TEACHING METHODS

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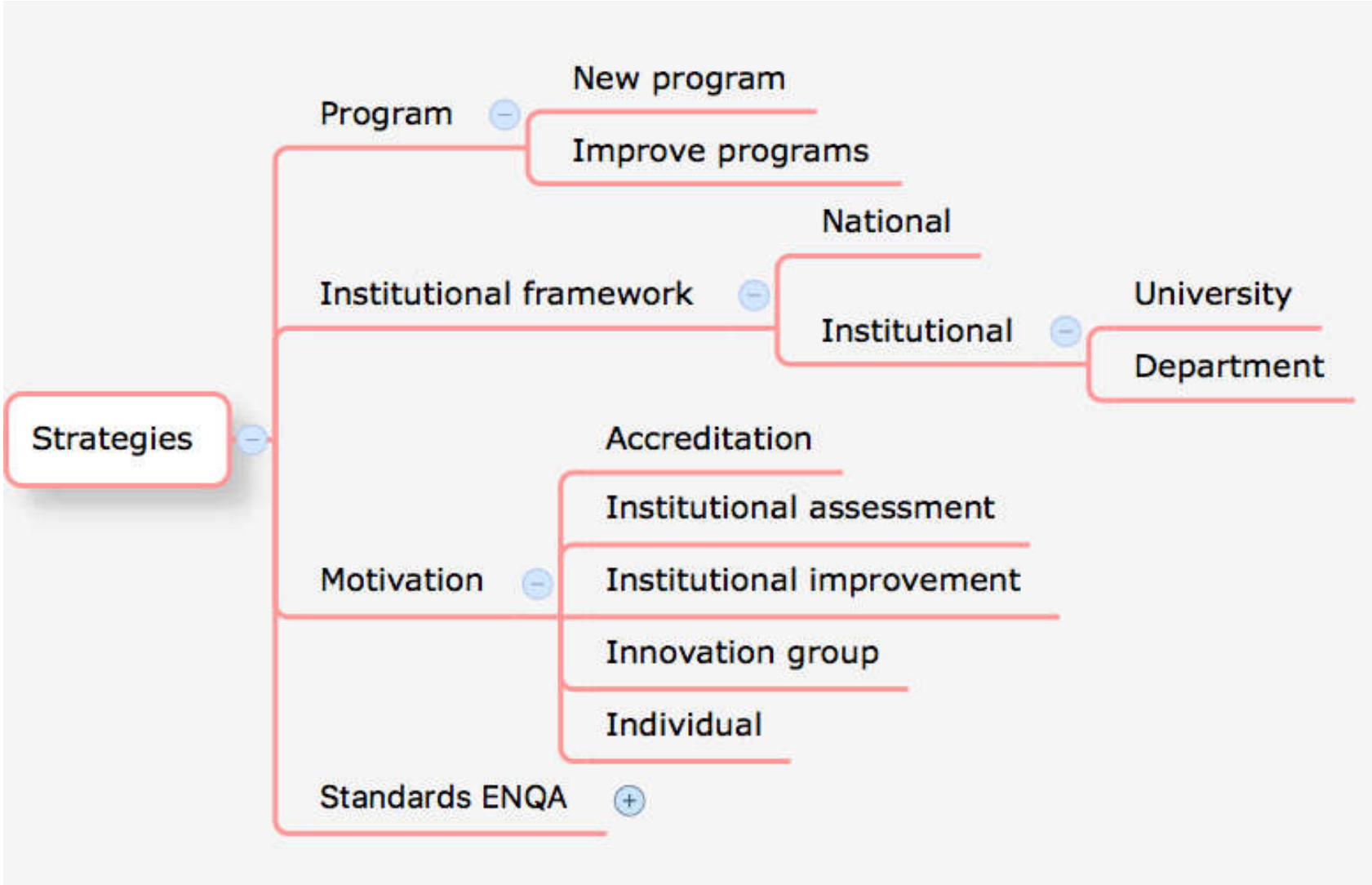
UNIVERSITY OF LEON - SPAIN

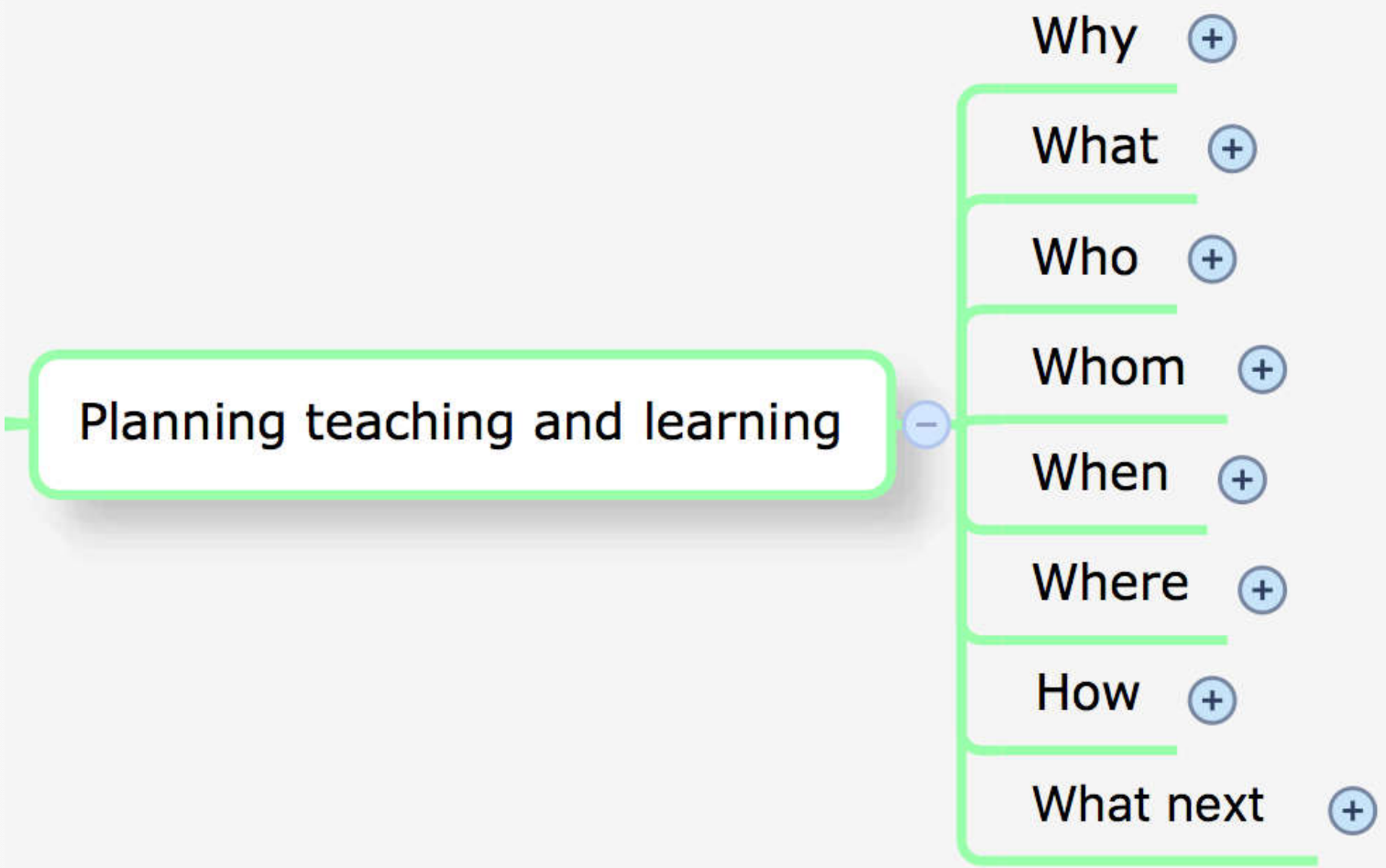
Proposed topics

- Planning teaching and learning
  - Matching teaching methods with learning outcomes
  - E-learning: main techniques
  - Practical teaching techniques, formats, classrooms, activities etc.
  - Lecturing to large group of students
- Teaching quality and standards

Previous questions



Degree Program Student Learning Outcomes	Courses					
	NUR 3065C	NUR 3145	NUR 3027	NUR 3027L	NUR 3125	NUR 3165
Content/Discipline Knowledge						
1. Apply antecedent knowledge in assessing psychosocial, developmental, cultural, and spiritual adaptive dimensions that impact individuals, families and communities as clients who are experiencing potential and actual environmental stressors.	X			X		
2. Apply the nursing process to assist the individuals, families and communities as clients in adapting to potential and actual environmental stressors in health promotion, maintenance, restoration, rehabilitation and/or assist the client to face death with dignity.	X	X	X	X	X	
3. Apply research findings from nursing and related disciplines applicable to individuals, families, and communities as client.			X	X	X	X
Critical Thinking						
1. Synthesize scientific knowledge from nursing and related disciplines in the provision of care to clients within the health-illness continuum throughout the life span.	X	X	X	X	X	X
2. Analyze nursing theories and theories/concepts from other disciplines as a base for nursing practice.						X
3. Analyze research findings from nursing and related disciplines applicable to individuals, families, and communities as client.						X
Oral and Written Communication						
1. Demonstrate oral and written skills in receiving, translating, and relaying information	X	X	X	X	X	X


Planning teaching and learning
Why
What
Who
Whom
When
Where
How
What next

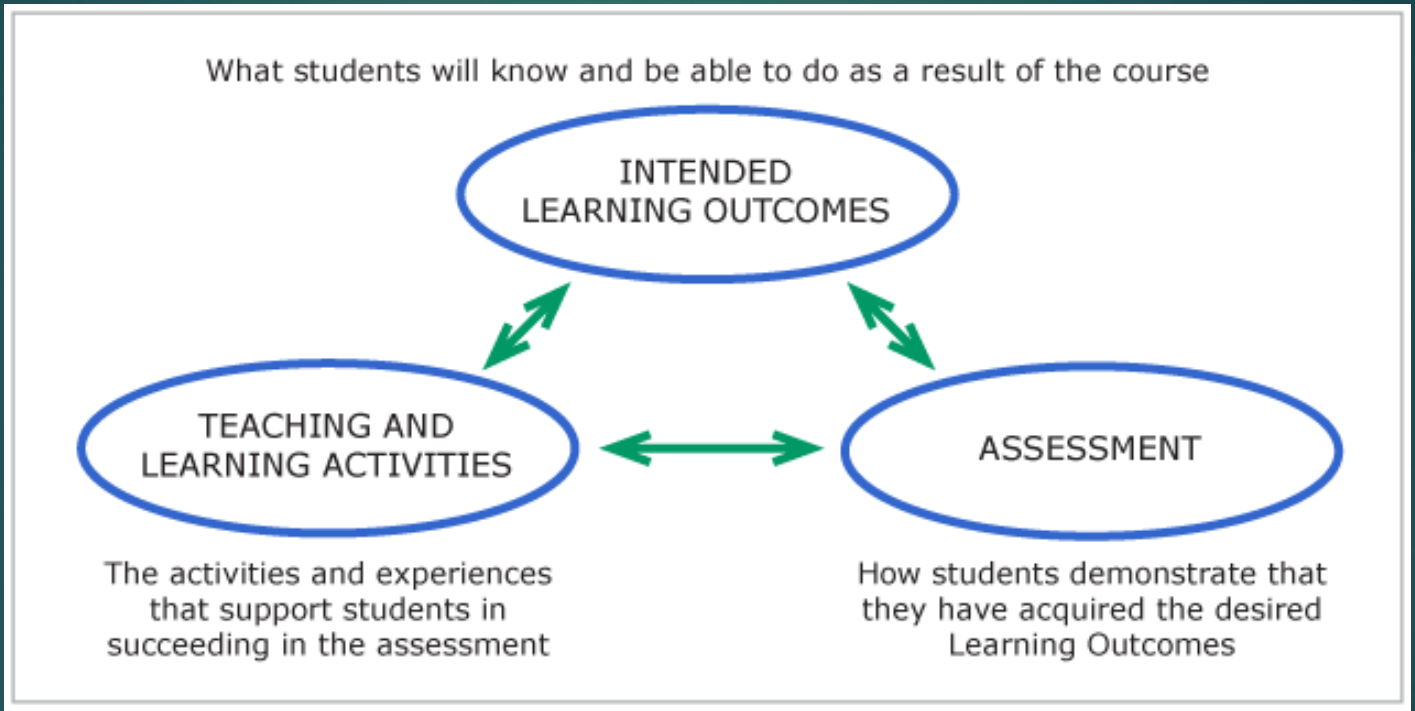
Why

- Formal learning
  - Bachelor
  - Master
  - Doctorate
- Non-formal learning
  - Life-long learning

What - Objectives

- Program
- Subject

- Contents, but …
- Competences-based learning
- Learning outcomes


What students will know and be able to do as a result of the course
INTENDED LEARNING OUTCOMES
TEACHING AND LEARNING ACTIVITIES
ASSESSMENT
The activities and experiences that support students in succeeding in the assessment
How students demonstrate that they have acquired the desired Learning Outcomes

Characteristics of good learning outcomes?

- Learning outcomes have three distinguishing characteristics.
  1. The specified action by the learners must be **observable**.
  2. The specified action by the learners must be **measurable**.
  3. The specified action must be **done by the learners**.
- The ultimate test when writing a learning outcome is whether or not the action taken by the participants can be assessed. If not, the outcome probably does net meet all three of the characteristics.
- Simple learning outcomes contain three elements:
  1. **who** is to perform
  2. **what action** they are to take
  3. some **result** that must come from their action

Examples

Traditional

- Participants will **understand** the nine reasons for conducting a needs assessment.
- Participants will **develop an appreciation** of cultural diversity in the workplace.

Can it be measured?

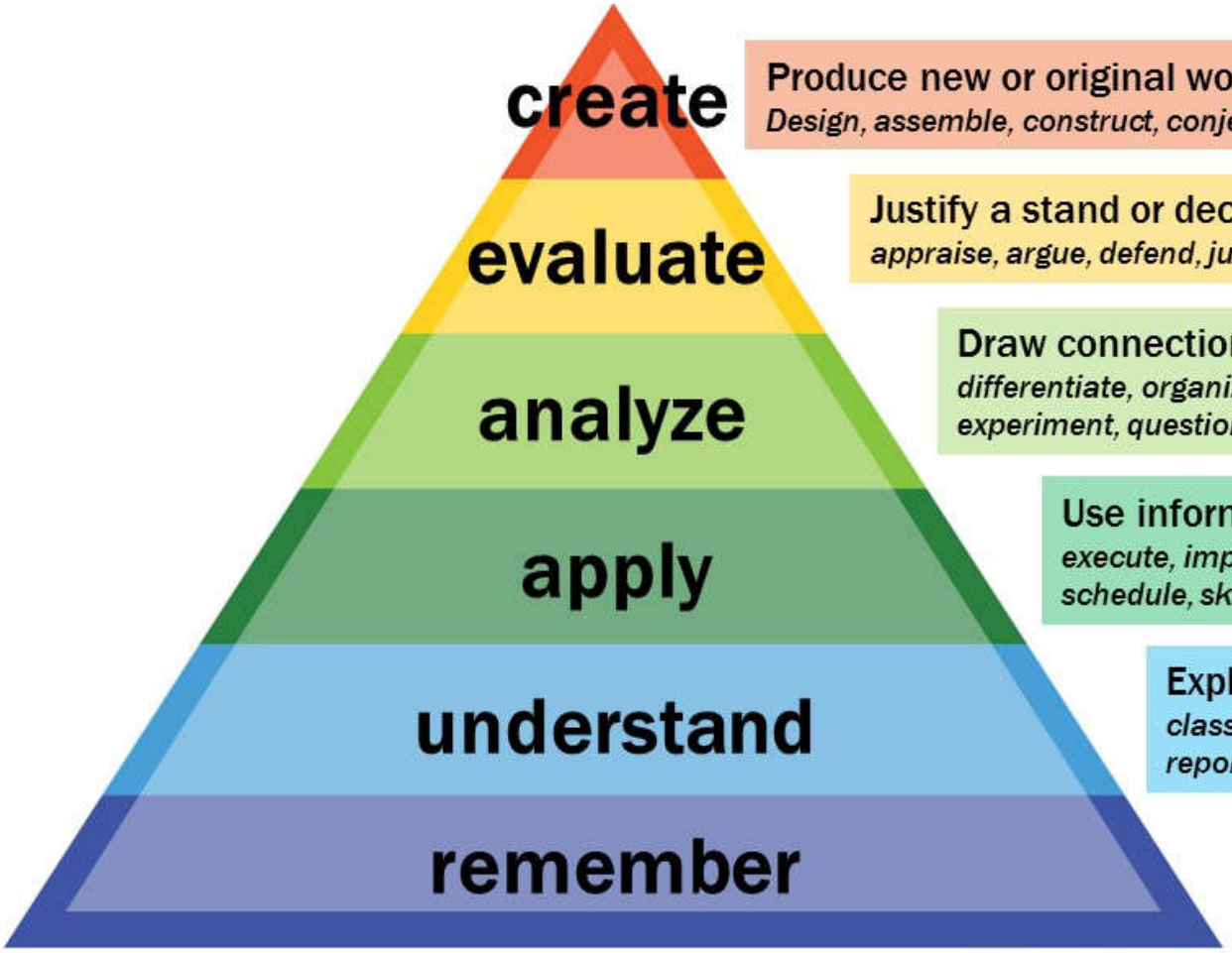
Redefined

- Participants will **list** nine reasons for conducting a needs assessment.
- Participants will **summarize in writing their feelings about** cultural diversity in the workplace.

Learners have a much better idea of what is expected of them.

Teaching methods to provoke these outcomes

Bloom's Taxonomy



Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

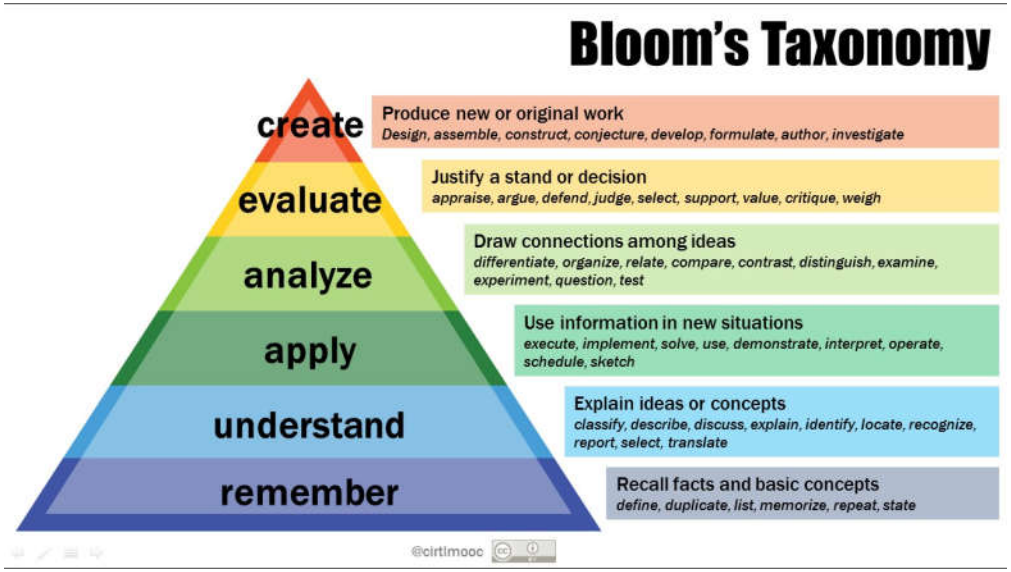
Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

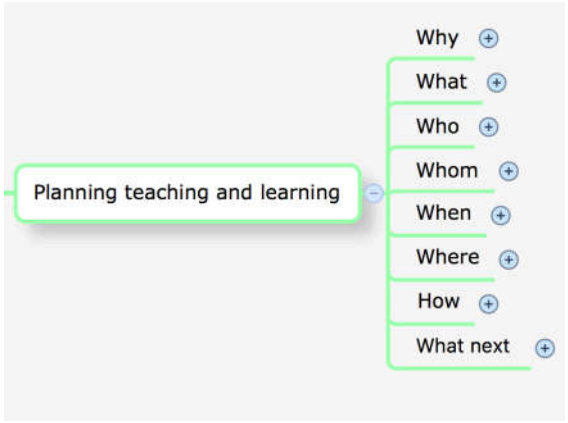
Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state



Blooms Category	Definition	Action Verb	What the Teacher Does	Learning Activities
Knowledge Information Gathering	recalling or remembering something without necessarily understanding, using, or changing it	Tell, list, describe, name, repeat, remember, recall, identify, state, select, match, know, locate, report, recognize, observe, choose, who, what, where, when, cite, define, indicate, label, memorize, outline, record, relate, reproduce, underline	Directs Tells Shows Examines	Lecture, reading, audio/visual, demonstration, question and answer period, memorize and recite
Comprehension Deeper Understanding of Knowledge	understanding something that has been communicated without necessarily relating it to anything else	Explain, restate, find, describe, review, relate, define, clarify, illustrate, diagram, outline, summarize, interpret, paraphrase, transform, compare similarities and differences, derive main idea, arrange, convert, defend, discuss, discuss, estimate, extend, generalize, give examples, locate, report, translate	Demonstrates Listens Questions Compares Examines	Discussions, reflection, illustrate main idea,
Apply Use of Knowledge	using a general concept to solve problems in a particular situation; using learned material in new and concrete situations	Apply, practice, employ, solve, use, demonstrate, illustrate, show, report, paint, draw, collect, dramatize, classify, put in order, change, compute, construct, interpret, investigate, manipulate, modify, operate, organize, predict, prepare, produce, schedule, sketch, translate	Shows Facilitates Observes Criticizes	Role plays, case studies, fishbowl activities, construct a model, collection of photographs


Planning teaching and learning
Why
What
Who
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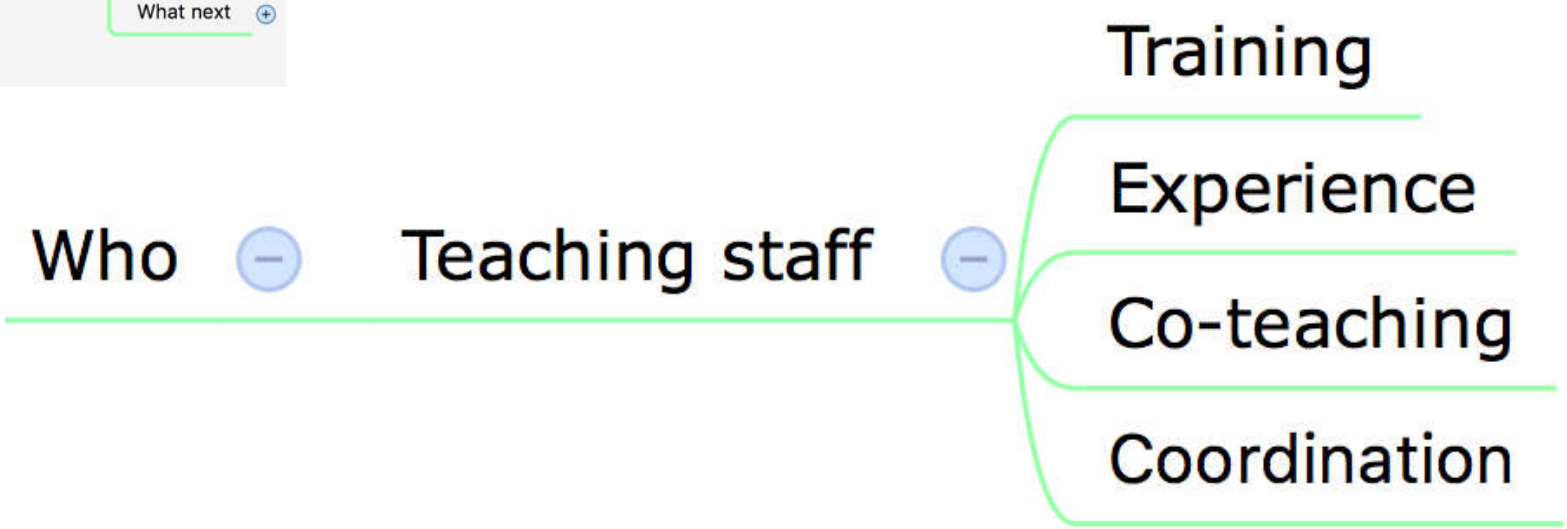
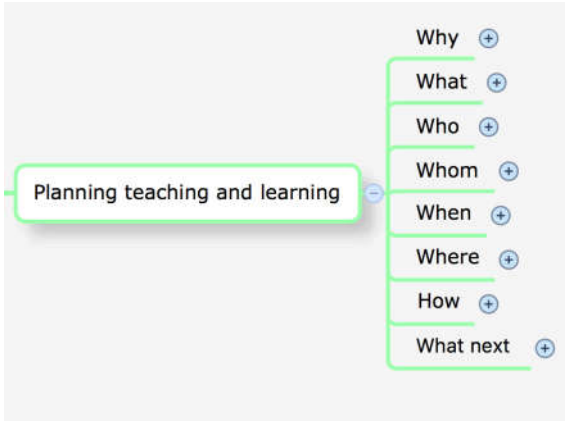
When
Where
How
What next


Who
Teaching staff
Training
Experience
Co-teaching
Coordination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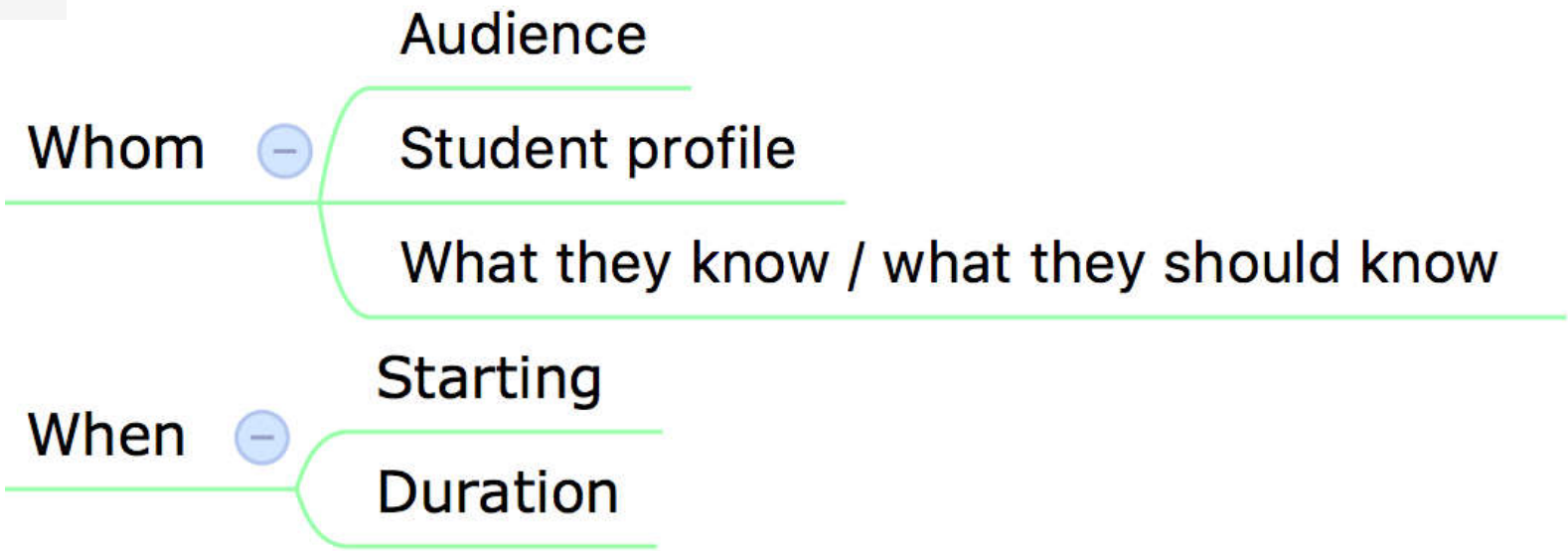
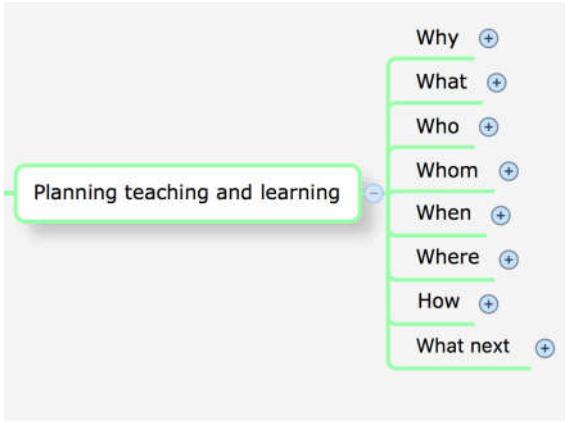

Whom
Audience
Student profile
What they know / what they should know
When
Starting
Duration



Where

Environment

e-learning

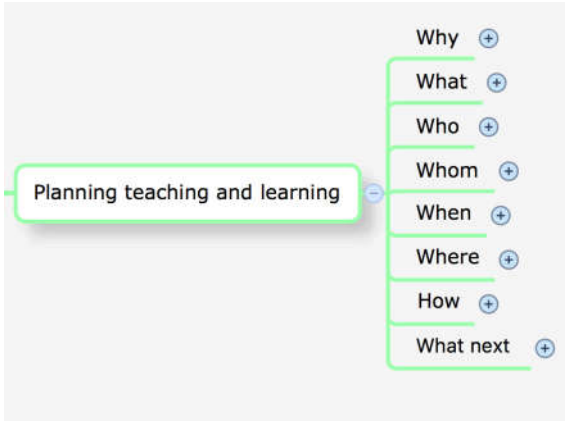
Distance learning

Face-to-face learning

Size of groups

Small groups

Large groups



How
Methods
Resources
Needed
Available
Development
Learning principles
Activities
Tecnology dependent
Non technology dependent
Evaluation

Development

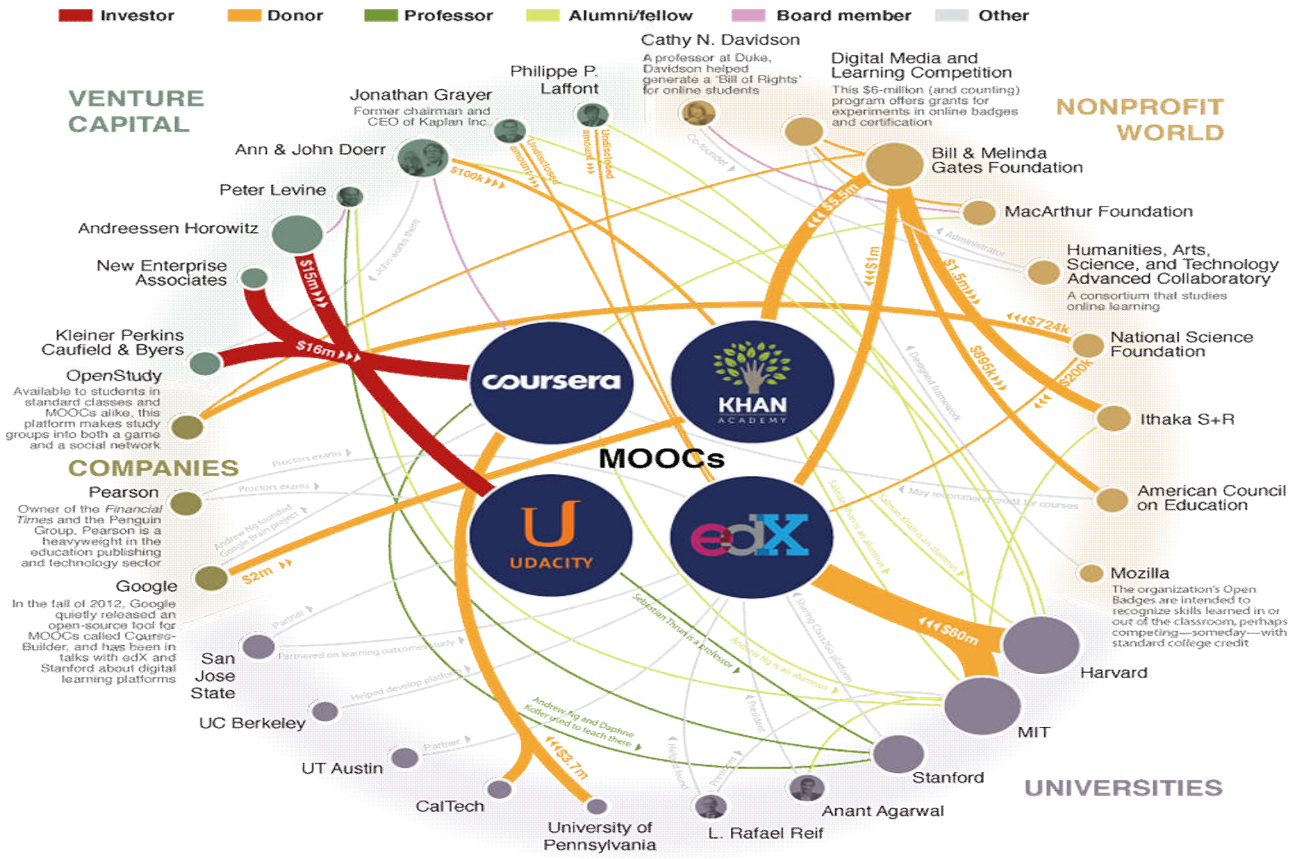
- Learning principles
  - Self-learning
  - Peer-learning
  - Learning community
  - Learning by doing
  - Active learning
- Activities
  - With technology
  - Without technology

Motivation

Teaching with tecnology

- MOOC
- Socrative
- Conceptual networks - XMind
- Collaborative writing - Wikis
- Google docs
- Simulation
- Virtual labs

MOOCs



socrative by MasteryConnect

Apps Resources Help STUDENT LOGIN TEACHER LOGIN

Socrative PRO Launches in T-Minus...

03 DAYS | 05 HRS | 15 MINS | 59 SECS

Get pre-launch pricing of $29.99

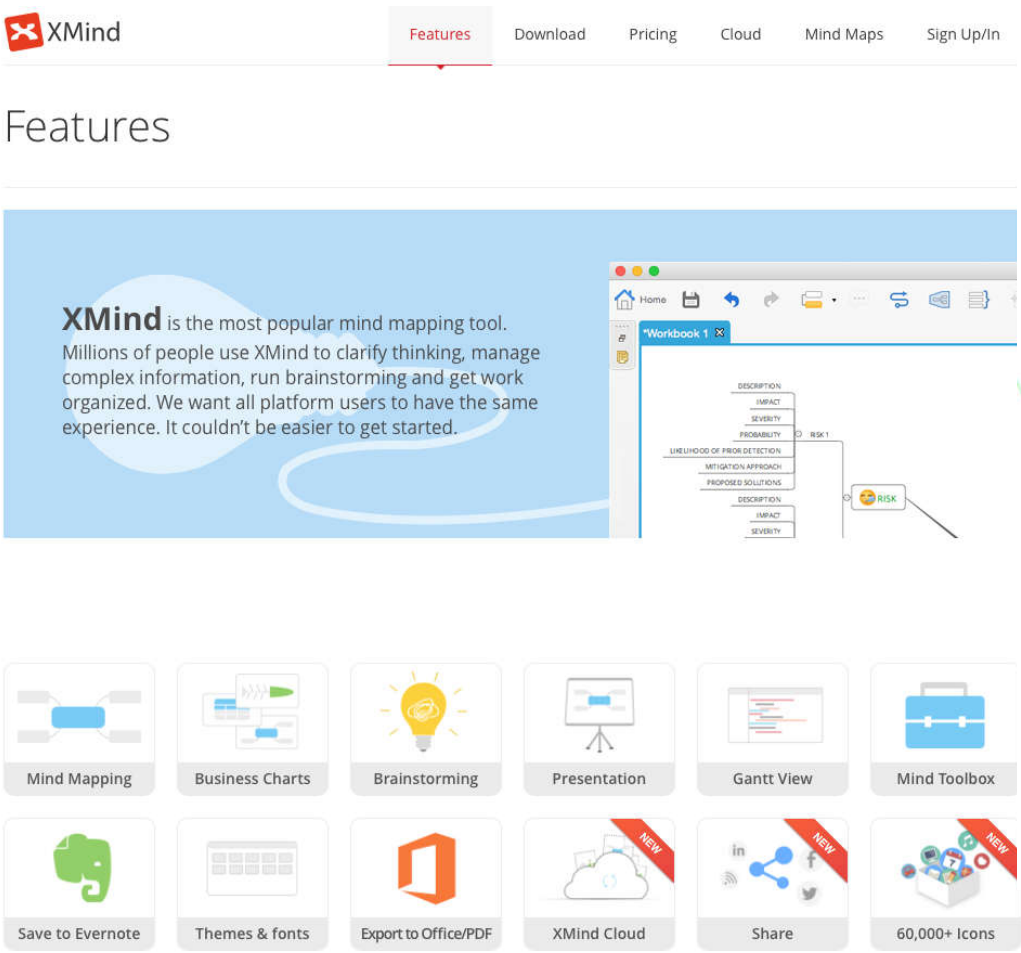
when you buy before July 10th. (Regularly $49.99.)

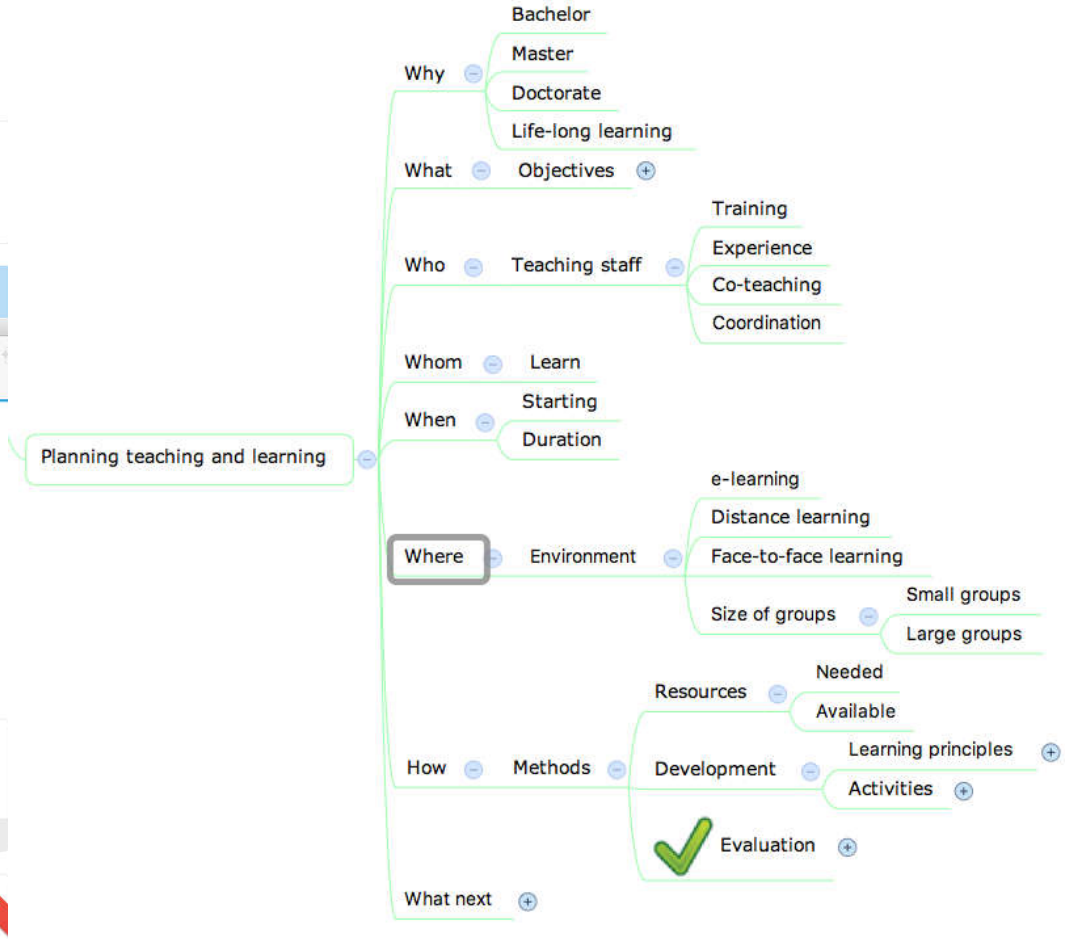
GET FREE ACCOUNT UPGRADE NOW

How It Works

Socrative empowers you to engage and assess your students as learning happens. Through the use of real-time questioning, result aggregation, and visualization, you have instant insight into levels of understanding so you can use class time to better collaborate and grow as a community of learners.

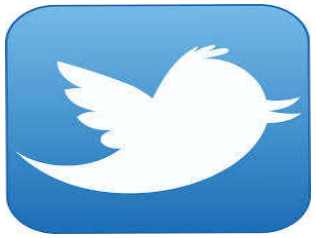
Conceptual networks





Open technological resources

Google docs



VIRTUAL LAB: VERSION HTML5 BETA

We are pleased to announce a new HTML5 based version of the virtual lab. This beta release does not require the Java Plug-in and should run in most browsers. Please read the information below to help you get started.

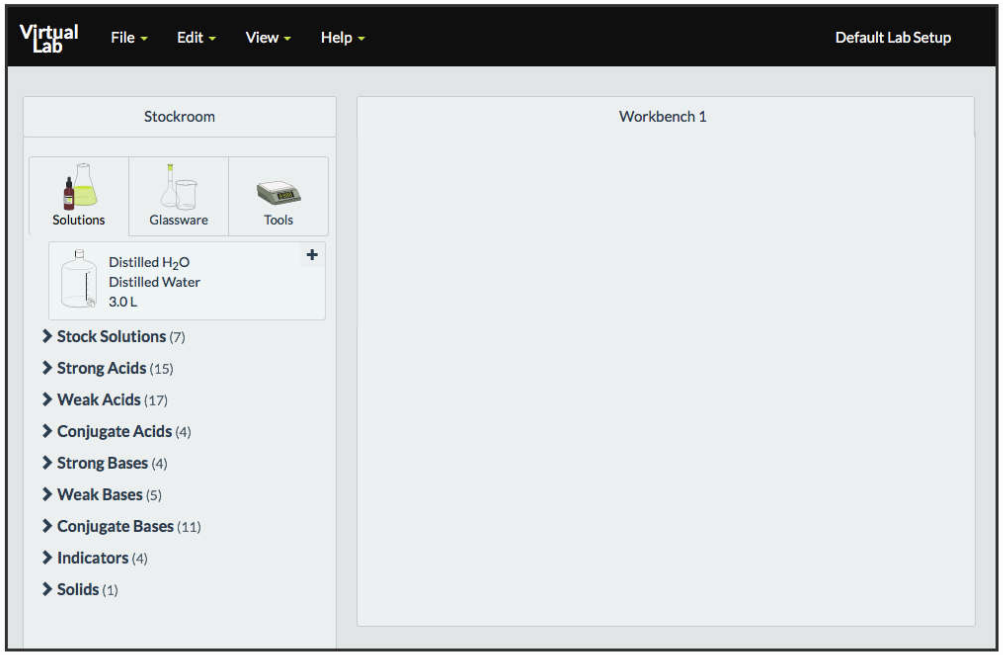
- We have created a demonstration video, which describes the features and interface of this new version of the Virtual Lab.

- Please use FireFox or Chrome web browser. Errors have been reported when using other web browsers.

- The simulation will run on most laptops, desktops and touch-enabled devices such as tablets, iPads or phones. (Note: Touch enabled support is still under development, and may be a bit 'clunky').

- Depending on your internet speed, the simulation may take a minute or two to load. If you have any technical trouble with the simulation initally loading on your page, often refreshing the page or restarting your browser will solve most issues.

- We will continue testing this new version over the next few months and then upgrade all of the Virtual Laboratory activities on our site to the new version. We welcome your feedback during this testing phase. Please email us if you have any technical problems, questions or comments about this new version.



Without technology

- Lecture
- Case studies
- Flipped Classroom
- Learning services
- Problem-based learning
- Group dynamics

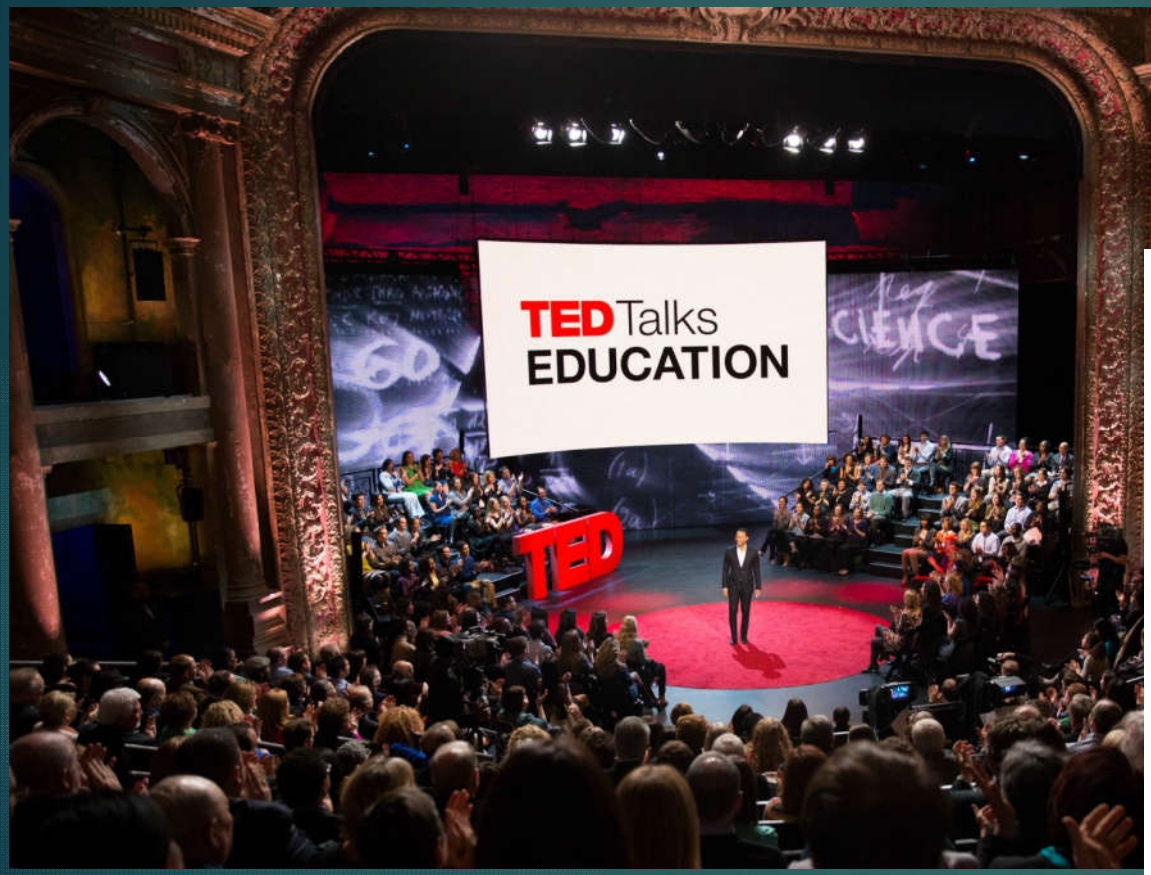
Lecture







Lecture



Edi Rama | TED Speaker

From 2000 to 2011 Edi Rama was the mayor of Tirana, where he implemented a series of reforms to take back the city for the people.

Politician

http://www.ted.com/speakers/edi_rama

Albanian

TED Translators can contact Language Coordinators through their TED profiles.

http://www.ted.com/participate/translate/our-translators/language-coordinators/albanian

Edi Rama: Take back your city with paint

Make a city beautiful, curb corruption. Edi Rama took this deceptively simple path as mayor of Tirana, Albania, where he instilled pride in his citizens by transforming public spaces with colorful designs. With projects that put the people first, Rama decreased crime -- and showed his citizens they could have faith in their leaders. (Filmed at T...

http://www.ted.com/talks/edi_rama_take_back_your_city_with_paint

TEDxPrishtina: Designing Optimism - an independently organized event

About this event: The talks and stories told at the first-ever TEDxPrishtina will revolve around the upbeat promise of the architect in us. Some of us design buildings, others design websites. Some design fashion, other design social movements. Some design landscapes, others design their way out of an unfavorable situation. It all starts with an idea. There...

Event details: Prishtina, Kosovo, Albania · February 17, 2011

http://www.ted.com/tedx/events/1632

TEDxTirana: Blissful Uncertainty?! - an independently organized event

Event details: Tirana, Albania · May 3, 2014

http://www.ted.com/tedx/events/11228

Eberly Center
Teaching Excellence & Educational Innovation

design & teach a course

Case Studies

What are case studies?

Case studies are stories. They present realistic, complex, and contextually rich situations and often involve a dilemma, conflict, or problem that one or more of the characters in the case must negotiate.

A good case study, according to Professor Paul Lawrence is:

> "the vehicle by which a chunk of reality is brought into the classroom to be worked over by the class and the instructor. A good case keeps the class discussion grounded upon some of the stubborn facts that must be faced in real life situations."
>
> (quoted in Christensen, 1981)

Although they have been used most extensively in the teaching of medicine, law and business, case studies can be an effective teaching tool in any number of disciplines. As an instructional strategy, case studies have a number of virtues. They "bridge the gap between theory and practice and between the academy and the workplace" (Barkley, Cross, and Major 2005, p.182). They also give students practice identifying the parameters of a problem, recognizing and articulating positions, evaluating courses of action, and arguing different points of view.

Case studies vary in length and detail, and can be used in a number of ways, depending on the case itself and on the instructor's goals.

- They can be short (a few paragraphs) or long (e.g. 20+ pages).
- They can be used in lecture-based or discussion-based classes.

Using cases involves a fair amount of discussion-based teaching.

MORE...

on topic

EECSRC Cases in European Enterpreneurship ecsb

To request a copy of "Cases in European Enterpreneurship" please send an email to thomas.cooney@dit.ie

About EECSRC

Welcome to the European Entrepreneurship Case Study Resource Centre

The European Entrepreneurship Case Study Resource Centre (EECSRC) was established as part of a European Commission Call for Proposals entitled 'Entrepreneurial Culture of Young People, and Entrepreneurship Education' (ENT/CIP/09/E/N02S001). A number of reports produced by the European Commission had identified entrepreneurship education as a critical element for achieving economic growth and creating employment. The European Commission's commitment to entrepreneurship education is reflected throughout this website, and it is the objective of this Resource Centre to support and encourage entrepreneurship education by:

1. Facilitating a more practical-orientated approach to the teaching of entrepreneurship across European universities, that will:
    1. Support university entrepreneurship courses aiming to equip students with the requisite analytical skills for practical entrepreneurial action;
    2. Provide students with the opportunity to simulate entrepreneurial actions and entrepreneurial decision making;
    3. Connect students with the real world of business and entrepreneurial activity by showing them 'how to learn' as opposed to telling students what 'what to learn'.
2. Contributing to the creation of a common European platform for university entrepreneurship education.
3. Highlighting to third level students the relevance of entrepreneurship to contemporary European society and economy, and encouraging them to consider the role that entrepreneurial activity, and an entrepreneurial mindset, will play in their own contribution to European society and economy.

Entrepreneurship is, to a large extent, a 'learning by doing' subject, meaning that the practical aspects of learning from others, and what they have done before, is crucial. The use of European case studies is critically important in entrepreneurial education, as they enable students to identify with local role models and with local challenges. Cases studies are an important teaching tool in entrepreneurial education, as they provide a greater emphasis on experiential and action learning.

Using active learning methods, such as case studies, is often more complex than traditional teaching methods. As a result, this European Entrepreneurial Case Study Resource Centre was developed to encourage and foster this approach to teaching by providing entrepreneurial case studies and resources to third level education facilitators throughout Europe, and by promoting the European Student Enterprise Competition.

The content was developed as part of an EU Funded CIP program.

FaB FinanceandBusiness

FabEducation (FaB being an acronym for Finance and Business) is an innovative new site providing opportunities to lean about finance and business in an exploratory and practical way. Use the site to learn the connections between business activity and financial statements and to explore the metrics of your own case study.

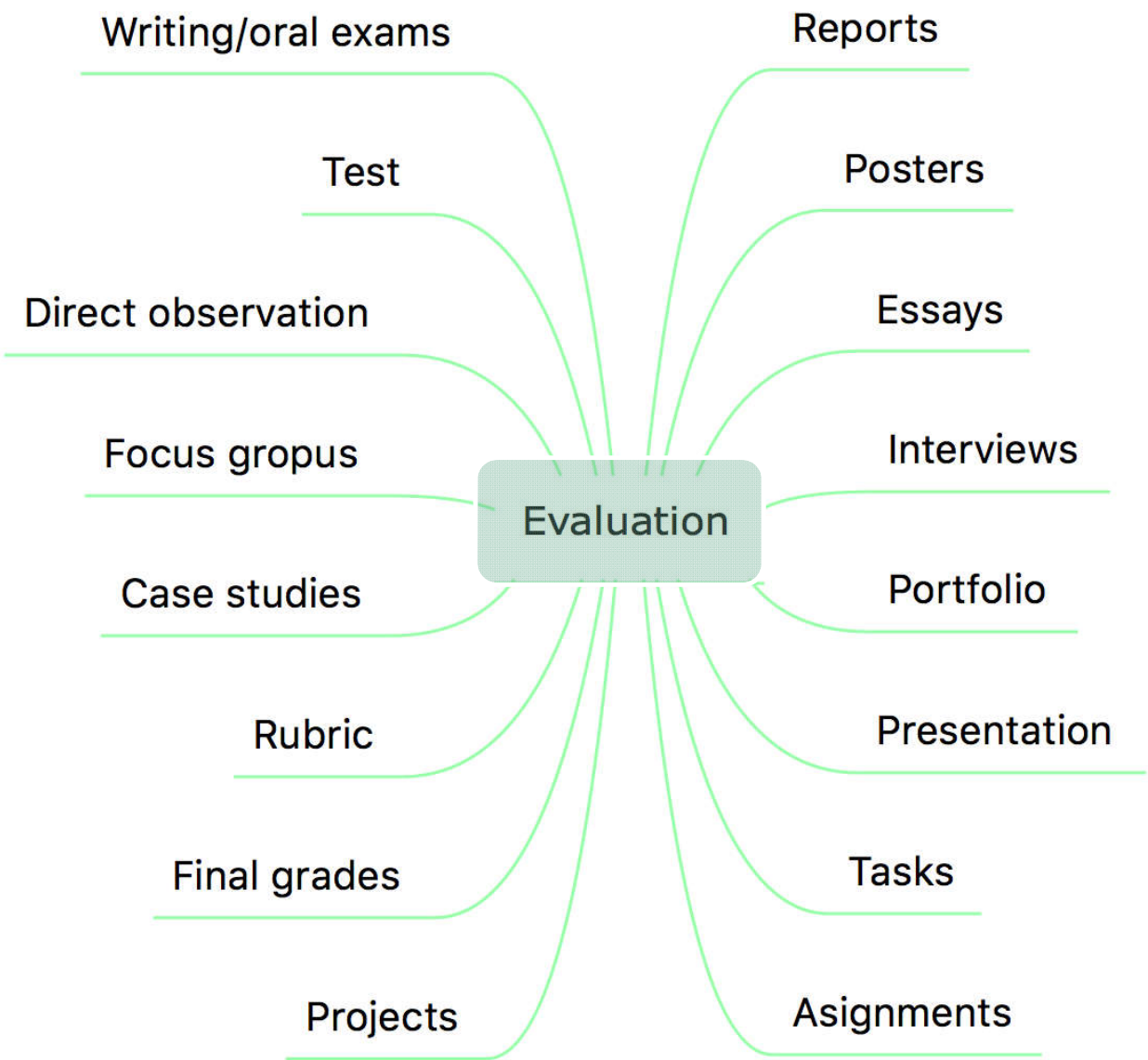
Entrepreneurial Quotes:

"Sometimes when you innovate, you make mistakes. It is best to admit them quickly, and get on with improving your other innovations." - Steve Jobs

"Creativity is contagious, pass it on" - Albert Einstein

"Innovation is the ability to see change as an opportunity - not a threat" - Peter Drucker

<Previous Next>

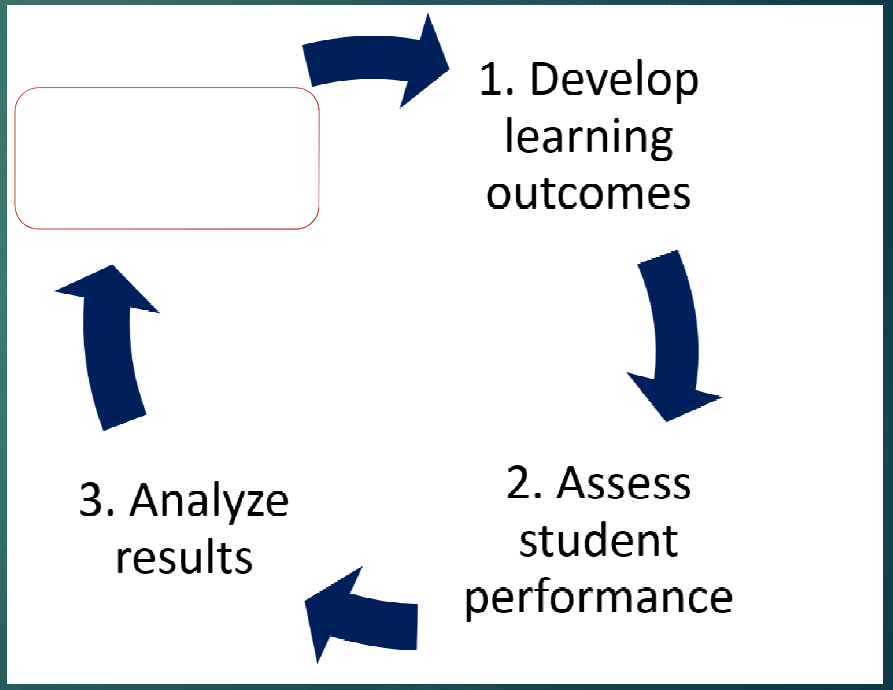

Evaluation
Writing/oral exams
Test
Direct observation
Focus gropus
Case studies
Rubric
Final grades
Projects
Reports
Posters
Essays
Interviews
Portfolio
Presentation
Tasks
Asignments

Learning Outcome Assessment Matrix

Overarching Goal (broad, generalized statements about what is to be learned)	**Desired Learning Outcome** (narrow, specific statements about concrete, measurable skills or content to be gained in the course)	**Teaching Methods** (teaching strategies aimed at building desired knowledge or skills)	**Assessments** (tools and strategies that analyze student performance and products as evidence of teaching effectiveness)
• Introduction to basic statistical concepts	• Ability to calculate mean, median, and mode	• Read Chapter 1 • Lecture (calculate examples from outside of the book on a tablet device) • Clicker activity	• Solve 10 Homework problems from the text book
• Introduction to basic statistical skills	• Ability to plot line charts, bar charts, and scatter plots	• Read Chapter 2 • Lecture with power point slides • Student activity	• Complete worksheet plotting various charts • Weekly online quiz
• Introduction to basic statistical reasoning	• Ability to assess statistical charts	• Lecture with power point slides • Student pairing activity discussing merits of various charts	• Write a 500 word essay on two opposing reports regarding student volunteerism • Midterm Exam

What's next

- Evidence based improvement
- Educational research
- Quality assurance



Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

Approved by the Ministerial Conference in May 2015

by
European Association for Quality Assurance in Higher Education
European Students' Union
European University Association
European Association of Institutions in Higher Education
Education International
BUSINESSEUROPE
European Quality Assurance Register for Higher Education

May 2015

Standardet dhe Udhëzimet për Sigurimin e Cilësisë në Hapësirën Europiane të Arsimit të Lartë (SUE)

Miratuar nga Grupi Përcjellës i Bolonjës në shtator 2014

Për miratim në Konferencën Ministrore në maj 2015

Contents

Part 1: Standards for internal quality assurance

1.1 Policy for quality assurance

- Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders7.

1.2 Design and approval of programmes

- Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

1.3 Student-centred learning, teaching and assessment

- Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Part 1: Standards for internal quality assurance

1.4 Student admission, progression, recognition and certification

- Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

1.5 Teaching staff

- Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

1.6 Learning resources and student support

- Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Part 1: Standards for internal quality assurance

1.7 Information management

- Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

1.8 Public information

- Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

1.9 On-going monitoring and periodic review of programmes

- Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

1.10 Cyclical external quality assurance

- Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Thank you

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