Tip 1

Think Long-Term

- Fix exams because of corona
- Improve learning activities and alignment
- Enable Evaluative Judgement
Use Constructive Alignment

Tip 2

You are the expert here
Tip 3

Don’t Focus on Coverage

A particular source of both anxiety and cynicism is time stress brought out by an obsession with coverage: too many topics, each taught with equal emphasis.

(Biggs and Tang, 42)

The greatest enemy of understanding is coverage – I can’t repeat that often enough. If you’re determined to cover a lot of things, you are guaranteeing that most kids will not understand, because they haven’t had time enough to go into things in depth, to figure out what the requisite understanding is, and be able to perform that understanding in different situations.

(Gardner 1993, 24)

Selecting the actual topics to teach is obviously a matter of specific content expertise and judgement. You, as the content expert, are best able to decide on this, but when doing so note the tension between coverage and depth of understanding.

(Biggs and Tang, 121)
Focus on learning outcomes
Make them explicit to students, each week
Make them as relevant and specific as possible
Tip 5

Use Flipped Classroom

Use short videos (10 min) rather than long video sessions

Let them read or prepare before any class activities.
Tip 6

Use Team-Based Learning
Tip 7

Add Weekly Tests

Remembering
Understanding
Applying
Analyzing
Evaluating
Creating

Material for quizzes and tests

Material for labs and activities
Tip 8

Use Digital Scratch Cards

https://rat.it.ntnu.no

kraemer@ntnu.no
Use Reference Groups

❤ Reference groups are the foundation of the quality system.

❤ Enable quick, relevant and constructive feedback.

❤ Course responsible stays in control.

❤ Scalable.

❤ Students do have constructive feedback.
Tip 10

Invite a colleague into your course
Introduce Cohort-Coordinators

Introduced at IE faculty autumn 2020
Positive experience
IIK will continue also after the pandemic

Tip 11
Tip 12

Have a Predictable Schedule

Be predictable
Change if necessary, but explain
Tip 13

*Use Weekly Blackboard Announcements*

- Announce reading materials
- Announce learning outcomes, goals for the week
- Provide feedback
- Ask for feedback
Tip 14

Use Portfolios and Formative

Focus on portfolios
Provide feedback throughout the semester
Tip 15

Balance the Grading

Grading should be...

- relevant
- fair
- transparent
- holistic
- predictable
- support deep learning

team

individual

I know

I can do

holistic

predictable
Tip 16

Read the FTS Project Report 1

https://www.ntnu.no/fremtidensteknologiestudier

On student expectations: (p. 19)

- more focus on group- and teamwork
- increased use of formative assessment
- increased contact between teacher and students

On how we should teach: (p. 57)

- Contextualize knowledge
- Constructive alignment
- Integrated Learning
- Diverse learning methods
- Create enthusiasm
- Formative assessment and useful continuous feedback

NTNU’s technology education actively enable effective and deep learning.

On evaluative judgement: (p. 44)

Kompetanse på livslang læring handler om å utvikle gode læringsstrategier, selvstendig vurderingsevne (evaluative judgement), og evne til å både gi, ta imot, og nyttiggjøre seg tilbakemeldinger på en konstruktiv og effektiv måte (feedback literacy).

Det handler om å kunne vurdere kvaliteten av eget og andres arbeid, reflektere rundt styrker og svakheter i egen kompetanseprofil, være bevisst på egne kompetansebehov, ta ansvar for egne læringsbehov, og aktivt søke kompetansemessig påfyll når situasjonen tilsier at det er behov for det.
Tip 17

Focus on Evaluative Judgement

“the ability to make decisions about the quality of work of self and others”

In their future jobs, there are no exams or grades. Students need to be able to judge quality of work on their own.

There are several techniques to develop evaluative judgement. These include:

- peer learning
- feedback
- dialogues about exemplars of quality work
- self-assessment
Use Peer Feedback

Tip 18

Students are concerned if other students or student assistants do grading.

Unclear if this { is, would be, will remain to } actually allowed.

The terms peer grading” or “peer assessment” do not imply that the final grade is set by the peers (students), but that feedback is given by peers.

Don’t use this as a way to outsource assessment, but a way to give and receive feedback.

Final grade is up to course responsible.

This final grade can be based on a portfolio, where the feedback given to other students can a (graded) element.
Tip 19

Use Peergrade.io

Can be integrated into Blackboard
Search for peergrade in Innsida / Wiki

1. Teacher sets up an assignment
2. Students submit their work
3. Students review each other
4. Students work with their feedback
5. Teacher has overview