# Effective Teaching for Internationalisation
## Curriculum of an Educational Development Course

Prepared as part of the collaborative project IMPACT: Improving Academic Teaching and Internationalisation through Enhanced Competences of University Teachers
Erasmus+ Strategic partnerships 2019-1-SK01-KA203-060671

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# Contents

## I.  GENERAL INFORMATION

### 1. Purpose of the course

An important obstacle for some European universities' participation in international projects and European mobility schemes is the limited number of foreign language programmes and courses that they offer. Although there is a clear trend to provide an increased number of such programmes and courses, the speed of this increase is rather slow and it is likely to remain so without targeted interventions. Besides undertaking structural changes and introducing new international policies, universities should provide support to their teaching staff to become competent and feel comfortable to develop foreign language courses and teach international students.

This course, prepared and offered as part of the IMPACT project,[1] aims to improve internationalisation in two involved institutions, Comenius University in Bratislava, Slovakia and Masaryk University in Brno, Czech Republic, through enhancing the teaching competences of their teachers. This should be achieved by enhancing the knowledge and skills of participant teachers to design courses in English, teach international students and internationalise their courses.

### 2. Expected learning outcomes for course participants

By the end of this course, participants shall be able to:

- recognise and address the needs and expectations of a diverse body of local and international students;
- use a set of approaches, principles, concepts and instruments to design and implement new undergraduate or graduate courses (or revise existing ones) that
  1. help local students cope with and benefit from international challenges and practices ("internationalization at home") and
  2. attend to the needs of international students and effectively support their learning;
- assess student learning and evaluate the outcomes of their courses in a self-reflective, enhancement-led and critical manner.

### 3. Course accreditation

The course is accredited on national and international levels. The national accreditor is the Faculty of Arts at Comenius University in Bratislava. Course graduates who are doctoral students will be awarded 6 ECTS credits for completing each semester of the course.

The course is also accredited internationally by the Staff and Educational Development Association (SEDA) under the auspices of its Professional Development Framework (SEDA-PDF)

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[1] Disclaimer: The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

and the [SEDA-PDF Award Supporting Learning](). Course graduates are awarded a certificate from SEDA.[2]

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|  | **SEDA** is the professional association for staff and educational developers in the UK, promoting innovation and good practice in higher education, and is seen by many as the shaper of thought and initiator of action in staff and educational development, not only in the UK but in the international domain also. |

4. **Course team**[3]

   a. <u>Course coordinator</u>
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              (gabriela.pleschova@uniba.sk)

   b. <u>Workshop leaders/coaches</u>
      Piros, Silviu, *Free University Brussels/European Consortium for Political Research,* United
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              (gabriela.pleschova@uniba.sk)
      Simon, Agnes, *Masaryk University,* Czech Republic (asimon@mail.muni.cz)[4]
      Simon, Eszter, F HEA, *Nottingham Trent University/European Consortium for Political
              Research,* United Kingdom (eszter_simon@yahoo.com)
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      Szabó, Mátyás, *Central European University,* Hungary (szabom@ceu.edu)
      Varchola, Jaroslav, *Comenius University in Bratislava*, Slovakia
              (jaroslav.varchola@fmed.uniba.sk)
      Vidláková, Jitka, *Masaryk University,* Czech Republic (vidlakova@cerpek.muni.cz)
      Walsarie-Wolf, Sylvia, *Technical University in Delft*, the Netherlands
              (C.S.F.WalsarieWolff@tudelft.nl)
      Wisker, Gina, PF HEA, SF SEDA, *University of Brighton/European Consortium for Political
              Research,* United Kingdom (ginwskr@aol.com)

   c. <u>Course administrators</u>
      Vidláková, Jitka, *Masaryk University,* Czech Republic (vidlakova@cerpek.muni.cz)
      Tancerová, Barbora, *Comenius University in Bratislava*, Slovakia
              (barbora.tancerova@uniba.sk)

5. **Course methods, format and structure**

This course uses active learning as the key method through which participants are to develop knowledge and skills in this area—an underlying learning principle for all instruction. By active learning it is meant that participant teachers predominantly learn through other ways than listening to workshop facilitators and reading assigned materials; in other words, the course

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[2] Appendix A contains the actual SEDA values and outcomes as they are represented by this course.

[3] To learn more about the course coordinator and session leaders, consult their bibliographies in Appendix B.

[4] Serves as the coordinating coach.

facilitators model the nature of the instruction participants are encouraged to take up. During the course, facilitators create a range of opportunities for participants to formulate their own understanding of studied concepts, to trial new teaching and learning methods, to collaborate with peers in small groups and to exchange feedback. Furthermore, participants are encouraged and mentored to implement active learning in their own classes via

1) a series of 6 **face-to-face workshops** totalling 24 hours. The purpose of these workshops is to help participants to become competent and confident facilitators of learning for international students. To achieve that, the participants learn such key concepts as student-centred learning, reflective teaching, constructive alignment, formative and summative assessment and scholarship of teaching and learning, and how these can be used in course and session design, course facilitation, feedback and assessment. The workshops should help participants to increase the repertoire of teaching strategies they can use to encourage active learning and peer learning. The workshops are supported by take-home assignments, pre-workshop reading assignments and short written exercises (semester 1).

2) **a course design section**, whereby participants work to develop a new (under)graduate course (or course sessions) that is taught in a foreign language and follows the principles of facilitating good learning for international students. During this part, participants also design a plan for evaluating course outcomes. While working on both tasks, online coaches (from among the session leaders of the face-to-face workshops) support participants by providing them with guidance and feedback. During this period, participants meet twice with their peers and facilitators to showcase their progress with the course and research designs. One meeting is organised for sharing ideas that are to be implemented in own teaching and the other meeting is for participants to present how their plan to evaluate the impact of their new teaching design on student learning (semester 2).

3) **a teaching section** where participants teach the (re-)designed course (or at least three course sessions) to a cohort of students, preferably including international students and collect data on the outcomes of student learning. Each participant is required to invite at least one colleague to observe his/her class and complete an observation form provided by course organisers (semester 3).

4) **a teaching evaluation section** whereby participants write and present a paper evaluating and reflecting on student learning. Participants are encouraged to present their paper at the 2022 EuroTLC (European Conference on Teaching and Learning Politics, IR and European Studies) which will be held in Bratislava and at other events including those recommended by course organisers during at a later time (semester 4).

## 6. Course fees and funding

There is no participation fee. The course is supported through an Erasmus+ grant, which covers the costs of the course including attending the workshops and the subsequent coaching component.

## 7. Eligibility and application

### a. Eligibility

Faculty members, including doctoral students from all fields of study of Comenius University in Bratislava (UNIBA) and of Masaryk University (MUNI) are eligible to apply. Prospective participants are expected to teach in the Fall 2021 semester to be able to fulfil the requirements of this course. Teaching engagement in Fall 2021 should entail the independent teaching of at least three sessions of a course (seminars, lectures, tutorials etc.) and, preferably, participation in student assessment.

All applicants should have prior teaching experience (teaching at least several course sessions at either the Bachelor's or Master's level). Previous experience with teaching foreign students or teaching a class in a foreign language is not required.

Applicants are expected to have a good command of English in order to be able to communicate with session leaders/coaches, to read and reflect on the course materials and to write assignments.

### b. Application:

Interested applicants are required to submit the following documents:

1. *Curriculum vitae (1-2 pages)*
   The applicant's CVs should highlight educational background, previous and current teaching-related responsibilities, teaching and research interests, and activities related to the internationalization of higher education (if any).

2. *A short reflective essay on the applicant's teaching experience (800 words).*
   In this essay, the applicant should discuss the following questions:

   - What characterizes the course(s) the applicant has taught so far? (Name, subject, class size, level, class composition, number of sessions per week, length of the sessions, student preparedness, etc.) What was the applicant's main role? (Seminar leader, teaching assistant, independent lecturer, etc.)
   - If the applicant has taught more than one course, it is preferred that—after listing all courses taught—he/she singles out one course and discusses that course in the rest of the essay. If the applicant has taught a course attended by international students or a course in a foreign language, s/he is recommended to choose that one. The applicant may also discuss own experience while teaching several such courses, summarising the strengths of own teaching and main challenges while facilitating the learning of international students.
   - How did the applicant teach? (Prevalent teaching methods, experience with using other methods—e.g. lectures, discussion, lab activities, games, simulations, etc.)
   - What was one aspect of the applicant's teaching that went well? What were the biggest challenges experienced and how did he/she deal with them?
   - With whom and how frequently does the applicant usually discuss teaching? What do these conversations on teaching entail and how useful are they for the applicant's development as a teacher?

3. *Motivation letter (400-600 words)*

The applicant should address their motivation to participate in the course and their future plans and ambitions as educators. In this, they should consider the following questions:

- What has been their main reason to apply for this course?
- Why is it important to be prepared for teaching international students and/or teaching in a foreign language?
- What characterizes good teaching?
- What kind of educator does the applicant want to become (specifically in relation to teaching international students)? What does the applicant currently do to improve as a teacher?
- How does the applicant like to see himself/herself as a teacher at the end of the course in relation to how they see themselves today? What important developments does the applicant have in mind?

Participants are welcome to discuss their application before submission with the course coordinator, Dr. Gabriela Pleschová via email (see above) or over the phone (0904 525846) and with course administrator for MUNI, Dr. Jitka Vidláková.

c. <u>Criteria for assessing the applications</u>

We offer 20 places for teachers from Comenius University in Bratislava and 20 places for teachers from Masaryk University. The following criteria will be used to select the course participants:

- Applicants' level of interest in participating in the course including a commitment to teach a course (or course sessions) in English or another foreign language;
- Applicants' level of commitment to work as a teacher and to improve their own teaching as well as their students' learning experience; and
- The overall quality of the application.

## 8. Pre-course assignments

By 25 September 2020, participants are required to submit a syllabus of the course they taught recently and a class plan, if possible, in English language (CDO: 2,3).

## 9. Assessment of participant progress

During the workshops, participant performance is assessed formatively, that is, they receive feedback on their assignments so that they can identify their strengths and areas where they need further work. As the major assignment, participants are required to design and implement a microteaching demonstration and submit a written exercise reflecting on their microteaching experience. Successful completion of the microteaching demonstration and its follow-up exercise is a condition for advancement to the online segment of the program.

During the online segment, participants are to complete five writing assignments. All these assignments are expected to be completed according to the participants' best effort. For those assignments that require the submission of a first draft and a final version, submitting both documents is a requirement for the successful completion of the course. Final versions should

incorporate revisions that address suggestions and concerns raised by the participant's coach in his/her feedback on the first draft.

Each of the assignments should be submitted by the deadline. While the course coordinator and coaches can accommodate emergency situations and changes in the participants' obligations, participants are expected to communicate any changes as soon as possible. Coaches may choose to remind course participants of impending deadlines, but it remains the participants' responsibility to submit assignments on time and communicate with their coaches when assistance is needed.

Coaches and course participants should consider keeping electronic and/or printed copies of all of their assignments and feedback so that they can consult them later.

## 10. Course website

Up-to-date information for course participants is to be found on the **course website: https://fphil.uniba.sk/en/services/impact/course-effective-teaching-for-internationalisation/**, while detailed exercise descriptions and instructions are available in the course's virtual learning home in the MUNI IS.

## II.	THE WORKSHOP SERIES

In the first semester participants attend a series of face-to-face/online workshops.

## 1.	List of theories introduced during the workshops

a. General approaches to learning and teaching
Student-centred learning
Reflective teaching
Scholarship of teaching and learning
Peer learning

b. Concepts from higher education pedagogy
Bloom's taxonomy
Constructive alignment
Formative and summative assessment

c. Concepts related to teaching of mixed groups of home and international students
Internationalization of higher education
Internationalisation at home
Diversity in the classroom
Decolonisation of the curriculum

## 2.	Participant activities

a. Dates, topics and facilitators of workshops
Workshops will start at 9:00 and finish at 13:00 with two short (15 min) breaks in between. The course will take place on Thursdays in Brno for teachers from MUNI and

on Fridays in Bratislava for teachers from UNIBA. For exact dates, see the table on the next page, which also includes relationship of the topics to SEDA values and outcomes.

In case of university closure or if travel restrictions will prevent facilitators from travelling to Bratislava/Brno, the workshops will be offered online via MS Teams.

A reading list for the workshop series can be found in Appendix C (CDO: 1,2,3).

| Nr. | Topic | University | Date | Facilitator |
|---|---|---|---|---|
| **1.** | International students, diversity and internationalisation; Course introduction and introduction to SEDA (V:1,4,5; CDO: 1,2,3; SO: 7) | MUNI | 1 October 2020 | Petr Sucháček Jitka Vidláková Mátyás Szabó |
| | | UNIBA | 2 October 2020 | Gabriela Pleschová Jaroslav Varchola Mátyás Szabó |
| **2.** | Designing courses for internationalized classrooms (V: 1,2,4,5; CDO:4) | MUNI | 15 October 2020 | Eszter Simon Gabriela Pleschová |
| | | UNIBA | 16 October 2020 | |
| **3.** | Facilitating courses for international students (V: 1,2,3,4; SO: 5,6) | MUNI | 29 October 2020 | Gina Wisker Sylvia Walsarie-Wolf |
| | | UNIBA | 30 October 2020 | |
| **4.** | Supporting student learning online and introduction to the scholarship of teaching and learning (V: 1,2,3,4; SO: 5,6) | MUNI | 19 November 2020 | Agnes Simon |
| | | UNIBA | 20 November 2020 | |
| **5.** | Assessment practices with international students (V: 1, 4,5; CDO: 4; SO: 5,6) | MUNI | 10 December 2020 | Gina Wisker Mátyás Szabó |
| | | UNIBA | 11 December 2020 | |
| **6.** | Interactive online tools | MUNI, UNIBA | 7-8 January 2021 | Veronika Straková, Jana Výškrabková Jitka Vidláková |
| **7.** | Microteaching demonstration (CDO: 4; SO: 5,6,7) | MUNI, UNIBA | 14-15 January 2021 | Gabriela Pleschová Silviu Piros Agnes Simon Petr Sucháček Jitka Vidláková Jaroslav Varchola |

b. Assignments
The first semester ends with participants completing a post-microteaching writing exercise, which is a mandatory assignment that participants must complete successfully in order to pass the first part (semester 1) of the course.

1. *Post-microteaching writing exercise (V:5; CDO: 1,2,3,4; SO:5)*

After microteaching, participants are asked to schedule at least an hour to examine and reflect on their own teaching based on three sources of information:

    a) written 'learner' and facilitator feedback,

    b) own recall/emotional response and

    c) assessment of own teaching based on the video recording.

Participants are asked to complete the writing assignment that consists of three parts in which they reflect on microteaching based on remembering the exercise, watching video, reviewing learner and facilitator feedback and making overall conclusions for their future teaching (for detailed pointers see Appendix D). They submit the written assignment via the MUNI IS. Group facilitators read the assignments of those present in their group and assess whether or not the assignment meets the course learning outcomes (see Appendix E). If the assignment does not meet the requirements in the first instance, the participants may resubmit it once.

## III.     THE ONLINE COACHING ELEMENT

The 3-semester online segment of the course consists of a teaching and research design section (semester 2), a teaching practicum (semester 3) and a teaching evaluation section (semester 4) based on a series of written and oral assignments to be completed by participants. The online part lasts from February 2021 until May 2022. Each participant is assigned a coach with whom they consult about their teaching practice and from whom they receive guidance and feedback on assignments. Completing the workshops is a prerequisite for enrolling in the online segment. Participants sign up for the online part together with the workshops.

1. **The coaching relationship**

    a. <u>The coach</u>

        A coach is a type of mentor whose role is to guide, advise and support a teacher to achieve the course outcomes. Coaches support participants through consultations and feedback. They are all familiar with the requirements of SEDA. Consultations between the coach and the participant teacher should mainly relate to course assignments and can be initiated by either side. Coaches are expected to devote about 14 hours per semester to guiding, advising and providing feedback to each of their coachees. Coaches may also be consulted about any difficulties course participants experience during their teaching practice.

    b. <u>The course participant</u>

        Each participant has the opportunity to list his or her preferred choice for a coach among workshop leaders by no later than 10pm, Monday, 18 January 2021. Participants are encouraged to base their preference on professional criteria such as the nature of their learning exercise, discipline, etc. Participant preferences are honoured as best as possible given the requisite of equal number of participants per coach. Participants are informed about their coach in 48 hours.

Participants are required to contact their coach to schedule a video call (via Skype, Zoom, MS Teams or another mutually agreeable video conferencing software) by no later than 22 January 2021 to discuss the upcoming tasks and establish a routine for distance communication.

The participant has the right to receive feedback on their work, i.e. the assignments that are submitted as a draft and then a final version in a timely fashion, i.e. within 7 days after the submission deadline. If the coach is busy with other responsibilities, he or she is expected to indicate within this timeline when the response will be given. In case the participant receives no timely feedback, they are advised to contact their coach and, lacking a response, the course coordinator as soon as possible. This does not apply for late submissions—in this case, the swiftness and depth of the feedback depend upon the coach's schedule.

c. <u>Communication</u>
Communication between the coach and the participant is conducted through electronic means such as email and video calls. Therefore, both the coach and the participant are expected to access and respond to their emails in a timely manner. When using a video conferencing software, it is recommended that calls are recorded so that the participant can revisit comments from his/her coach. If feasible, the coach and the course participant may also agree and meet in person.

The language of communication between the coaches and course participants is English.

## 2. The (virtual) classroom

The course has its own e-learning platform within the Masaryk University learning management system (MUNI IS). Upon admission to the course, participants received [the link to this online platform: https://is.muni.cz/elportal/ekurzy/CERP_IMP_1](https://is.muni.cz/elportal/ekurzy/CERP_IMP_1) where, after registering, they can access course documents. Detailed assignment descriptions, templates, reading materials, etc. are posted to this site. Participants (and coaches) are advised to check the site at the beginning of each week to see if there is new information posted. Participants are required to submit all their assignments via this platform and it is where their coach will post feedback on assignments.

## 3. Participant activities

a. <u>Expected hours of study/work per week</u>
On average, participants are expected to devote about 3 hours per week to course related activities excluding their teaching hours. This is likely to be unevenly distributed across the weeks.

b. <u>Schedule of assignments and meetings during the online semester</u>
A description of assignments and their relationship to SEDA values and outcomes follows the table.

| | Assignment Category | Assignment Tasks | | Due Date |
|---|---|---|---|---|
| **S E M E S T E R 2** | 1. Design for student learning | -- | Skype or other communication with coach | 25 January 2021 |
| | | a) Workshop I: Poster session on internationalizing course | MUNI | 25 February 2021 |
| | | | UNIBA | 25-26 February 2021 |
| | | b) Course syllabus (with justification paper) | 1st Draft | 12 March 2021 |
| | | | Final Version | 26 March 2021 |
| | | c) Session plans | 1st Draft | 7 May 2021 |
| | | | Final Version | 21 May 2021 |
| | 2. Research design | a) Proposal | | 9 April 2021 |
| | | b) Workshop II. Presentation on research design | MUNI | 29-30 April 2021 |
| | | | UNIBA | 29-30 April 2021 |
| | | c) Written research design | | 11 June 2021 |
| **S E M E S T E R 3** | 3. Teaching practicum | Teaching the course and data collection | | Last day, Fall 2021 semester |
| | 4. Classroom observation | Information session | MUNI | 30 September 2021 |
| | | | UNIBA | 1 October 2021 |
| | | Peer observation of classroom activities | | Last day, Fall 2021 semester |
| | | Reaction paper on peer observation feedback | | Last day, Fall 2021 semester |
| | 5. Coffee and cake meeting | Informal meeting to discuss experience of teaching practice with peers and facilitators | | TBD |
| **S E M E S T E R 4** | 6. Scholarship of teaching and learning paper | SOTL paper evaluating the outcomes of student learning | 1st Draft | March 21, 2022 |
| | | | Final Version | May 13, 2022 |

c. <u>Assignments</u>

Course participants have a series of activities and assignments to complete during the three online semesters. These include both writing assignments, which are broken down into several tasks, three meetings and the teaching practicum. The descriptions below give a general sense of the nature of these assignments; detailed instructions will be distributed well ahead before the assignment deadline via the MUNI IS course platform.

Assignments marked with an asterisk (*) below are submitted twice: as a draft version and a revised version following feedback.

1. *Design accommodating the needs of international students*
   This design for learning assignment consists of three steps and is completed in semester 2.

   a) Poster session

As part of the first second-semester workshop, participants present their ideas for internationalizing their course in form of a poster (for the poster design appendix F). During the poster presentation (see appendix G), participants exchange ideas with their peers and facilitators to improve or refine their ideas (V: 1,2,3,4,5; CDO: 1; SO: 7).

b) Course syllabus* with justification paper
Participants will submit a syllabus of a course where they wish to attend to the needs of international students or make it internationalised. As part of the syllabus, participants are strongly encouraged to build in elements of peer learning. Aside from the syllabi, participants submit a 400-word justification paper detailing why they chose to introduce certain learning outcome(s), activity(ies) and assessment and how they expect these to enhance the learning of international students (or the learning of home and international students). The paper should also explain how participants think they have embraced SEDA values and outcomes throughout their course syllabi (V: 1,2,3,4,5; CDO: 1,2,4; SO: 5,6,7).

c) Session plans*
Participants prepare a 2-page outline for each of the three class sessions of their teaching. These session plan(s) should be based on the good practices of session design that course participants learnt about during the workshops. Depending on what the participant aims to do as part of their teaching, coaches may decide if a participant needs to submit two class session plans only (V: 1,2,4; CDO: 4; SO: 5,7).

2. *Research design to evaluate the impact of learning**
Participants are also required to submit a 600-word essay on the research design relating to the evaluation of the impact of their teaching innovation. This essay should contain information on data collection instruments (survey, student assignment or exercise, classroom observation, etc.), proposed method(s) of analysis (qualitative, quantitative, or mixed methods), and a justification for their selection. If the participant introduces his/her own data collection document(s) (for example a self-designed student feedback survey), rather than rely on an exercise already designed and included in the syllabus, this needs to be submitted at this time as well V: 1,2,3,4,5; CDO: 5,6,7).

This research design is developed through three steps:

a) Proposal
Participants start working on their proposal after their learning design has crystalized. The proposal is the first step to evaluate impact of their learning design and is done through filling out a questionnaire. Participants receive feedback on their proposal from their coach.

b) Presentation
During the second workshop in the Spring 2021 semester and after participants received feedback on their proposal from their coach, participants present their

intended research design in 15 minutes in front of course facilitators and peers. Each presentation if followed by a 15-minute Q&A session in order to help the presenter improve and refine their design.

   c)  Written research design
After considering feedback received during the presentation, participants are expected to write up their research design in a well-written document that also contain their data collection instruments.

3. *Teaching practicum and data collection*
Once the coach approves the participant's research design, session plan(s), and, if relevant, the data collection instrument(s), the participant has to put those into practice during their teaching and collect the actual data in the Fall 2021 semester. Unless otherwise determined by their coach, participants are expected to teach either a full course or at least three class sessions (e.g. when the participant teacher is not responsible for teaching the entire course, which may be the case especially for PhD students. Similarly, data should be collected on the outcomes of teaching in at least three classes (V: 1,2,4,5; CDO: 1,2,4; SO: 5,6,7).

4. *Classroom observation*
Classroom observation includes three activities. As part of the implementation of their teaching (Fall semester 2021), participants are asked to arrange a one-time classroom visit of a fellow course participant or another teacher from their institution. Although only one observation is compulsory, each participant is encouraged to arrange more than one colleague to visit and observe a few of their class sessions (V: 3,5; CDO: 1,2,3,4; SO: 5,6,7).

   a)  Information and instruction session
We invite participants and their observers (whether a fellow course participant or another individual) for a brief two-hour meeting where we discuss the craft of effective classroom observation.

   b)  Peer observation of classroom activities
During the actual classroom observation, the visitor shall observe and take notes to complete the classroom observation protocol prepared by course organizers. The participant and the peer observer are expected to meet afterwards to discuss the visitor's comments.

   c)  Reaction paper on class observation peer feedback
After the observation and the talk to the observer(s), participants are asked to submit a 400-word paper where they reflect on what they have learnt from the observation form(s) and the follow-up discussion with their peer(s) and how this will influence their future teaching.

5. *SOTL paper on the outcomes of learning\**
The 2,400-word Scholarship of Teaching and Learning (SOTL) paper describes the design attaining to the needs of international students and analyses the results of

learning activities introduced to enhance learning of international students (and home students, if they attend the class). Papers that successfully present the outcomes of student learning will be invited to be revised and published in an online portal hosted by one of the project partners, the Technical University in Delft. More details about this can be found under "Scholarship Opportunity" below (V: 1,2,3,4,5; CDO: 4; SO: 5,6,7).

d. Submission and resubmission of written assignments; appeals procedure

Participants submit all their written assignments through the MUNI Information System (IS) by the deadlines stated in this handbook. Coaches are expected to offer feedback to each assignment within seven days or notify the participant if this is not possible due to some unexpected circumstances and inform the participant about when s/he is to receive the feedback. In case of assignments that require participants to submit a first draft and a final version, they are to submit the revised final version following coach feedback. If the participant does not submit the assignment by the given deadline, s/he can only have one additional opportunity to submit it, without a possibility of resubmitting. The revised version is assessed by the coach. In case the final version of an assignment—including the revised final versions mentioned above as well as one-time submissions—does not meet the given criteria, the participant has an opportunity to resubmit the assignment once. Participant can appeal against the coach assessment (a fail mark) by writing to gabriela.pleschova@uniba.sk. The course coordinator and coordinating coach decide about the appeal in seven working days.

## IV. **OTHER ISSUES**

### 1. Fostering a community of practice

The course organizers offer several opportunities for participants to engage in regular discussions about teaching and learning and receive feedback and advice from colleagues. It is expected that this will contribute to creating a community of practice among colleagues who consider teaching important, work to improve student learning, and support each other.

First, workshops offered in the first semester have been designed to stimulate collaborative learning and exchange of teaching and learning related opinion. Second, participants meet twice during the second semester to share ideas regarding (1) their student learning design and the research design to evaluate the outcomes of student learning and to reflect on possible concerns, worries and difficulties encountered. These meetings are informal to stimulate an atmosphere of trust and sharing. Third, classroom observation is envisioned to foster dialogue with course participants and draw in other interested members of the faculty, hoping to extend the emergent community of practice. Finally, at the end of the third semester, participants meet in a coffee and cake session to discuss the experience of their teaching practicum (V: 1,2,3,4,5; CDO: 1,2,4).

### 2. Contribution to course evaluation

Course participants are to fill out an online survey each at the beginning and the end of the course. The completion of the questionnaires is required, however opinions expressed therein

have no bearing on the assessment of the participant's performance. The information collected is vital for the evaluation of the course's learning outcomes, and thus, to the completion of grant requirements. The survey questionnaires include questions about participants' pedagogic thinking and practices especially concerning teaching and learning of international students, opinion on the course and other issues. The surveys will be available online.

Participants will also be asked to take part in no more than two interviews during the course. While participation in these is not mandatory, it would be greatly appreciated by the evaluation team. Interview dates are flexible and can accommodate the schedule of willing participant teachers.

### 3. Scholarship opportunity

The course organizers offer scholarships of €200 to successful course graduates from Masaryk University and from Comenius University in Bratislava. Scholarships recipients are selected from those, who submit the SOTL paper in high quality and are willing to develop it for publication. The scholarships serve as partial compensation for participants' commitment to the course and devoting time and effort to collecting, evaluating and reporting on the outcomes of innovation on student learning to produce a high-quality report.

To learn more about the project, visit https://fphil.uniba.sk/impact.

## Appendix A: SEDA values and outcomes

<u>SEDA VALUES AND OUTCOMES</u>

### A.  Values (V)
Award (certificate) recipients will have shown how their work is informed by the SEDA Values:
1. Developing understanding of how people learn
2. Practicing in ways that are scholarly, professional and ethical
3. Working with and developing learning communities
4. Valuing diversity and promoting inclusivity
5. Continually reflecting on practice to develop ourselves, others and processes.

### B.  Core development outcomes (CDO)
Award recipients will be able to:
1. Identify their own professional development goals, directions or priorities
2. Plan for their initial and/or continuing professional development
3. Undertake appropriate development activities
4. Review their development and practice, and the relations between them.

### C.  Specialist outcomes (SO)
Award recipients will be able to:
5. Use a variety of appropriate approaches to enable learning
6. Use a variety of methods for evaluating their role in supporting learning
7. Inform their professional role with relevant strategy, policy and quality considerations.

**Appendix B: Biographies**

**Silviu Piros** is a researcher in the field of Educational Development working at the Institute for European Studies in Brussels. He also teaches social and political sciences subject at the Vrije Universiteit Brussel. Silviu is a Steering Committee member of the Teaching and Learning Politics group of the ECPR.

**Gabriela Pleschová** works at the Faculty of Arts, Comenius University in Bratislava. She is a graduate from Oxford University (2012, MSc. in Education) and her studies appeared in journals such as *Studies in Educational Evaluation*, International Journal of Mentoring and Coaching in Education, *European Political Science* and *Journal of Political Science Education*. She is the co-editor of *Teacher Development in Higher Education. Existing Programs, Program Impact and Future Trends* (with E. Simon, Routledge, 2012). She is the co-convenor of the Teaching and Learning Politics standing group of the European Consortium for Political Research. In 2019, she was awarded the Principal HEA Fellowship by Advance-HE.

**Agnes (Agi) Simon** is an Educational Development Advisor at Masaryk University. She has dual interests in Political Science and Teaching and Learning. She specializes in American foreign policy, summit diplomacy, Central European politics, and the relationship of science fiction and politics. Her current research focuses on U.S. presidential summit meetings, the U.S-Soviet Hotline, and teaching about foreign policy decision-making. She taught in various private and public liberal arts and research schools in the United States and has been a facilitator in the ECPR Teaching and Learning Summer School. Her interest in teaching and learning is primarily in online/hybrid learning, the use of simulations and games in the classroom, problem-based learning, improving critical writing skills, and the use of student reflections in the classroom.

**Eszter Simon** is a Lecturer in International Relations at the Nottingham Trent University. She has expertise in theories of foreign policy analysis, psychological approaches in particular. Her primary research focus is on the Moscow-Washington Hotline in the Cold War, identifying patterns how trust influenced the use of this communication device. She is also interested in American foreign policy in general as well as Hungarian foreign and domestic politics. She has published several articles and an edited book about teaching and learning issues. Most recently she edited *The Handbook of Teaching and Learning Political Science and International Relations* (Edward Elgar Publishing) with John Ishiyama and Will Miller. She is Fellow of the Advance-HE (FHEA) and a facilitator at the biennial Teaching and Learning Summer School of the European Consortium for Political Research (ECPR). Her particular interest is in the methodology of skills teaching, assessment methods, course design and problem-based learning.

**Petr Sucháček** is a university teacher with an M.A. in Education working at the Faculty of Arts and at the Faculty of Science at Masaryk University, Brno. The focus of his professional interests lays in teacher training. The main topics of his research are educational communication, classroom discourse and group dynamics. Petr contributed to the development and foundation of the Pedagogical Competence Development Centre at Masaryk University. In his free time, Petr enjoys doing occasional moderating gigs and works on promoting the Art of Nonviolent Communication to wider public. He is an avid fan of good food and drinks, sports, metal music and Netflix.

**Mátyás Szabó**, as senior manager at the CEU's Yehuda Elkana Center for Higher Education and former director of the university's Curriculum Resource Center (2001-2012), is one of the center's trainers in higher education. He has offered capacity building and faculty development workshops for university professors and staff in more than 20 countries and is involved in several international projects targeting curriculum reform and faculty development in higher education. Matyas conducted higher education workshops for a number of partner organizations and projects, such as the Open Society Foundations' Higher Education Support Program, the Civic Education Project, the Palestinian Faculty Development Program, etc. He received his MA from CEU's Sociology department in 1994. He has worked as a junior research fellow and teaching assistant at CEU's Center for the Study of Nationalism, and as an analyst intern at the Radio Free Europe/Open Media Research Institute in Prague. In the area of teaching and learning, Matyas' interests are student-centred learning, course design, and students' assessment.

**Jaroslav Varchola** is a university teacher and researcher working at the Faculty of Medicine at Comenius University in Bratislava. He holds a PhD. from Biophysics. For one year he studied Philosophy of Science at Oxford University. His research focus was originally light-induced therapy for treating cancer, nowadays, he is partially working on human brain research and philosophy of artificial intelligence. In the past Jaroslav founded a program aiming at helping high school students to enhance critical thinking skills, which continues to run in Košice and Prešov and inspired the *Great Works Academy* programme, which has been offered throughout Slovakia. He also hosts a podcast on philosophy and science called *Kvantum ideí* prepared in collaboration with the daily, newspaper *SME*.

**Jitka Vidláková** is a lecturer of education for adults and both lecturer and administrator at the Pedagogical Competence Development Centre at Masaryk University. She holds a Ph.D. in Education and has over five years of experience teaching in this area at universities with differing specializations. From the area of education, she is most interested in teaching preparation and questioning how to effectively engage students in teaching so that their active participation has a positive influence on their learning. She also likes working with texts and its structures, therefore the rest of her working time she works as a project manager and a copywriter of a new webpage for an important institution in the field of further education of pedagogical staff in the South Moravian Region.

**Gina Wisker** is a supervisor for doctoral students in the International Centre for HE Management, University of Bath. Previously, she worked as Professor of Higher Education and Contemporary Literature at Anglia Ruskin University and the University of Brighton and Head of the Centre for Learning and Teaching in both universities. She also taught online for the Open University, University of Liverpool (laureate) and London School of Hygiene and Tropical Medicine. Her work is in HE learning, curriculum, teaching, postgraduate study supervision and academic writing, and in the discipline of Gothic, postcolonial and contemporary women's writing. So far, Gina has published 26 books (some edited) and over 140 articles including *The Postgraduate Research Handbook* (Palgrave Macmillan, 2001, 2007); *The Good Supervisor* (Palgrave Macmillan, 2005, 2012); *Getting Published* (Palgrave Macmillan, 2015); The *Undergraduate Research Handbook* (2nd ed, Palgrave Macmillan, 2018). Her commitment to supervision and teaching led in 2005 to winning a National Teaching Fellowship, followed by a Principal Fellowship of the HEA/Advance HE in 2013. Gina has chaired the Heads of Education

Development Group, SEDA Scholarship and Research committee and she is Senior Fellow of SEDA and chief editor of SEDA journal *Innovations in Education and Teaching International.*

**Sylvia Walsarie Wolff** had initially been trained as a mathematics teacher and then worked as a trainer in the IT industry for several years. In 2001 she obtained her Master's degree in Educational Science and Technology at the University of Twente. From 2001 until 2016 she worked at the Technical University Delft as educational designer, coordinator, project- and programme manager in several faculties and at Education and Student Affairs. In 2017 she started to build up the LDE Centre for Education and Learning (CEL) as Executive Manager. In LDE CEL she is responsible for financial- and programme management, professional development portfolio and she is moreover involved in educational design.

## Appendix C: Workshop reading list[5]

**Compulsory preparatory reading**

Biggs, John (undated) "Aligning teaching for constructing learning," *The Higher Education Academy*, available from: https://www.advance-he.ac.uk/knowledge-hub/aligning-teaching-constructing-learning.

Gachallová, Natália (2018) "Chapter 16. Using an online quiz as a formative tool in Latin medical terminology courses", in Gabriela Pleschová and Agnes Simon (eds.) *Early career academics' reflections on learning to teach in Central Europe*, London: SEDA, 162-170, available from https://www.seda.ac.uk/Early-career-academics-reflections-on-learning-to-teach-in-Central-Europe

Hase, Michiko (2001) "Student resistance and nationalism in the classroom: Some reflections on globalizing the curriculum," *Feminist Teacher* 13(2): 90-107.

O'Neill, Geraldine and Tim McMahon (2005) "Student-centred learning: What does it mean for students and lecturers?" in Geraldine O'Neill, Sarah Moore, and Barry McMullin (eds.) *Emerging issues in the practice of university learning and teaching*, Dublin: AISHE, 27-36.

Rétiová, Alicia (2018) "Chapter 15. Peer feedback to facilitate independent learning among first-year sociology students," in Gabriela Pleschová and Agnes Simon (eds.) *Early career academics' reflections on learning to teach in Central Europe*, London: SEDA, 153-161.

Cosh, Jill (2000) "Supporting the learning of international students in large group teaching," in Gina Wisker (ed.) *Good practice working with international students*, Birmingham, UK: SEDA, chapter 3, pp. 29-34.

**Optional reading**

Martin, Graham A. and Jeremy M. Double (1998) "Developing higher education teaching skills through peer observation and collaborative reflection," *Innovations in Education and Training International* 35(2):161-170.

Hussein, Ibtesam and Kathryn Schiffelbein (2020) "University professors' perceptions of international student needs," *Journal of Applied Learning and Teaching* 3(1): 65-70.

Rappaport, William J. (2018) "William Perry's scheme of intellectual and ethical development. A journey along the 9 "Perry" positions (as modified by Belenky et al. 1986)," available from: https://cse.buffalo.edu/~rapaport/perry.positions.html

Wisker, Gina (2020) "Decolonising the curriculum: Some thoughts," *Decolonising the Curriculum: Teaching and Learning about Race Equality* (3): 19-21.

**Recommended reading on learning of international students and internationalisation**

Caroll, Jude (2002) Suggestions for teaching international students more effectively, available from

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[5] A version of this reading list, together with assigned material related tasks, can also be found online.

https://www.academia.edu/610965/Suggestions_for_teaching_international_students_more_effectively

Higher Education Academy (2014) Internationalising the curriculum. Available from https://www.advance-he.ac.uk/knowledge-hub/internationalising-curriculum

Idris, Aida, Ion, Georgeta and Aidan Seery (2019) "Peer learning in international higher education: The experience of international students in an Irish university," *Irish Educational Studie*s 38(1): 1-24.

Lomer, Sylvie and Loretta Anthony-Okeke (2019) "Ethically engaging international students: Student generated material in an active blended learning model," *Teaching in Higher Education* 24(5): 613-632.

Pleschová, Gabriela (forthcoming 2020) "Supporting academics who teach international students," *ICED 2020 Conference Proceedings*, ETH Zurich.

Terui, Sachiko (2012) "Second language learners' coping strategy in conversations with native speakers," *Journal of International Students* 2(2): 168-183.

Tran, Danielle and Dawn Reilly (2019) "Extending conversations about what is an inclusive curriculum," *Educational Developments* 20(4): 23-25.

Warwick, Philip (2006) Ten Tips for Teaching International Students. Higher Education Academy, available from: https://www.advance-he.ac.uk/knowledge-hub/ten-tips-teaching-international-students

Washburn, Curtis and Jace Hargis (2017) "Changes in Faculty Practice for International Students: A Case Study," *Transformative Dialogues: Teaching & Learning Journal* 10(1): see esp. 4-5.

**Recommended reading on improving student learning experience**

Higher Education Academy (2012) *10 strategies to engage students with feedback.* York: HEA.

Pickering, James (2015) *How to start using technology in your teaching*. York: Higher Education Academy.

Race, Phil (2009) *In at the Deep End – Starting to Teach in Higher Education*. Leeds: Leeds Metropolitan University.

**1. Microteaching self-assessment form (using video)**

Participants are asked to reflect on their experience by completing

- Part A <u>before watching</u> the recording
- Part B <u>while watching</u> the recording
- Part C <u>after having finished reviewing and reflecting on the recording</u>

Then, participants are asked to analyse the 'learner' feedback based on the observation sheets. Finally, they will look across the different information sources to draw conclusions and set goals for the future teaching.

**2. Guided self-reflections**

<u>Part A. Before watching the recording, answer these questions</u>.

1. How successful do you feel you were in achieving your learning outcome? On what basis do you make this judgment?
2. Has anything gone differently than planned? Do you know why?
3. What have you learnt while watching others teach?

<u>Part B. As you watch the recording</u>,

1. Make notes about anything that you found important, interesting or surprising about your teaching.
2. Review your notes and try to conclude if you have achieved your planned teaching outcomes.

A. <u>After you watch the recording</u>, answer these questions.
1. Compare your initial impressions with your responses from reviewing the recording. In what ways, if any, were your initial responses different from your responses during the recording? Why do you think this happened?
2. What conclusions do you draw from watching the recording?

**3. Response to learners' and facilitator feedback form**

1. What have the learners and the facilitator appreciated in your teaching?
2. What have the learners and the facilitator noted as things that did not go well enough or should be changed?
3. What conclusions do you draw from learners' notes?

**4. Integrated response**

Drawing on your reflections above, summarise in 4-8 paragraphs what you have learnt from the microteaching demonstration for your future teaching. What are the strengths of your own teaching? What are the three main things you are going to change next time? What other smaller things do you plan to change?

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[6] Acknowledgement: instructions for the post-microteaching written assignment have been adopted from those used by Lynn McAlpine at European University Institute in Fiesole.

**Appendix E: Post-microteaching written assignment – assessment form**

**Facilitator's name:**
**Participant's name:**

**Manifestation of Course learning outcomes**. In the table, say if the participant has achieved the course learning outcomes in the written assignment. Please use the following expressions for your judgement: **yes, partially or no**. Then circle the appropriate expression for the overall assessment. In the comment section below, provide formative assessment by explaining the marking in the rubric. Where relevant, offer suggestions for improvement. Use as much space as necessary.

| Program Goals | Achieved | Comments |
|---|---|---|
| Help local students cope with and benefit from international challenges and practices, i.e. "internationalization at home" (SO: 7) | | |
| Attend to the needs of international students and effectively support their learning (SO: 5) | | |
| Evaluate own teaching and student learning in a self- reflective, enhancement-led and critical manner (V: 2,5; CDO: 4; SO: 6,7) | | |

**Overall Assessment:**          Pass                    Resubmit                    Fail

**Overall Comments:**

## Appendix F: The learning design poster

The poster should present information on how your plan to introduce internationalization to your course. This concerns both aspects of your syllabus and session plans and should incorporate the good practices of course design and session planning covered in the first semester workshop series.

*The poster should include the following information:*

- The educational purpose of the peer learning design and the reasons behind it including how it will enhance learning in an internationalized classroom

- Expected learning outcomes

- Theories and concepts that aided your design

- The activities that you would like to use in your teaching

- Expected obstacles to the successful implementation of the design


*Thinking about the syllabus and class sessions*

You are not asked to redesign your syllabus at this point, but rather think about how you imagine the changes you wish to make to it. For example,

- if the changes are warranted by constructive alignment, explain why and how it will happen;

- if you want to add new readings, let us know what topic(s) will be covered differently and why but you do not need to list what the new assigned reading will be;

- if you introduce a new topic, present what topic will be dropped and what will replace it and why;

- if you change your assignment, include what the change will be and why; etc.

We also don't ask you to prepare session plans yet; rather think about what changes you would like to introduce into your sessions. Including some peer learning activity in your classroom practice is a crucial element. Make sure the audience understands the planned changes in individual class session fits with the larger concept and changes applied to the syllabus. You can focus on all sessions—for example, if you want to introduce an activity with which you would begin every session—or a minimum of three sessions.

Given the complexity of the exercise we recommend that you sketch out the changes in notes before you sit down to draw up your poster at your computer.


*Formatting the poster*

The poster should be a **single-page file** in either .jpg/.jpeg or .pdf format. The information should be presented in a way that it can be read on a computer screen—although both .pdfs and .jpgs allow for enlarging documents, the quality must be good enough for reading it.

Before converting into a .jpg or .pdf file, you should design it in another software like MS Word, but we leave this choice up to you. Use **landscape** for the **orientation** of your document and, if you decide to use MS Word, work with a minimum of A3-sized document.

*Advices on designing your poster:*

- Regarding designing the layout, put yourself into the shoes of your audience and make sure that it can be easily read, it is logically built and the viewer can follow the logic of the poster;

- Using figures, illustrations, SmartArt, etc. could enhance your poster but it should not be done at the expense of substance;

- Consider the font type and font size of your text. We recommend to avoid hand-written text via a digital pen

- Use font type(s) and size that are easy to read;

- Long written paragraphs turns down the audience; use for example columns, tables, bulletpoints, textboxes to structure your information;

- The amount of information put on the poster should be carefully balanced between too much information, which makes comprehending the poster too time-consuming, and too little information, which makes starting a dialogue difficult without the poster presenter resorting to a lecture. The right amount and kind of information will pique the interest of your audience and inspire them to ask questions about your project.

# Appendix G: Poster session

The poster session is designed to imitate to poster sessions customarily held at professional conferences. Since the session will be held online, both the preparatory assignment and the session are adapted to an online environment. The poster should give a logical overview of how you wish to imagine to internationalize your course. The poster session is designed with the goal that you discuss your presentation with a handful of people to whom you will also need to, fully or partially, explain your project. Your audience will look at your poster, ask questions, make suggestions for improvement, etc.

If you have not seen or participated in a poster session yet, you can find images and see

- a conference poster session by googling: poster session;
- a poster presentation by googling: conference poster example.

PREPARATORY ASSIGNMENT

**Assignment:**

You are to design a poster that includes your ideas on how to you wish to internationalize the course you are going to teach in the Winter 2021 semester. The poster is a difficult but rewarding genre. It is challenging because you have limited place and you have to consider (and reconsider) what information to include and how to organize and present the information in an easily consumable way to your audience. These are also the advantages of preparing a poster: first, it forces you think conceptually about your teaching rather than immediately start writing out the details (and perhaps losing the larger picture). Second, it compels you to think about more logically about your ideas and figure out what are the important details that you need to present. The poster also requires thinking about visually presenting the information. Therefore, **set aside enough time for this assignment**—this is not something you can reasonably accomplish in a couple of hours.

Before you start working on your poster,

- read the instructions attached below paragraph

- use the first contact meeting with your coach to consult about your ideas for the poster, i.e. internationalizing your course.

**Deadline**: 10pm, January 22, 2021

**Format**: .pdf or .jpg

**Mode of submission**: Upload your poster to the homework vault below. Also have copy ready to share on your screen on the actual day of presentation.

THE POSTER SESSION

**Scheduling:**

During the poster session, participants will be divided into four streams denoted by colours. This is how the scheduling will look:

| Stream | Date and Time | Participants | Location |
|--------|---------------|--------------|----------|
| Blue | 9:00-11:00, Thursday, February 25, 2021 | All MUNI participants | MUNI MS Teams |
| Red | 11:00-13:00, Thursday, February 25, 2021 | 8 participants from UNIBA | Comenius MS Teams |
| Yellow | 9:00-11:00, Friday, February 25, 2021 | 8 participants from UNIBA | Comenius MS Teams |
| Green | 11:00-13:00, Friday, February 25, 2021 | 8 participants from UNIBA | Comenius MS Teams |

**Poster session format:**

Participants are divided into four consecutive streams. Each stream starts the poster session with a dedicated meeting in their general channel where instructions and organizational issues will be briefly reviewed, including answering questions from participants.

**Every participant is required to attend the full length of their own stream**. Participants may attend other streams as audience members, but it is not required of them. Within a stream, a participant once **acts a "presenter" and once as member of the audience**. As you shall see below, both roles have specific functions. This means that in the two sessions within a stream there will be 3-4 "presenters" and audience members.

Two facilitators will facilitate all streams.

Coaches are not required to attend the poster session of their and other coachees, but they are most welcome to come!

The details of the poster session are laid out in the form of FAQ. Where examples are used, it refers to first, blue stream, but the logic applies to other streams as well.

*Which link/meeting do I go to?*
If you are from Masaryk University, this is easy since there is only one meeting setup in the general channel of the MUNI MS Teams for the poster session.

If you are from Comenius University in Bratislava and attend on Friday, there will be three meetings setup for the poster session—one for each stream—in the general channel of the UNIBA MS Teams and you have most likely received an invitation to all of them. Please, make sure you show up at the correct meeting. You can do this by either checking the date and time of the meeting or using the link provided for your stream in the stream assignment file.

*What should I do if I can't access anything else than the general channel?*
It is most likely to happen when you signed in with another university's or a private MS Teams account. To resolve the issue, leave the meeting, sign out of MS Teams, sign in again with your university account. If this does not help, email the facilitators.

### *Can I use a mobile phone to access the meeting?*

In general, use your computer especially if you are a "presenter" as anything else than videoconferencing (sharing screens, posting in the channel chat, etc.) will be difficult if not impossible via your phone. You may use your phone when you are an audience member, however, note that this limits your experience as well. Nonetheless, if this is the only device that seems to work in your household at the time of the poster session, a mobile phone can be handy.

### *How to prepare for the poster session?*

Between the submission of your own poster and the actual posters session, your task is to view and prepare for giving feedback on the posters of all (3 or 4) "presenter" in your stream when you are an audience member. For this, use the rubrics below. The goal of the feedback is to assist your peers in improving their design by asking questions and providing suggestions. We ask you to prepare for the session ahead of time so that you can engage with the poster designs more thoroughly, and thus, to improve the quality of feedback that your peers receive.

In practice it means that once the poster session deadline has passed, the individual poster submission vaults will be opened up for access by all participants. You only need to look at the 3-4 posters that you have to provide feedback on, but you may look at other posters if you are interested. Fill in the rubrics for each poster you are required to review and "bring" it with you to the session.

Poster session rubrics for peer feedback

Use this document to provide feedback for your colleagues.

### *What do I do when I am a "presenter"?*

The word "presenter" is in a quotation marks because you are not expected to make a full presentation. In poster sessions, "presenters" usually stand next to their posters and ask questions and exchange views with members of the audience who walk by and take an interest in their poster. In this online session, you will do very much the same.

You will go to your assigned channel (the channel is listed next to your name in the poster session stream assignment .pdf above), post a copy of your poster as a reminder for the audience, start a video meeting, and if you wish, start a recording of the meeting. You may also share the poster via screen sharing, however, we know that it makes keeping track of other people in the channel difficult—so consider this. You will have about 5 minutes to get ready before audience members arrive. You will never have a full audience, rather, expect to have 1-3 people to be present at any time but they may come and go as they wish. It is possible that someone arrives and joins in at the middle of the discussion. It is also possible that there will be minutes when there is not a single person to talk to. Don't worry, someone will eventually show up!

Once audience members arrive, you are expected to engage in a discussion with them. It is not unheard of that a poster presenter was asked for a full—but brief—review of their entire project although it should be rare. Unless the project is very unclearly presented in the poster or the audience member is very unprepared, it is unlikely to happen. What is likely is that you will receive very specific questions about various aspects of your project. Since audience members come and go between presenter channels, you may end up answering either very diverse

question or the same questions several times. In the latter case, do not be impatient: audience members don't know if the question was already asked. However, receiving the same question(s) more than once may suggest that this aspect of your design needs further consideration.

<u>When the time is up</u>, stop the recording, leave the channel and return to the general channel.

### *What do I do as an audience member?*
Your role is to provide feedback to all "presenters" when you act as an audience member. Preparation is key to this—see more about the mode of preparations above—but we hope that your interaction with the "presenter" will turn into a real dialogue and will not just be a quick visit of three questions and two suggestions. Indeed, follow-up questions and discussions should be as interesting and valuable.

In practice, this means, that once the "presenters" opened their channels and facilitators give you the go ahead, you have to visit all channels assigned to the "presenters". You can visit them in any order, and ideally there should be no more than 3 audience members in a channel at any given time. If there are already 3 audience members in a channel, move on to another and return later (if this is the last channel you visit, you may stay on). However, when there is only one other member in the channel, you may join the on-going discussion or just wait for your turn. Be as constructive when asking your questions and providing your suggestions as you can. However, don't be so nice that you skip questions that may make the "presenter" uncomfortable. Uncomfortable questions about one's project are often end up being the most useful ones. If you forgot to ask/say something to a "presenter", feel free to return to their channel later.

<u>When you have visited all the "presenters"</u>, return to the general channel and wait for others to show up.

<u>Once your stream is done</u>, upload the rubrics for each presenter to the folder where their poster can be found. If you filled out the rubrics by hand, just take a photo and upload that.

### *What do the facilitators do?*

Facilitators both direct the streams and act as audience members providing feedback to all participants. If you have last minute schedule issues or information to share, please contact both facilitators.

### *Will the sessions be recorded?*

In general, we do not plan the poster sessions to be recorded. However, if you can, feel free to record your own "presentation". Either way, this is a good idea to take notes of the suggestions and ideas that you receive. Audience members will also upload the rubrics they filled out to your poster folder. However, the rubrics may not be as useful as the ideas emerging out of the discussion.

### *What will the coaches do?*

On this assignment, coaches are not required to give you feedback. Therefore, they are not scheduled to attend the poster sessions, although we have encouraged them to come if their schedules allow. Since your coach is expected to help you with your teaching and learning project, this means that you may consult them after the poster session. If you got conflicting advice from the audience during the poster session, some aspect of the project still troubles you, or if you just would generally like to hear your coach's opinion, it is a good idea to seek their advice. It is up to you and your coach how you go about it—but we recommend that you approach your coach rather than wait for the coach to contact you. We expect coaches to check the poster of their coachees—so it is not impossible that your coach will seek you out, but don't expect it.

### *What happens after the poster session is over?*

Think about the advice and questions you received during the session and how you could or could not use them to make your project even better. If you feel you need to talk to your coach, it is best to do it as soon as possible (see above the section on coaches). It is important that you have a clear idea on your project before you start working on the details.

Nonetheless, after the poster session is over, it is high time to <u>look at the instructions for</u> the next assignment:<u> the course syllabus and the justification paper</u>. This unit will be available in the MUNI IS by the end of the poster session.

### **What if I can't remember all this information during the poster session?**

No problem. We have also prepared a downloadable version of the instructions for you that you can print out or have open at your computer during the session. We also start the stream with a brief refresher!