

Programme seminar Excellent Learning through Teaching Excellence by Prof. Dr. René Diekstra¹

Rome, 26-27 september 2018²

Introduction

Overall objective of this programme is to provide instructors with knowledge, understanding and skills regarding active learning by students in higher education in ways that enhance study achievement and their personal development. The programme is as much as possible based on scientific data on teaching and learning.

The programme entails to combine discipline specific content of courses with generic skills acquisition with particular emphasis on the so-called 21st century skills. To enhance excellent learning, we will extensively look into the principles and methods of feedback. First of all feedback from students to instructor. But we will also focus on principles and methods of providing students with feedback on their learning and their learning achievements. The role and contribution of teaching with technology to these ends will be paid attention to. As well as important skills for students such as information on problem solving skills. Finally, we will focus on how putting all this together in future course descriptions that are maximally informative to both students and peer staff.

General Instructional outcomes (GLO)

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René F.W. Diekstra is professor of Youth and Development at the University of Applied Sciences in The Hague, The Netherlands as well as emeritus professor of psychology at the University College Roosevelt (UCR) in Middelburg. He is also director of the Harvard University-UCR programme Excellent Learning through Teaching Excellence and in that capacity directs and implements training seminars for university instructors in The Netherlands and other European countries, in the United States as well as in China, at the universities in Chong Qing and Tai Yuan. His areas of special interests in these seminars are problem-based learning, interactive learning, blended learning, reciprocal teaching as well as the contribution of formative and summative feedback processes and mechanisms to learning. He received his training as educational psychologist, psychotherapist and applied computer scientist both in the Netherlands and the United States. In the past he worked for the World Health Organisation (WHO) at their headquarters in Geneva as manager of their programme on Social and Behavioral Aspects of Health and Development. One of the focal areas of his present research activity is on the contribution of 21st century Skills on study achievement, engagement in education, and academic success. He (co-)published over 200 articles in international scientific journals and (co-)authored 34 books.

² Programme subject to change

After completing this seminar, instructors have enlarged their repertoire to:

1. Develop a productive working relationship with students (i.e., creating a safe place in the classroom)
 - a. Establish the rules of engagement in the classroom
 - b. Establish positive and constructive feedback channels with students
 - c. Create a relaxed atmosphere (e.g. by means of humour, personal anecdotes)
 - d. Convey to the students their concern for them as individuals
 - e. Create a sense of purpose among their students with regard to the course-content, especially through problem- of issue-based teaching and learning
 - f. Stimulate students to take responsibility for their own learning
2. Foster learning by using a variety of educational activities, in particular teacher-student feedback, reciprocal teaching and acceleration.
3. Foster learning by continuously and actively gathering and using student feedback
4. Improve/adapt their teaching through student feedback

Date	Program	Comments
Thursday 26 september		
9.15 - 9.45	Arrival of participants	
9.45 - 10.00	Opening of the seminar	
10.00 - 11.30	Excellent learning: what difference a teacher makes the research says	Interactive lecture with exercises and clicker feedback system application
11.30 - 12.00	Break	
12.00 - 13.00	Active learning in higher education: course initiation, presentation, implementation and engagement techniques (1)	Interactive lecture with exercises, clicker feedback system application and small group exercises/demonstrations
13.00 - 14.30	Lunch	
14.30 - 16.00	Active learning in higher education: course initiation, presentation, implementation and engagement techniques (2)	Interactive lecture with exercises,

		clicker feedback system application and small group exercises/demonstrations
16.00 - 16.30	Break	
16.30 - 18.00	Problem-based learning (1)	Direct as well as reciprocal teaching
18.00 - 19.00	'Get to know each other' reception	
Friday September 27	Problem-based learning (2)	Direct as well as reciprocal teaching
09.00 - 10.30	Critical thinking, heuristics and biases workshop	Interactive lecture with clicker feedback and individualized critical thinking exercises
10.30 - 11.00	break	
11.00 - 13.00	Workshop on stories, metaphors and analogues as learning devices	Course content engagement techniques and storytelling as well as metaphoric exercises
13.00 - 14.30	Lunch break	
14.30 - 16.00	Overview and applying methods of formative and summative feedback	Feedback exercises in

16.00 - 16.30		plenary and small groups
	break	
16.30 - 18.00	Designing your course of the future	Individualized and small group exercises
18.00	Evaluation and conclusion of the seminar	