

PROGRAMME

TEFSI Capacity Building Course

Copenhagen
April 10-12, 2019



Department of Nutrition, Exercise and Sports, University of Copenhagen
Thorvaldsensvej 40, Frederiksberg C, Denmark
Aud. A2.73-01

WEDNESDAY, APRIL 10

REGISTRATION AND WELCOME

12.00-13.00 **Registration**

13.00-13.30 **Welcome**

Dominika Średnicka-Tober & Susanne Bügel

SESSION 1: COURSE DESIGN

13.30-15.00 **The ABC-model for course design**

Katrine Kaas, IT Learning Center, University of Copenhagen

A 90 minutes hands-on workshop, where teachers from the same team create a visual 'storyboard' of the order and the number of different learning activities (online and offline) the team wishes to include in the course. The 'Storyboard' makes it easier for teachers to design course content, and create an overview of which activities are missing - or if there are too many of them. You will address questions like 'should there be more online activities?' 'Do we create too little opportunity for discussion and production?'

15.00-15.30 *Coffee break with cake and fruit*

SESSION 2: NEW APPROACHES TO TEACHING

Parallel session

15.30-17.00

Hands-on iPad video workshop

Henrik Bregnhøj, Centre for Online and Blended Learning, University of Copenhagen

Join this intensive hands-on workshop and learn how to film and edit your own videos with an iPad! After a few examples of how videos benefit students and teachers you will get a brief introduction to the basic steps of making a successful production, from script to final product. Hereafter you will venture out in groups of 2 people to plan and record and edit your own video.

Framework of teaching

Lars Klingenberg, University of Copenhagen

The content is the most important element of a course. However, the framework of the courses is important for the students learning process. How we describe the learning outcome, how we design the exams, how we handle group work, how the workflow of the students is. In this workshop you will be presented examples from an experimental course where the framework is vital for the learning.

17.00-17.15 *Break*

17.15-18.00 **Hotspots in education**

Short 8 min presentations from each partner about hotspots in education in their institutions. What is the institution and/or department focusing on at the moment.

9.00-13.00 **Examples of case-based learning****Preparing and processing field trips**

Assistant Professor Paola Migliorini, University of Gastronomic Sciences, Italy

Facilitating transformation and competence development in university education of Gastronomic Science: an experiential and action oriented approach in Agroecology. We have developed an action oriented approach in Agroecology. This imply a change of approach in pedagogy: from teachers and students to facilitators and learners and from knowledge to skills.

National Dish

Professor Johannes Karl, University of Kassel, Germany

Professor Susanne Bügel, University of Copenhagen, Denmark

The National Dish is a case that allows students an entry point for developing a personal approach to the sustainability of food systems and diets. The case makes the students attentive to the values of our everyday meals have in relation to environment and human health. The National Dish case makes it possible to tune in on all kinds of indicators related to sustainability, health, food culture.

TERROIR. Interactive market and shop survey on terroir products during excursions

Professor Alexander Wezel, ISARA-Lyon, France

It will be shown how student managed surveys can be used during excursion to deepen a certain topic and familiarise student more with the topic. Learning outcomes include information collection and evaluation before and after the excursion, establishing a questionnaire, organisation of the survey in including other students working on other topics, and establish a research process with definition of research questions and hypothesis, data collection, analysis and discussion of results.

MAESTRO. Students work for a company client with applications in the food sector and food systems

Joel Robin, ISARA-Lyon, France

How to couple the autonomy and the creativity of a student group at Master's level and the teacher tutoring to answer an order of a company of the food sector? Discover the role of the teacher coordinating this operation of active pedagogy, with a feedback on the perception of students and teachers about the strength / weakness of this professional situation training.

Creative process teaching

Professor Carola Strassner, FA Münster, Germany

Have some fun! Come to creative problem solving approaches and leave analytical ones aside for this session. Learn about the processes that bring scientific discoveries into the world and how to nurture creativity in your students. Creativity is one of the 4C's skill set together with critical thinking, collaboration and communication needed for sustainable development and transformation work.

Coffee and tea will be served during the workshop

LUNCH

13.00-14.00 *Lunch*

SESSION 4: WORKSHOPS

14.00-16.00 **Workshops**

Work with own courses and share experiences.

Coffee and tea with cake and fruit will be served during the workshop

16.00-17.00 **Presentation and sharing**

Each group or teacher presents reflections from the workshop. Questions and discussion.

FRIDAY, APRIL 12

SESSION 5: STUDENT ENGAGED TEACHING ACTIVITIES

8.30-11.30 **Rubric model for peer feedback**

Christine Holm, Department of Science Education, University of Copenhagen

Jeppe Sand Christensen, IT Learning Center, University of Copenhagen

Why and how to use peer feedback in teaching? There are many benefits from implementing formative based peer feedback in university teaching. But are the students capable of giving feedback? The Rubric model focusing on progression can provide a framework of the feedback and make the assessment criteria more transparent. New tech solutions can take your feedback even further.

Coffee and tea will be served during the workshop

11.30-12.15 **Closing Session: World Café**

Susanne Bügel and Lars Klingenberg, University of Copenhagen

Using the collaborative tool World Café we will evaluate, reflect and give ideas to next teacher training event. (5 tables with 8 persons, 8 min each).

LUNCH

12.15-12.30 **Group photo and Goodbye**

From 12.30 *Lunch and sharing business cards*

The participating teachers should in advance bring a course description of a course they would like to work with during the different sessions. Preferably, two teachers should choose the same course.

In connection with this course you must describe:

- 1) What do you expect the student to learn during the course (learning outcome)
- 2) Which teaching methods do you use currently on the course
- 3) Do you have any ideas or wishes for new activities that you would like to implement

Remember to bring your own laptop.