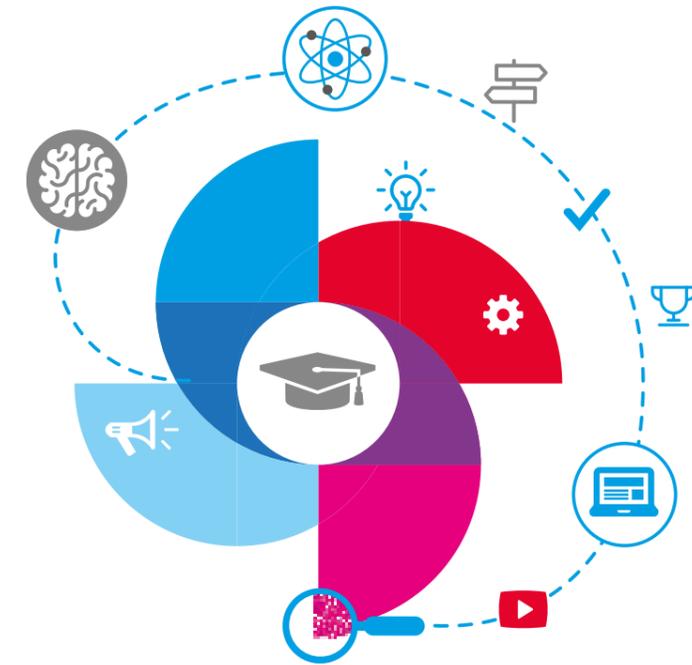


# Education Festival



Thursday 12 April 2018

## Research Driven Education + Learning Communities



### 15 Malvina Nissim ARTS

> *Learning from teaching: doing research with students*

I will describe my own experience with involving (master) students in state-of-the-art international research, focusing on practical aspects, benefits for all parties involved, and suggestions for implementing this strategy in fields other than mine.

### 18 Katja Mehlhorn FSE

> *Artificial Intelligence in Learning Communities?*

In the presentation I will discuss the goals behind learning communities (LCs), as well as our experiences with it. Each LC was supervised by two teaching assistants who also functioned as mentors. I will show preliminary results of an extensive evaluation project that identified both strengths and weaknesses of the approach.

### 20 Ferry van Kann FSS

> *Graduate Research Day: the next level of master thesis presentations*

On Graduate Research Day student researchers get the stage. The Graduate Research Day serves 3 goals. (1) Showcase the research performed at the Faculty of Spatial Sciences. (2) Provide a platform to recognize and reward students that have performed excellent research. (3) Provide a network opportunity for students, staff members and professionals.



### 23 Eva van der Wal FEB, Geertje Bruijn BSS, Casper de boer ARTS, Isidora Cvetkovska UCG

> *Students' view on educational topics such as Research-driven education*

As student assessors, we have the unique opportunity to experience education from the policy-making as well as the student side. One question we would like to discuss is how to combine RDE with students' knowledge of different approaches to a certain topic.

### 24 Nina Hansen and Liesbet Heyse BSS

> *The Societal Challenge Lab - bridging science and society*

The interdisciplinary "Societal challenge lab" offered students a unique learning experience to apply scientific knowledge to the societal challenge of the labour market integration of first generation migrants. Students from different cultural backgrounds and study programs within BSS worked under time pressure consulted experts, interviewed refugees, and conducted evidence-driven problems analyses and proposed new proposals to societal actors to improve current practice.

### 29 Bas Blom and Pauline Schreuder BSS

> *From chalk to walk*

Apart from learning about and performing research, students need to learn to read and think like researchers, i.e. autonomous and critical. Our presentation discusses how ALC-tutors take up a hybrid mix of roles and an activating pedagogy to coach students in developing an academic attitude, while working on research-oriented assignments.



### 31 Berend Roorda LAW

> *How integration of research into education leads to a win-win situation*

I would like to tell you something about how we integrate our research into our education and how this has led to students whom we have found willing to support us in our own scientific research.

## The added value of lectures

### 6 Alef Sterk FSE

> *The role of lectures in mathematics*

Teaching mathematics means teaching in two languages simultaneously. The language of mathematical symbols must be used to formulate those ideas in a precise and unambiguous manner. Text books typically only use the second language. In my view lectures are needed to provide the necessary intuition.

## Alumni Research

### 32 Carlien Vermue ESI

> *What would you want to know about your alumni?*

The University of Groningen intends to set up a longitudinal cohort study among its alumni. Are you interested to think along with this research project? Join this session! We'll make an inventory of what teachers, students and policy advisors really want to know about their alumni, both for the short and longterm. We are looking forward to learn from your curiosity!

## Diversity and inclusion

### 12 Maarten Gijsenberg LAW

> *Teamwork: Shake'm, Make'm, Like'm?*

Teamwork is part of nearly every course, and faces two challenges: making internally diverse teams, and evaluating diverse individual contributions. The CATME tool, based on scholarly research, allows to address both issues in an easy way. This will be further explained in the presentation.

### 14 Janny de Jong and Senka Neuman-Stanivukovic ARTS

> *Teaching Beyond Borders - How Can Digital Tools Help Us Enhance European Educational Experiences?*

We will present how digital tools have helped us create and implement a fully integrated joint course between 3 (this academic year) and 8 (next academic year) different Universities. Moreover, we will address how requirements of personalized and active learning, inclusive classroom, and research-driven learning can be achieved in a digital environment.

### 16 Maria Ioannou UCG

> *Beyond tolerating diversity*

My goal is to share some thoughts deriving from my experience in teaching at the RUG concerning diversity: what it means in this context, whether and how it is approached both in classroom as well as outside the classroom, and how else it could be conceptualized and addressed or utilized.



### 26 Sake Jager ARTS

> *ENVOIE: Global Competence Development through Online International Exchange*

The eLearning project ENVOIE ([www.rug.nl/envoie](http://www.rug.nl/envoie)) creates opportunities for teachers to experiment with online international exchange (OIE), an innovative form of learning in which students from universities in different countries work together online. This introduction outlines the rationale for the project and gives information for participating in similar projects.

### 26 Peter Groote FSS

> *Enhancing experiential fieldwork with OIE preparation: a simple geography good practice*

Students from human geography do a self-designed research project in an unknown area, in this case Chicago. This year we enhanced the preparation phase with an OIE experience in which Groningen students video-conference twice with geography students from DePaul University Chicago, who take the role of local consultants. We will give results and discuss the advantages of keeping things simple.

### 26 Bartjan Pennink FEB

> *Collaborating, cooperating and virtual teams*

First experiences of making combinations of e-learning, virtual teams, cultural diversity, having a host institute as leading cultural in Indonesia. We will give an overview of the project and we reflect on this first shift with a focus on how parties (can) work together.

### 27 Michiel Duchateau and Kevin Haines ARTS

> *What shall we do with the intercultural? Diversity, student group-work and us*

Introduction to Public Law is an 'internationalised' course. In it, 'international' students cooperate in groups to research the law of many different countries. We will present how this intercultural cooperation has affected the design of this course, that does not have intercultural cooperation as a specified learning outcome.

## Beyond thinking: how to teach non-propositional knowledge

### 8 Marc Pauly FIL

> *Beyond Thinking: How to teach non-propositional knowledge*

How can we teach non-propositional knowledge like knowing how to do something, what it feels like to be or experience something, etc.? How to bring about more experiential or holistic forms of learning that engage students more existentially? What frameworks and practices can we use for this?



[www.rug.nl/educationfestival](http://www.rug.nl/educationfestival)

The first Education Festival kicks off on Thursday 12 April 2018. Lecturers and students will exchange best practices, learn from each other and generate new ideas. In short: Learning and inspiring. Over fifty lecturers and students will talk about the newest developments. All UG lecturers and students are invited to participate. The key issue will be the dialogue about good education. The annual Education Festival is organized by the Teaching Academy Groningen (TAG) in cooperation with the departments of Educational Strategy and Quality Assurance, Educational Support and Innovation (ESI) and Communication.

	11:00	11:15	11:30	11:45	12:00	12:15	12:30	12:45	13:00	13:15	13:30	13:45	14:00	14:15	14:30	14:45	15:00	16:00	17:00	
A5/ A6	Coffee and tea				Lunch + poster presentations: 13 Stuart Zhu FEB / 19 Mariet Hofstee UCG, information market ESI/CIT								Coffee and tea				Drinks			
A21	Opening Education Festival Welcome by Prof. Sibrand Poppema. Opening: Dialogue with three student assessors about the ideal university. By Prof. Klaas van Veen.				Forum Lecturer of the Year Prof. Klaas van Veen interviews five nominees for the Lecturer of the Year Award about the nomination, their view on student learning and their passion for teaching.				32 Carlien Vermue ESI		23 Student assessors:		Eva van der Wal FEB / Geertje Bruin BSS		Casper de Boer ARTS / Isidora Cvertkovska UCG		Entry		Lecturer of the Year Election	
A2	7 Hedderik van Rijn BSS				30 Eline Blauw / Thijme Langelaar UMCG				10 Pablo Valdivia / Alberto Godioli / Vera Alexander ARTS											
A3	2 Wander Jager UCG				9 Harianne Hegge UMCG				8 Marc Pauly FIL											
A1	15 Malvina Nissim ARTS				24 Nina Hansen / Liesbet Heyse BSS				20 Ferry van Kann FSS		29 Bas Blom / Pauline Schreuder BSS		18 Katja Mehlhorn FSE							
A7	11 Helco van Keeken UMCG				22 Casper Albers BSS				17 Jocelien Olivier FSE		5 Matthew Groves FSE		4 Aleid Brouwer / Frans Sijtsma FSS							
A8	6 Alef Sterk FSE				3 Oksana Kavatsyuk UCG				31 Berend Roorda LAW		21 Marije Elferink UMCG									
A4	16 Maria Ionannou UCG				12 Maarten Gijsenberg + Michiel Duchateau / Kevin Haines LAW				27		26 Online International Learning		Sake Jager ARTS / Peter Groote FSS / Bartjan Pennink FEB		Janny de Jong / Senka Neuman ARTS					

Themes	Activating students	The added value of lectures	Beyond thinking: how to teach non-propositional knowledge	E-learning	Research Driven Education + Learning Communities	Diversity and inclusion	Alumni Research
--------	---------------------	-----------------------------	---	------------	--	-------------------------	-----------------

## Activating students

- 3 **Oksana Kavatsyuk** UCG  
> *Discovering Calculus*  
Students falling asleep during Calculus lectures? Not anymore at University College Groningen. Teaching without lectures but with discovery sessions based on worksheets and real-life examples make students very enthusiastic. We try to convey the story behind the mathematics.
- 4 **Aleid Brouwer and Frans Sijtsma** FSS  
> *Virtual Fieldwork, RL students*  
Student activation by means of Virtual Fieldwork. During the course student have assignments, where they need to collect data and add it on a framework (Mapprz, comparable to a Google Maps environment) by means of an app. It activates students to link their personal daily life to relevant theoretical concepts.
- 5 **Matthew Groves** FSE  
> *Laserpointers and other tools to stimulate active learning in lectures*  
Activating large groups of students in lecture theatres is (and likely always will be!) a challenge, but it can also be fun. There are a few techniques I'm developing that may provide some solutions that I'm happy to share and discuss with students and other lecturers...
- 11 **Helco G. van Keeken** UMCG  
> *Human Movement Sciences Skills Lab*  
The innovative Academic Workplace for the Conservative Student; hands on experience, based on movement-scientific theories about motor learning.

- 13 **Stuart Zhu**  
> *IPass: Promoting active learning in international classroom.*  
This contribution consists of two parts: The design of digital individual portfolio and the guidelines of peer feedback. The digital individual portfolio shows the link between the learning objectives, course contents, and assessment criteria. In this way the portfolio acts as a learning map.
- 17 **Jocelien Olivier** FSE  
> *How to make your class interactive*  
An interactive presentation on how to motivate students to actively participate during lectures. The use of cell phones is for instance a perfect tool to use in your class. The best thing? Everyone has one!
- 21 **Marije Elferink-Gemser**  
> *Challenge talent to bridge the gap between science and practice*  
The presentation will be about the master course Sport & Talent in which students learn several ways of bridging the gap between science and practice resulting in an applied scientific paper. Several teaching methods are combined (Perusall assignments, lectures, discussion meetings, poster presentation carousel, interviews, and elevator pitches).
- 22 **Casper Albers** BSS  
> *Implementing the Flipped Classroom: An exploration of study behaviour and student performance*  
In my talk, I will discuss an experiment with the flipped classroom, performed at the faculty of Behavioural and Social Sciences. Unlike most other experiments, we tracked students' study behaviour during the course. In my talk I will present our findings and guidelines for those aiming at implementing the Flipped Classroom.

- 30 **Eline Blauw and Thijme Langelaar** UMCG  
> *Ability Battle Hackaton 2018 – a project by students for students*  
Bringing multidisciplinary teams of students from Europe together in Groningen to create a new educational package that lets (para-)medical students experience being disabled. They compete in a student-organized hackathon to come up with the best package to do so. In the workshop, the visitors compete in a mini battle themselves.

## E-Learning

- 2 **Wander Jager** UCG  
> *Teaching the complexity of societal dynamics using computer simulations*  
In this workshop I will explain some principles of social complex systems, why this is important to include in our curriculum (related to energy & sustainable transition), and how agent based simulation tools (Netlogo) provide a great tool for students to explore the dynamics of social complex systems. The participants have to bring a laptop with Netlogo installed.
- 7 **Hedderik van Rijn** BSS  
> *Providing Students with an Adaptive Fact Learning System in Nestor*  
The Rugged Learning / SlimStampen adaptive learning system allows students to acquire factual knowledge calibrated to their own learning capacities. Research has demonstrated sizable increases in learning efficiency. In addition, it provides lecturers with "learning analytics" about the relative difficulty of facts, allowing them to focus on these domains in lectures.

- 9 **Harianne Hegge** UMCG  
> *Serious Game Experience; workshop about embedding a serious game in the curriculum*  
In (medical) education more use is made of technologically supported simulations. This workshop is about the Delirium Experience, a serious health game in which recently acquired knowledge must be applied in an environment that is safe for the patient and student. You will experience our program and the game.
- 10 **Pablo Valdivia, Alberto Godioli and Vera Alexander** ARTS  
> *Reading 2.0: teaching literature with algorithms?*  
"Reading 2.0" refers to our innovative curriculum design, introduced to enhance and develop the students' close reading and analytical skills. We will focus on our experience using Perusall and Peerceptiv in the study and teaching of literary/cultural content and the creation of strong learning networks in and outside the class.
- 19 **Mariet Hofstee** UCG  
> *The use of automated homework system in science*  
Since Fall 2016 UCG has been using the Webwork Homework system for individualised Math and Calculus Homework. We will share our experience and provide some information on the student perspective as well. Feasibility for implementation in a much larger setting is also presented.

