br>In this section, the key concepts of this part of the module are summarized with links to the relevant sources where possible. | 20 min | Acquisition | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non | | |
| Charge totale de l'unité | 4.33h | | | | | | | | | | | |
| Engage | | | | | | | | | | | | |

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| [TU] Peer assessment<br>Video - This video highlights possible types of peer assessment. Will also aim to inspire participants' own ideas about implementation to increase students' motivation and engagement. This may become two videos depending on the length. | 30 min | Investigation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non | | |
| [TU] Reading on peer assessment<br>Students are asked to read a Literature review on peer assessment that lead to further investigation of type of Peer Assessment they may want to employ in their own courses. | 60 min | Investigation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non | | |
| [TU]Quiz<br>Knowledge check on peer assessment | 20 min | Évaluation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Automatisé | Non | 5 | Sommative | Automatisé |
| [tu][FOI/SoM]Case studies videos<br>3 Videos - 3 different case studies (Delft -2 for Peer Review and Peer Evaluation, FOI/SoM on Peer Grading - Moodle plug in Darko) with hints for practice (help participants plan their own implementation) | 60 min | Pratique | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non | | |

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| [TU]Reading on additional case studies<br>Introducing participants to a number of other case studies available in form of text for participants to investigate on their own and to inspire and inform their own practice | 90 min | Investigation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non |
| [TU]Talk show - live from NMC Delft via ZOOM - preliminary date 29 June<br>Live Talk show with successful experts and experienced users (2-3) who will answer Participants' questions on Peer Assessment under the Ask Me Anything Principle hosted by a moderator. Participants can ask questions live but can also submit questions before hand. | 90 min | Discussion | Hybride | Synchrone | Enseignant présent | Non | Oui | Enseignant, Pair, Autre | Non | Non |
| [TU]Create own plan for peer assessment<br>Participants choose an activity in a course they want to use PA in and post their plan for peer assessment taking into account students' backgrounds, constructive alignment, etc. | 120 min | Production | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non |

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| [TU]Discussion and feedback on participants proposals of peer assessment<br>Participants are now asked to comment on their fellow participant's plans. The instructors will also provide feedback to each plan | 120 min | Discussion | En ligne | Asynchrone | Enseignant présent | Non | Oui | Enseignant, Pair | Non | 5 | Sommative | Enseignant, Pair, Auto-évaluation |
| [TU]Confirmation of Submission and Discussion Board Participation<br>This section will be a quiz used to have participants confirm that they contributed a PA Proposal and Gave Feedback on at least two other people's proposals which will count towards their course completion. | 10 min | Évaluation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | 1 | Sommative | Automatisé, Auto-évaluation |
| [TU]Summary of Key Concepts in PA<br>This closes out this section of the course by summarizing the key concepts covered including links to relevant documentation. | 20 min | Acquisition | En ligne | Synchrone | Enseignant non présent | Non | Non | Non | Non | Non | | |
| Charge totale de l'unité | 10.33h | | | | | | | | | | | |
| Extend! | | | | | | | | | | | | |

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| [TU input from others always appreciated]Digital tools for peer assessment<br>In this section links to the many different PA tools and options that are available are shared, such as FOI Moodle plugin, CATME by Purdue etc. It is aimed to keep the list up-to-date by asking participants to share successful examples they have come across in their practice. | 150 min | Pratique | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non |
| [TU]Share your experience<br>Participants share their experience (in a discussion forum) on assessment implementations, including student feedback, literature references, tools... | 210 min | Investigation | En ligne | Asynchrone | Enseignant non présent | Non | Oui | Enseignant, Automatisé, Pair, Autre | Non | Non |
| [TU][foi - completed using input from your presentation in FF]Pitfalls of peer-assessment<br>A short summary of some of the pitfalls of PA with references for further reading and investigation provided. | 180 min | Investigation | Sur place | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non |

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| [TU]Rubric for PBL assessment<br>Video and reading materials on how to use criteria-based assessment and rubric in the assessment of PBL. | 90 min | Acquisition | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non |
| [TU]Goodbye<br>This section closes the course and says thank you the participants for their participation. It asks them to stay in touch and continue to share their practices in Peer Assessment | 10 min | Acquisition | En ligne | Synchrone | Enseignant non présent | Non | Non | Non | Non | Non |
| Charge totale de l'unité | 10.66h | | | | | | | | | |

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| Learning analytics and dashboards<br>Analyse aspects in which learning analytics can be used in order to support students in learning and their teachers in facilitate students' learning in online environment. (**100%),** Analyse LA models and dashboards that support students in FC and WBL in online environment, taking into account study and subject field and student background and needs. (**100%),** Relate LA to the social impact and informed decision-making in HE. (**20%),** Interpret LA data taking into account ethical aspects of LA. (**90%)** | |
| Prepare! | |

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| [FOI*] Introductory video on LA<br>Video with basic information about LA and dashboards (5min). | 15 min | Acquisition | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non | | |
| [FOI*] Introductory reading on LA<br>Short reading material on the basics of LA. | 45 min | Acquisition | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non | | |
| [FOI*] Quiz<br>Short quiz with questions related to introductory materials (video, reading). | 30 min | Évaluation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Automatisé | Non | 2 | Formative | Automatisé |
| [FOI*] Discussion on experiences<br>Discussion forum on experiences in the use of LA. | 60 min | Discussion | En ligne | Asynchrone | Enseignant non présent | Non | Oui | Pair | Non | Non | | |
| Charge totale de l'unité | 2.5h | | | | | | | | | | | |
| Engage! | | | | | | | | | | | | |
| [FOI] Introductory exchange of experiences<br>Participants discuss (synchronously) their experiences related to LA, or ideas based on the literature. | 60 min | Discussion | En ligne | Synchrone | Enseignant présent | Non | Oui | Enseignant, Pair | Non | 2 | Formative | Enseignant, Automatisé |

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| [FOI] Investigation of students' & teachers' perspectives on LA dashboards<br>Participants explore available resources related to features of LA dashboards expected and needed by students and teachers. Some materials are provided in the e-course, but participants can also consult other available sources. | 180 min | Investigation | En ligne | Asynchrone | Enseignant non présent | Non | Oui | Non | Non | Non | | |
| [FOI] Concepts for student or teacher dashboards<br>Based on the reading and other materials, participants work in groups/individually to identify key features and prepare concepts for student or teacher dashboards for FC and PBL. | 180 min | Production | En ligne | Asynchrone | Enseignant non présent | Oui | Oui | Pair | Non | Non | | |
| [FOI] Peer-assessment<br>Peer-assessment of the proposed student or teacher dashboard concepts. | 30 min | Évaluation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | 10 | Sommative | Enseignant, Pair |

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| [FOI] Q&A and live discussion<br>Participants discuss further questions related to LA in a moderated live (synchronous) discussion. The first part includes presentations of a few dashboard concepts. The second part includes a discussion on the key challenges related to LA, such as dashboard data collection and interpretation, ethical issues. | 120 min | Discussion | En ligne | Synchrone | Enseignant présent | Non | Oui | Enseignant, Pair | Non | 2 | Formative | Enseignant, Pair, Automatisé |
| Charge totale de l'unité | 9.5h | | | | | | | | | | | |
| Extend! | | | | | | | | | | | | |
| [FOI] Further reading on data interpretation<br>Reading material related to tips & tricks on data interpretation, with hints for investigation. | 120 min | Investigation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non | | |

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| [FOI] Problem-solving related to data interpretation<br>Participants work on a problem assignment from a real-world context related to data interpretation in an educational setting. Participants provide their interpretation, followed by peer-assessment. | 120 min | Pratique | En ligne | Asynchrone | Enseignant non présent | Oui | Oui | Pair | Non | Non | | |
| [FOI] Peer-assessment<br>Solutions to the problem assignement are peer-assessed. | 60 min | Évaluation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Enseignant, Pair | Non | 10 | Sommative | Enseignant, Automatisé, Pair, Auto-évaluation |
| [FOI] Further reading on ethical use of data<br>Reading material - guidelines on ethical use of data in higher education, with hints for further investigation. | 120 min | Investigation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non | | |
| [FOI] Discussion on ethical use of data<br>Participants are provided with examples to be discussed from the point of view of ethical use of data in higher education. Participation in the discussion forum awarded by points. | 60 min | Discussion | En ligne | Asynchrone | Enseignant non présent | Non | Non | Enseignant, Pair | Non | 5 | Formative | Enseignant, Pair |

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| [FOI] Further reading<br>Participants are provided with additional reserach articles for independent learning. | 300 min | Investigation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non |
| Charge totale de l'unité | 13h | | | | | | | | | |
| Impact of innovative pedagogies<br>Estimate the impact of innovative pedagogies on the strategic goals of an institution. (**90%),** Relate LA to the social impact and informed decision-making in HE. (**80%),** Interpret LA data taking into account ethical aspects of LA. (**10%)** | | | | | | | | | | |
| Prepare! | | | | | | | | | | |
| [GU] Introductory video on impact<br>A short introductory video on ensuring (social) impact. | 15 min | Acquisition | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non |
| [GU] Introductory reading on impact and strategy<br>A reading material on impact and strategy. | 90 min | Acquisition | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non |

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| [FOI] Introductory video on strategic planning<br>Introduction on BSC and DOI | 15 min | Acquisition | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non | | |
| [FOI] Introductory reading on strategic planning<br>Text about BSC and DOI | 60 min | Acquisition | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non | | |
| [FOI] [GU] Selfassessment test<br>Participants will have a selfassessment test related to the basic concepts of IO4 | 30 min | Évaluation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | 2 | Formative | Automatisé |
| [GU] Discussion on impact and strategy<br>Participants share their perspectives on impact and strategy, based on guiding questions. | 60 min | Discussion | En ligne | Asynchrone | Enseignant non présent | Non | Non | Pair | Non | Non | | |
| Charge totale de l'unité | 4.5h | | | | | | | | | | | |
| Engage! | | | | | | | | | | | | |
| [GU] Planning impact analysis with the logical model results staircase<br>Participants apply the staircase to their courses by using a table with criteria within a Wiki | 90 min | Production | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non | | |

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| [GU] Peer-feedback of the planning results<br>Participants assess others results using peer feedback guidelines; working in small groups in breakout-rooms | 120 min | Évaluation | En ligne | Synchrone | Enseignant présent | Oui | Oui | Pair | Non | Non | | |
| [FOI] Measuring the influence of innovative teaching activities on strategic goals<br>Lecture on methodology for measuring the influence of innovative teaching on strategic goals of the institution | 90 min | Acquisition | En ligne | Synchrone | Enseignant présent | Non | Non | Non | Non | Non | | |
| [FOI] Workshop on the application of the methodology for measuring the impact of innovative teaching on strategic goals<br>Participants apply the methodology in group decision making | 180 min | Production | En ligne | Asynchrone | Enseignant non présent | Oui | Oui | Enseignant, Pair | Non | 10 | Sommative | Enseignant, Pair |
| [GU] Investigation of study designs and indicators for impact analysis<br>Reviewing indicators and appropriate scales from a list, suitable for the chosen evaluation objectives. | 60 min | Investigation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non | | |

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| [GU] Concept of study design for impact analysis<br>Creation of an evaluation concept or a study design for the impact analysis from the selected indicators | 60 min | Production | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | 10 | Sommative | Enseignant, Pair |
| [GU] Peer-feedback on study designs and/or evaluation concepts<br>Participants give feedback in groups on study design and/or evaluation concepts | 90 min | Évaluation | En ligne | Synchrone | Enseignant présent | Oui | Oui | Enseignant, Pair | Non | Non | | |
| [FOI] Peer-assessment of the workshop results (MIT)<br>Student assess others groups results | 75 min | Évaluation | En ligne | Synchrone | Enseignant présent | Oui | Non | Enseignant, Pair | Non | Non | | |
| Charge totale de l'unité | 12.75h | | | | | | | | | | | |
| Extend! | | | | | | | | | | | | |
| [GU] Revision of the evaluation concept based on the feedback<br>participants finalize the evaluation concepts and/or study designs | 60 min | Production | En ligne | Asynchrone | Enseignant non présent | Non | Non | Enseignant | Non | Non | | |
| [GU] Concept of study design for impact analysis - future work<br>Participants conduct further work and individual research on concept of study design for impact analysis | 165 min | Investigation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non | | |

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| [FOI] MIT - further work<br>Participants conduct further work and individual research on the MIT | 90 min | Investigation | En ligne | Asynchrone | Enseignant non présent | Non | Non | Non | Non | Non |
| [FOI] Investigation on how to use LA in strategic planning<br>Participants learn about different uses of LA in strategic planning | 90 min | Investigation | En ligne | Synchrone | Enseignant présent | Oui | Oui | Enseignant, Pair | Non | Non |
| [GU] [FOI] Q&A and discussion<br>Participants discuss further questions related to impact analysis, strategic planning and LA | 60 min | Discussion | En ligne | Asynchrone | Enseignant non présent | Non | Oui | Enseignant, Pair | Non | Non |
| Charge totale de l'unité | 7.75h | | | | | | | | | |
| **Charge totale du cours** | **100.16h** | | | | | | | | | |