Motivation is key!
TSHD Educational Event 2024
Tuesday, 18 June, 14:00 – 17:30, Dante building

Program Overview

Plenary session 14:00 – 14:50 | DZ 001

1 Student motivation in higher education
Dr. Lisette Wijnia (Associate Professor, Open University)

This keynote will focus on motivating students in higher education. We will first discuss the definition of motivation and then focus on what lecturers and teachers can do to support motivation in higher education and why motivating students can be so tricky. The importance of finding a good balance between (teacher/instructional) support and directiveness will be discussed and illustrated by discussing topics such as providing choices in education, the role of student-centered learning (e.g., problem-based, project-based, and challenge-based learning), and flexibility in higher education.

One continuous session 15:00 – 16:45 | DZ 006

2 Workshop: Storytelling tools for education
Dr.ir. Gijs Meeusen (Artesc – Bringing skills from the arts to communication [(website)](website)**)**

Have you ever wondered why stories in movies and books are so captivating? Wouldn't it be great if you could use stories to inspire your audience? In a two-hour workshop, you will learn how to apply storytelling tools in your lectures and lessons. The key to this translation is not found in anecdotes but in changing the way you shape your content. The trick is to make your audience want what you have in store. That is what stories do. They make us want something, preferably something we can't get. In this two-hour workshop, you will discover how you can use story tools to make for irresistible teaching.

15:00 – 15:45 | DZ 004

3 Group work projects: Common challenges and smart solutions
Dr. Ruben Vromans (Assistant Professor DCC)
Constanze Höpfner MSc (Instructional Designer TSHD)

Semester long group work projects are a prevalent element of courses at our university. Students and teachers alike can benefit from group work, yet it comes with its own challenges. Free-riding, communication issues and conflicts within teams, or between teams and teachers, are just some examples of struggles you might come across. Lecturer Ruben Vromans and instructional designer Constanze Hopfner share their tips and experience in redesigning the group work set-up in one of Ruben's courses.
First, Constanze presents evidence-based tools,

15:00 – 15:45 | DZ 005

4 How teachers can make use of AI in education
Dr. Travis Wiltshire (Assistant Professor CSAI)
Dr. Janneke van der Loo (Assistant Professor DCC/ULT)

Generative AI (GenAI) models such as ChatGPT can offer teachers a transformative tool in education, enabling them to perform a variety of educational tasks in new ways. Some of these can save time such as the generation of quiz and exam questions for data analysis and programming courses. In other cases, GenAI can be used to support student learning, e.g., by using ChatGPT as a writing assistant or as a brainstorm partner. This joint presentation, will share some ideas from practice that may help to empower teachers to focus in their instructional process, ultimately enriching the student learning experience.

strategies, and design approaches teachers can use to respond to and overcome group work related challenges. Then, Ruben will reflect on what how the group work redesign worked out. He will briefly explain how he further tweaked the group work set-up to suit the students' needs and course design even better. Lastly, Constanze will show how to use FeedbackFruits to support students in developing their group work skills.	

15:45 – 16:00 | Foyer Dante Building

Coffee / Tea break

16:00 – 16:45 | DZ 004

5 Teaching students to write: Designing and implementing a learning pathway
Dr. Martin Hoondert (Associate Professor DCU)
Constanze Höpfner MSc (Instructional Designer TSHD)

In the BA Online Culture (DCU), writing is an major academic skill. Many courses require students to submit writing assignments, blogs or papers. This requires teachers to train students in writing skills at an academic level. To help both teachers and students in this skills training, we developed a learning pathway that students can use as a tool or additional instruction in writing. The aim is to educate students into proficient academic writers and to challenge teachers to deliberately incorporate the skills training in their courses. In this session, we will show how we designed and structured the learning pathway and how we started introducing the learning pathway in the curriculum. Implementation proves to be a big challenge: everyone is enthusiastic about the learning pathway, but actually using it takes an extra step. The process we have gone through evokes the issues of constructive alignment, coherence of a curriculum, teacher collaboration at the curriculum level, and responsibility that students take for their development into good academics.

16:00 – 16:45 | DZ 005

6 Alternatives for grading
Dr. Ellen Dreezens (Lecturer, UCT)
Dr. Suzanne van der Beek (Assistant Professor DCU/UCT)
Franziska Fröhlich (Student Assistant)

The research into Alternative Grading aims to find other methods of grading for Liberal Arts and Sciences. The grading systems currently in use are not developed with an inter-disciplinary study in mind and are lacking in some points. Grades are a big factor in students motivation and can have direct impact on their mental health. By looking at alternative grading methods we try to find ways to combine the need for evaluation and students needs for a healthy learning environment.
In this session, we will present our findings and ideas that we would like to discuss with fellow teachers and other education specialists.

16:45 – 17:30 | Foyer Dante building

Drinks with closing speech and presentation of best teacher awards TSHD by Vice Dean of Education, Dries Deweer