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RELEVANT ASSESSMENT AND PEDAGOGIES FOR INCLUSIVE DIGITAL EDUCATION



PARTNER VIDEO STORIES - TRANSCRIPTS

February, 2023

1. PROFESSOR BLAŽENKA DIVJAK, FACULTY OF ORGANIZATION AND INFORMATICS

Hello. My name is Blaženka Divjak. I'm a professor at the University of Zagreb Faculty of Organization and Informatics as well as the coordinator of the project RAPIDE. I am really proud of and enjoy working on with our partners from the Open University London and TU Delft, Goethe University from Frankfurt and from Croatia University of Rijeka and University Of Zagreb, together with FOI and School of Medicine.

So we fulfilled all what we had promised in our application. But I'm especially proud of that we have achieved above what we have promised in our application.

First of all I would like to emphasize the MOOC. So... it is a massive open online course that we, of course, piloted in our project and it consists of four modules. First one around innovation and how to innovate teaching. The second one is how we should innovate assessment based on our new approaches, meaningful approaches to teaching and learning. The third one is how to support our teachers and students with the learning analytics. And the fourth one is related to the impact that we can achieve using innovations and teaching and learning related to the strategic goals of the institution.

The second result I would like to emphasize is a learning design - BDP concept and tool. So free of charge tool and we within the RAPIDE project supported the development of this concept and tool and it's open to use for all of you.

And the third I would like to emphasize that we worked together quite a lot. But it is not just the professional exchange of ideas and practices, but also we tried to publish as much as we can. So we published more than ten research papers and also participated in quite a lot of conferences. And I think that all this stuff that you can find on our website is useful and it's going to be useful to you. So enjoy using all this and develop further.

2. PROFESSOR BART RIENTIES, THE OPEN UNIVERSITY

Hi, my name is Bart Rienties and I'm a professor of learning analytics at the Institute of Education Technology at the Open University.

It's been a great pleasure to work together with our lovely colleagues from TU Delft in the Netherlands, Goethe University in Germany, University of Zagreb and University of Rijeka from Croatia within the RAPIDE project. In the last two years, my team of colleagues and I have been mainly working from the Open University perspective on the intellectual output 1 which focuses on open educational resources and developing an e-course for so-called flip classrooms and work based learning. The aim of this particular intellectual output 1 was a design and original and practical guidelines of how teachers could potentially use flip classrooms and workplace learning approaches not only in the face to face environment but also in particular in online environments. We have developed a range of guidelines.

And best practices to help teachers to think about what they could do in order to successfully implement these innovative learning approaches of flipped classroom and workplace learning in an online teaching environment and in order to reduce the skills match that often you see when developing online materials. Our team at the university is particularly proud that we have been able to contribute to this partnership with our experience of learning and design.

And take this as well as being able to contribute to the flip classrooms and work based learning experiences as a distance university. The Open University of course has a lot of experience of designing and implementing these

innovative pedagogies, but in particular what I really enjoyed was working together with hundreds of colleague teachers from across Europe in our first e-course on innovative teaching.

Finally, I would argue that RAPIDE results are really important for future practice and teaching and research, as we have shown that by working together we're able to provide amazing and super innovative learning designs that are not only relevant for our current students, but also for our future students. Furthermore, I think what we have been able to show with our balanced learning design tool that we've made a substantial step forward.

In terms of improving how we can help educators to effectively design online courses, this balanced learning design planning tool will continue use at the Open University and help to further fine tune the design and approach and also in particular grateful to all partners and in particular University of Zagreb of leading such a fantastic Erasmus program.

So thank you very much and I'm looking forward to seeing what the future will bring.

3. PROFESSOR MIRZA ŽIŽAK, SCHOOL OF MEDICINE UNIZG

Hello. My name is Mirza Žižak, and I work as a professor at the department of physiology and immunology at the School of Medicine the University of Zagreb. For the last 13 years as the head of the Office for e-learning I had the opportunity to direct the development of e-learning in our school. Therefore, into the RAPIDE project, we have entered with experience in performing flip classroom and work-based learning in our medical education.

I used to say to my colleagues that I have one of the best jobs in the world because of the opportunity to get to work with people who share the same passion for teaching and who really like to introduce some innovation in their teaching and learning design. And you can guess, all of these happened within this RAPIDE project through which I met new colleagues, our partners from Goethe University, from Delft University, Open University, University of Rijeka and colleagues from FOI at University of Zagreb.

Today, I can say that the RAPIDE project assembled a group of incredibly talented people who shared their ideas among each other. For the last two years, during this project, we spent a lot of time working together polishing the ideas, discussing the results, and writing the articles. The great outcomes that came out of this work were the result of our teamwork.

In RAPIDE project my team and I were contributing to intellectual output 1, 2 and 3. In IO1 we contributed by our experience in implementing flip classroom and work based learning in medical education, especially by incorporating the method of the structured simulated patient which represents the implementation of work based learning in online clinical practice.

Also, by sharing our experience with peer assessment, we were involved in second intellectual output. Our contribution to the third intellectual output was collecting the students' opinions about their view on the importance of the different data for the future students dashboard.

I need to say that our team is particularly proud that we have been able to contribute to this partnership with our experience in the implementation of innovative approaches to teaching and learning in medical education.

Finally, we see the results from RAPIDE project as important for future teaching and research. As my colleagues said the BDP learning design tool, which we developed during this project, can provide effective support in implementing the innovative pedagogies such as the flipped classroom and WBL.

And, as I said previously, working together our team was able to develop a great innovative learning design tool that will provide a great opportunity for professional development of not only the current but also the future teachers.

4. UNIVERSITY OF RIJEKA

Hello, my name is Marta Žuvić. I am leading the University of Rijeka team in the project and I have to say that participation here was a really pleasurable experience, but also useful one, because we were participating and

learning from very honorable and respected partners from the Europe, but also very useful because the project results were directly possible to be implemented at our university.

As a Vice-rector for education, I'm particularly interested in improving the quality of our E-courses and in building the capacities and competencies of our teachers. So within this project, we got a lot of nice results, both new tools but also new strategies to measure the impact of the changes that we plan to implement.

My name is Maja Marković and I'm a teaching assistant at the Faculty of Medicine in Rijeka. The results of these projects are very available, especially for teachers. Training and the intellectual outputs of a project are available as a massive open online course, free for all. My experience with the project is excellent, and in the future I will use a method of flipped classroom in my seminar sessions in the courses I teach, especially in course Medical Informatics and introduction to medical decision making.

My name is Slobodan Beliga. I'm a postdoctoral researcher at the Faculty of Informatics and Digital Technologies at University of Rijeka. RAPIDE has been a great format for my professional development in teaching skills and innovative pedagogies for inclusive digital education. It was a beautiful and useful experience for me. I met other participants from other colleges and universities. We networked together and perfected the teaching methods. I use acquired knowledge in university teaching in classes with students from different fields, computer science, informatics, mathematics, physics, polytechnics and with students of Applied Arts. After I finished RAPIDE training, my teaching took a completely different form. I use innovative methods and students like to adopt them. Because I think it is something new and interesting for them. Quite often they are strongly motivated and satisfied with the different approach.

My name is Vedrana Crnković. I am a mathematician working at the Faculty of Mathematics, University of Rijeka and I find the results of the project very useful and I will use them in my future work. I already used the flipped classroom approach and work based approach in my courses. The flipped classroom approach I use in my course module for geometry and I have noticed that the level of students' knowledge has increased. So that's very good for sure. And the work based approach I use in courses for future teachers of mathematics and the goal is to better prepare them for their future work in schools, with kids and with all the tools they are going to have in classrooms. And finally I used the peer assessment in many of my courses, because I want to prepare students or to teach students how to give and receive feedback.

5. DR. GILLIAN SAUNDERS-SMITS, DELFT UNIVERSITY OF TECHNOLOGY

Hello, my name is Gillian Saunders-Smits from Delft University of Technology in the Netherlands. I am an associate professor at Mechanical Engineering, and I was seconded to the Leiden-Delft-Erasmus Centre for Education and Learning for the RAPIDE project.

I only joined the RAPIDE project in November 2021 and felt really welcomed by my colleagues from Goethe University in Frankfurt, the Open University in the UK, the University of Rijeka and of course the University of Zagreb in Croatia. For me this was the first time working in a project that involved non-engineering universities and it was great interacting with colleagues with so many different backgrounds, yet with the same common goal of improving the overall quality of Higher Education Teaching and enabling lecturers to do so.

Within the RAPIDE project, I was mainly involved with the deliverables of Intellectual output 2: developing a toolkit for assessment of students in Flipped Classrooms and Work-Based Learning. This topic was right up my street, as I have been very involved in teaching and developing active learning and active learning methods over the past 20 years. Based on the excellent research by my colleagues of FOI at the university of Zagreb on the different assessment options available in these settings, we focused further on the use of peer- and self-assessment by creating a set of comprehensive case studies showcasing the effective use of peer – and self-assessments in Work Based Learning and Flipped Classroom across all project partners. In addition, we created a systematic umbrella review of all literature pertaining to the use of peer- and self-assessment which we hope will be published as a journal article soon.

I also thoroughly enjoyed creating and teaching part 2 of the MOOC. It gave me great joy to be able to share some of TU Delft's experiences in making MOOCs with my colleagues as well as becoming acquainted with new tools myself such as the wonderful BDP tool, the finer points of Learning Analytics and how to analyze the impact of one's work! A highlight of running the e-course for me was our live online talk show. For which, I have to admit, I was very nervous on how it would work out, but it turned out to be a great success!

One of the highlights of every European project I have taken part in so far are the Multiplier events. It is great to share your outcomes with others, so that we can truly contribute to a more inclusive higher education. Specifically for the events, following the motto, "practice as you preach" my colleagues Gitte van Helden, Vivian van der Werf, and I created an active card game based on our umbrella review that allowed lecturers to design their own peer- and self-assessment for their course in a 1-hour pressure cooker environment. We ran the workshop twice, and both were such a success that we are now considering publishing the card game as a serious game.

I am delighted that by publishing many of our resources under a Creative Commons license most materials for our MOOC and other publications will be available for re-use, so that others may continue to benefit from them.

I have to say it has been great fun working on this project and I am very grateful for the fantastic cooperation with all partners. It has really made this project a joy to work on and has made me hungry to do more projects like this. Hopefully we can repeat our collaboration in some other form in the future!

6. GOETHE UNIVERSITY FRANKFURT

Hi, my name is Alexander Tillmann, I am the executive director of studiumdigitale, the center for digital innovation in education at Goethe University Frankfurt and I am a Professor for Didactics.

Hello, my name is Julia Schmitt. I'm educational scientist at studiumdigitale and co-leader of the e-learning qualification course.

Hello, my name is Michael Eichhorn, I'm also an educational scientist and work as a research associate in the media didactics department at studiumdigitale.

We were very happy to participate in this European project and to exchange ideas with our colleagues about innovative teaching formats and to learn from each other.

Our team at Goethe University and I have been working intensively on Intellectual Output 4 of the project., especially with partners from the Faculty of Organization and Informatics in Varazdin, University of Zagreb. Specific objective of the subproject was to develop capacity for monitoring and evaluating the implementation of innovative online or blended learning scenarios. The main aim of IO4 was to develop a guide for higher educational teachers, decision makers, and curriculum developers to measure or evaluate the impact of innovative teaching approaches. This Code of practice also provides guidance on how strategic goals of Universities or higher education institutions can be linked to impact analysis. Within the framework of a MOOC of the project, so, that means an online qualification for teachers of all participating universities, the participants got to know the guideline and used it to develop their own concept for an impact analysis of their own teaching. It shows how different evaluation goals can be addressed. At the levels of output, outcome and impact. And which procedures, indicators and instruments can be used for this purpose.

In addition, we also participated in the work in Intellectual Outcomes 1, 2, and 3. We interviewed teachers at Goethe University and collected and provided best practice examples of so-called Flipped Classroom concepts. We also described innovative assessment formats at the university. And In workshops, we worked on how dashboards for teachers and students should be designed in order to meet their needs, which was related to subproject 3.

A small insight into our approach in subproject 4 is now given by Michael

In a first step, we conducted a systematic literature review to identify the evaluation approaches used to study innovative pedagogies such as Flipped Classroom and Work Based Learning. In our analysis, we were able to identify a variety of research designs, indicators, and scales that can be used to study the effectiveness of Flipped Classroom and Work Based Learning.

Another goal in our subproject IO4 was to identify strategic goals of universities and to investigate which of these goals can be achieved by introducing innovative pedagogies. For this purpose we evaluated the mission

statements and strategy papers of the RAPIDE partner universities from Croatia, UK, the Netherlands and Germany. Using a qualitative content analysis, we were able to identify strategic goals in seven main categories. In addition, we conducted written interviews with faculty and decision makers from the partner universities. We asked the partners for which of their strategic goals didactic teaching innovations contribute and how they would measure this impact.

Finally, we used the results of our research to create a Code of Practice with 4 steps. This Code of Practice helps educators and higher education decision makers use innovative pedagogies to achieve strategic goals. The 4 steps of the Code of Practice were applied in a total of 24 case studies at partner universities. To do this, we used a MOOC, an e-course, which Julia now reports on.

I would like to share my experience that I received in the RAPIDE Project both as an author and as a participant. As an author, my colleagues and I prepared the content for course 4 and hosted two webinars and guided the participants. As a participant, I worked on all modules myself. I particularly enjoyed working with people from different European countries. The discussions and experiences of the others were very enlightening. I would like to see even more opportunities to exchange ideas with European colleagues.

We will continue to use the four modules of the e-course here in Frankfurt in the future. The materials, exercises and questions are very valuable for our teachers, designing their own innovative teaching formats. With the use of learning analytics and also in the evaluation and impact analysis of seminars and lectures. We would like to thank our European partners for the wonderful cooperation and we are looking forward to work together in the future.