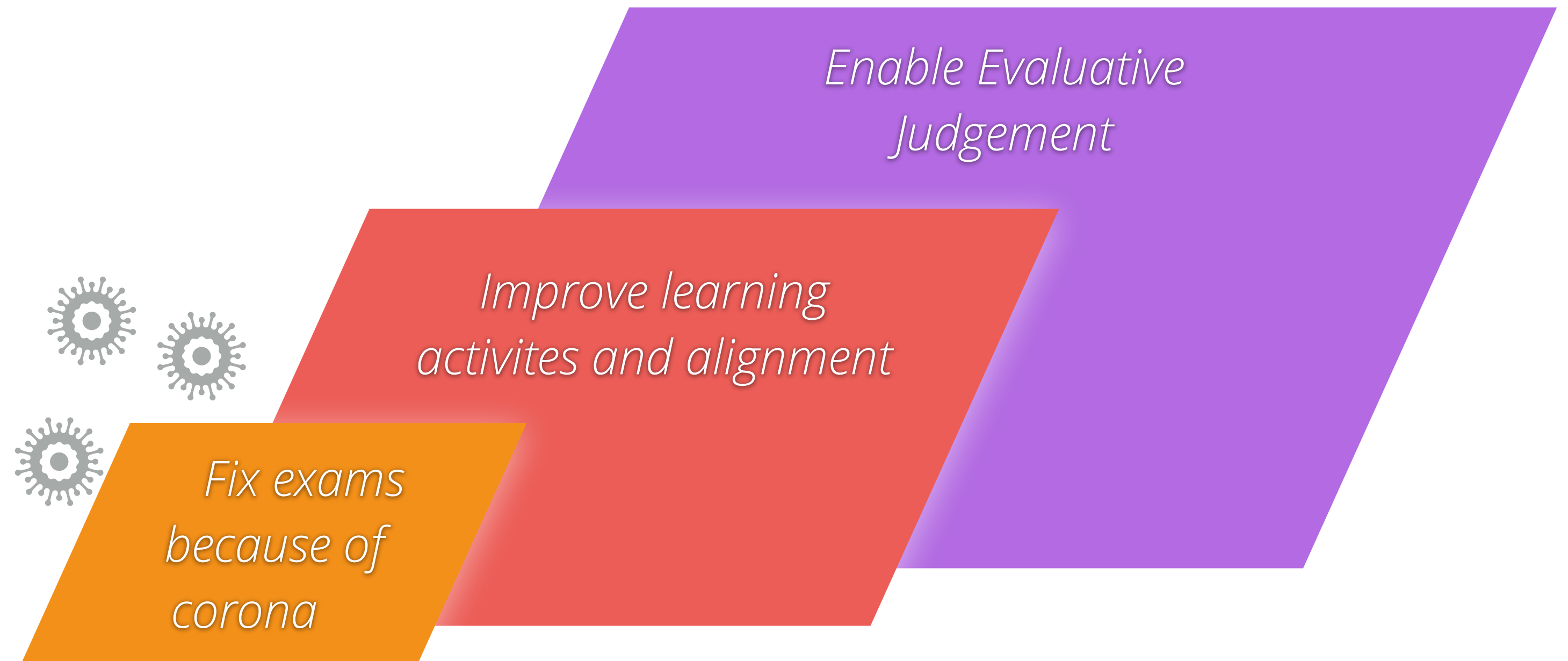


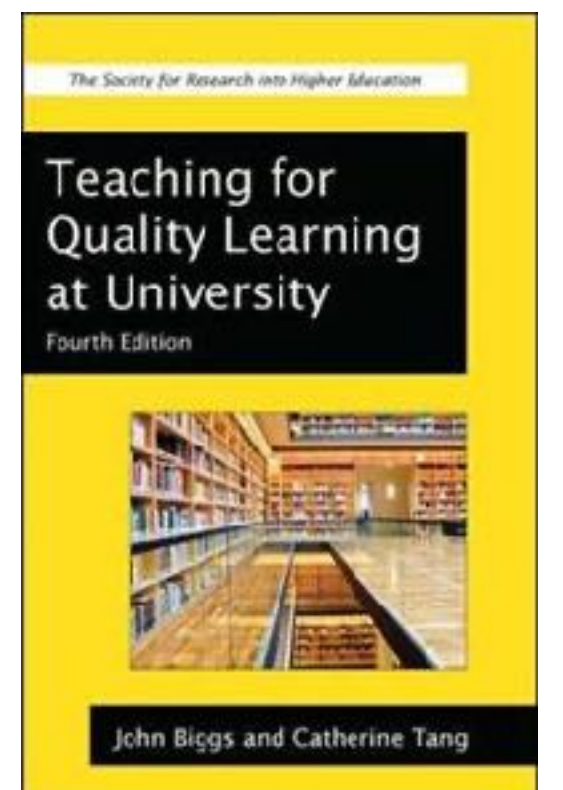
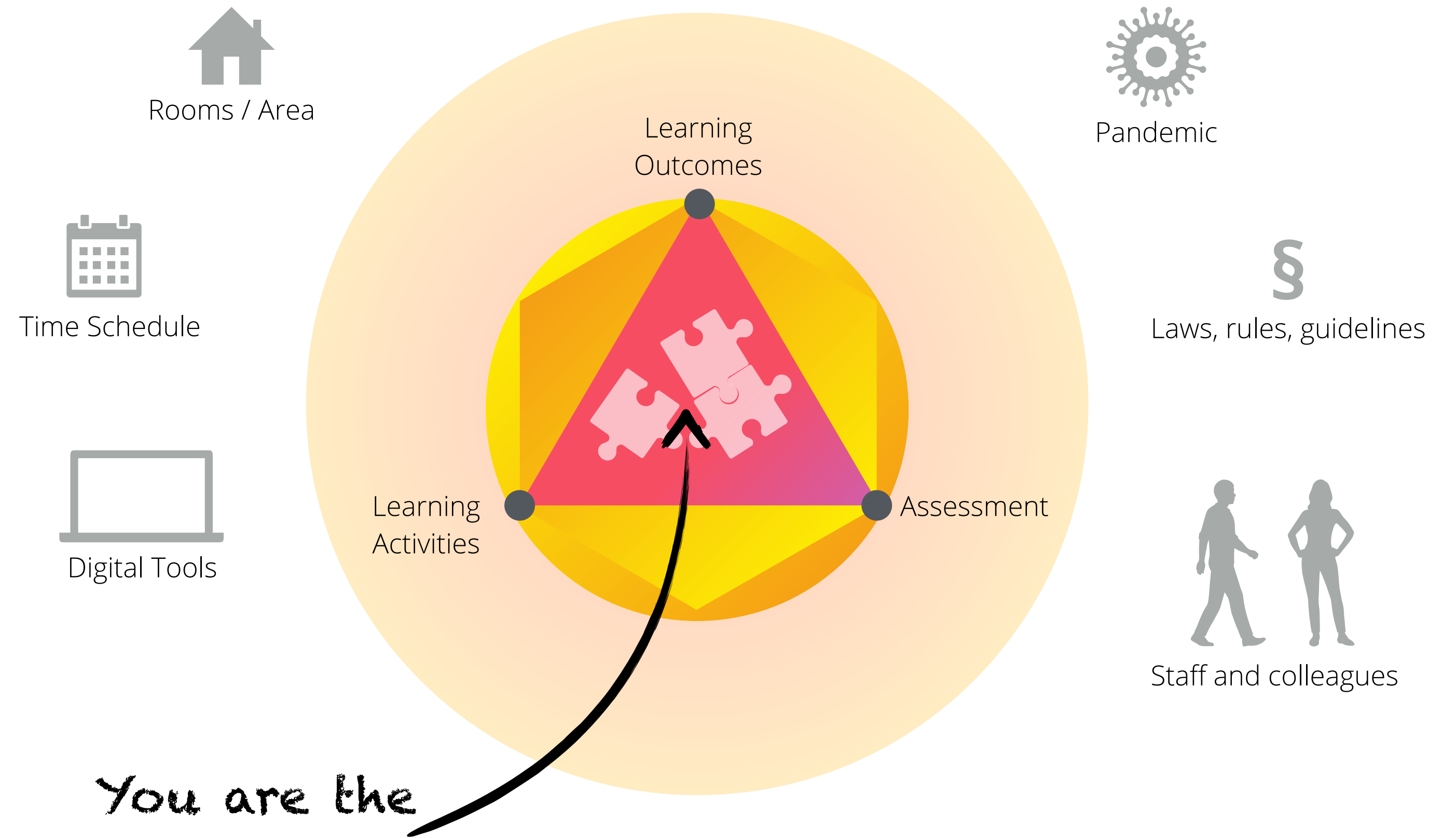
Tip 1

Think Long-Term



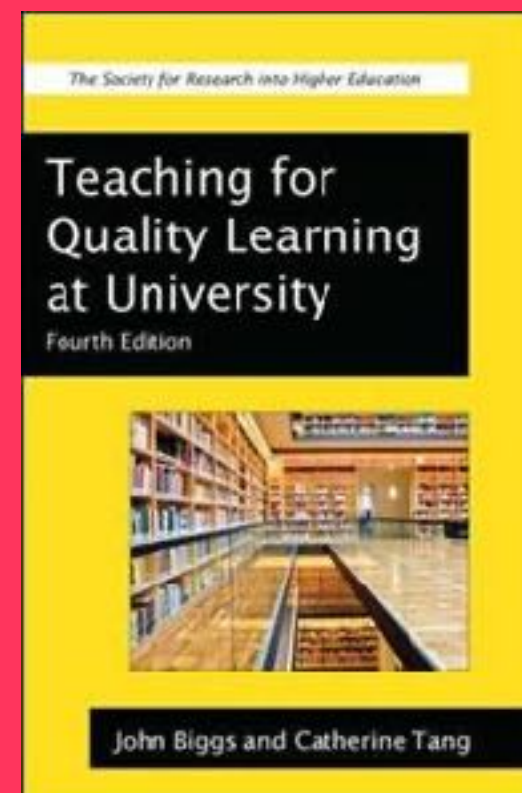
Tip 2

Use Constructive Alignment



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.

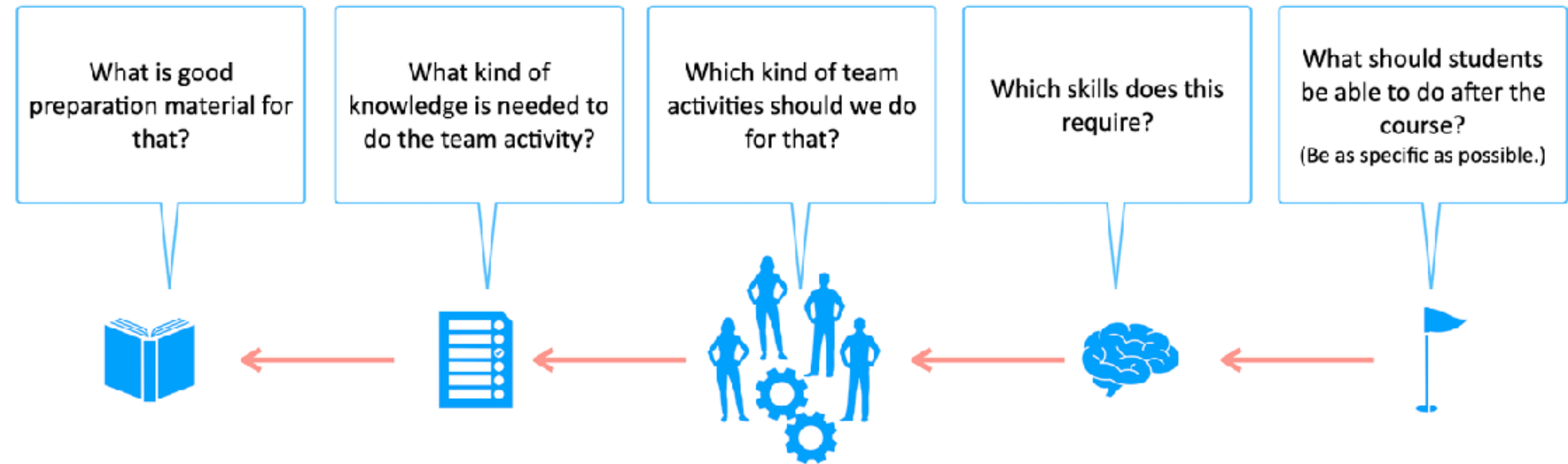
(Gardner 1993, 24)

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)

Tip 4

Use Backward Design



Focus on learning outcomes

Make them explicit to students, each week

Make them as relevant and specific as possible

Tip 5

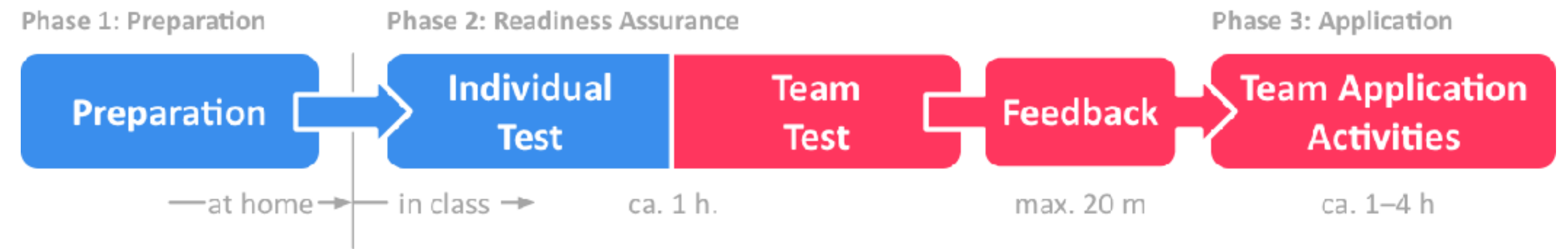
Use Flipped Classroom

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

Let them read or prepare before any class activities.

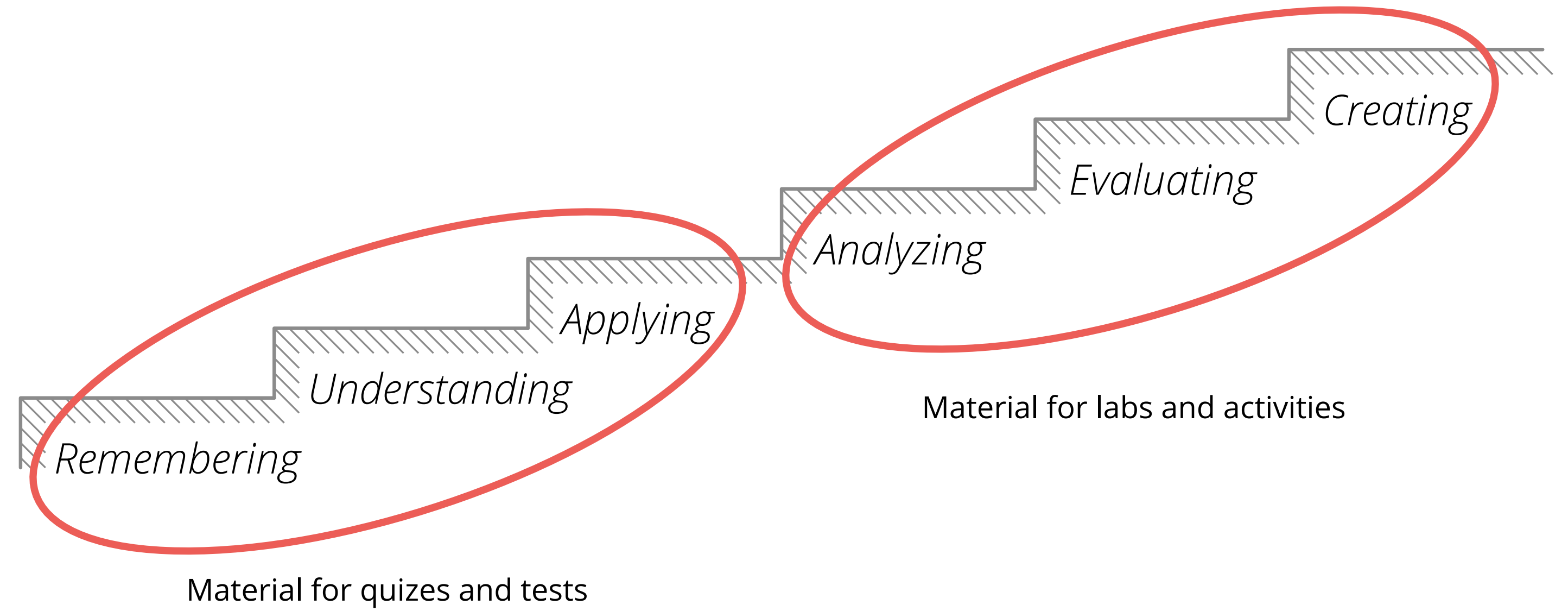
Tip 6

Use Team-Based Learning



Tip 7

Add Weekly Tests

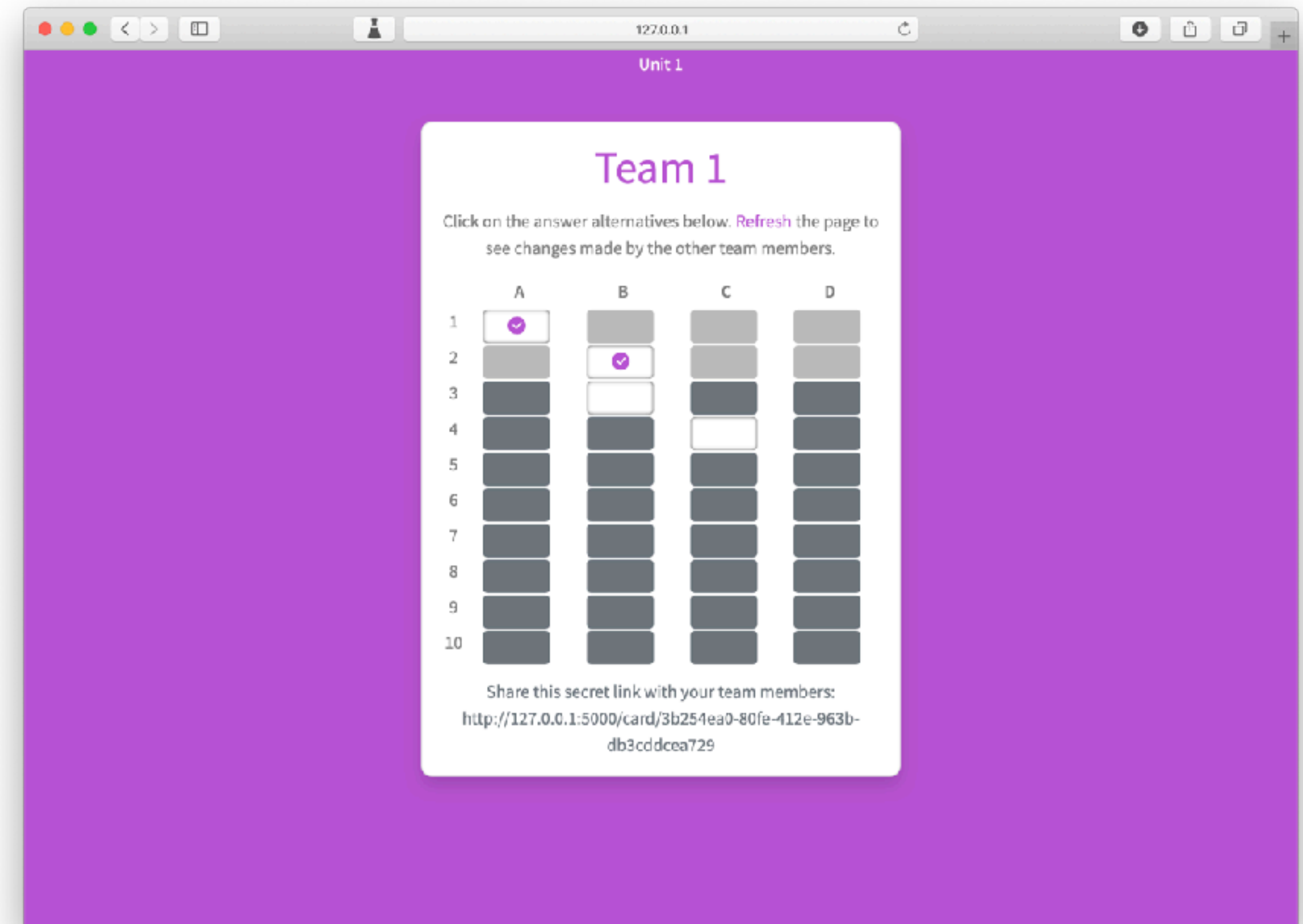


Tip 8

Use Digital Scratch Cards

<https://rat.it.ntnu.no>

kraemer@ntnu.no



Tip 9

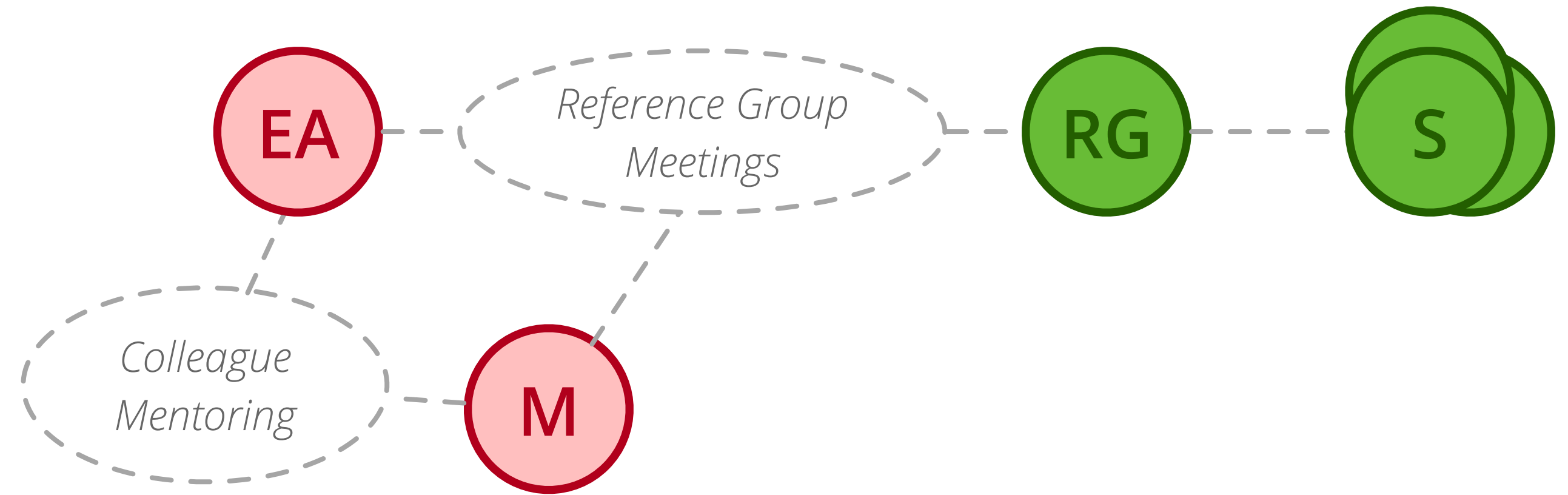
Use Reference Groups



- ♥ 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



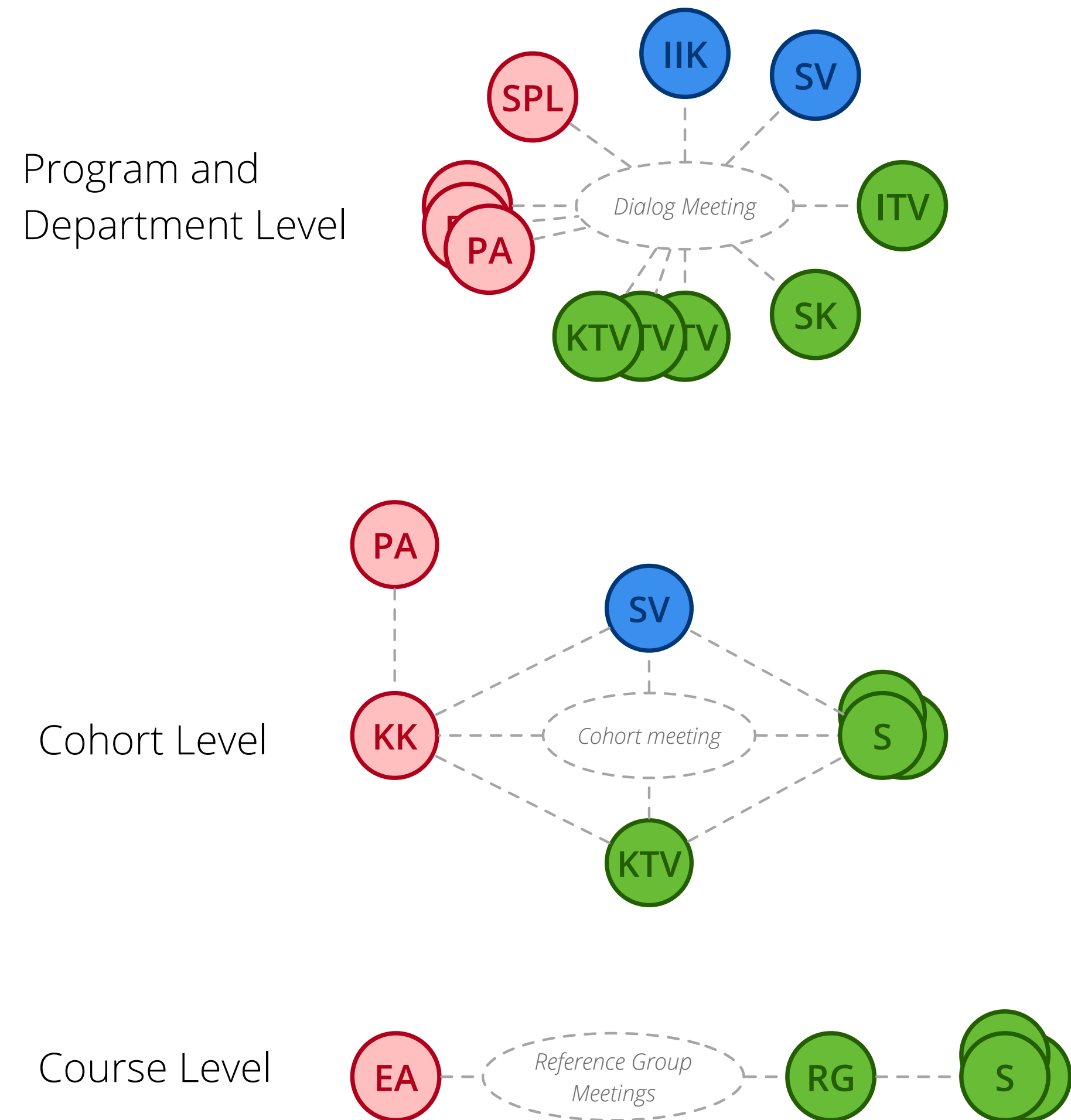
Tip 11

Introduce Cohort- Coordinators

Introduced at IE faculty autumn 2020

Positive experience

IIK will continue also after the pandemic



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

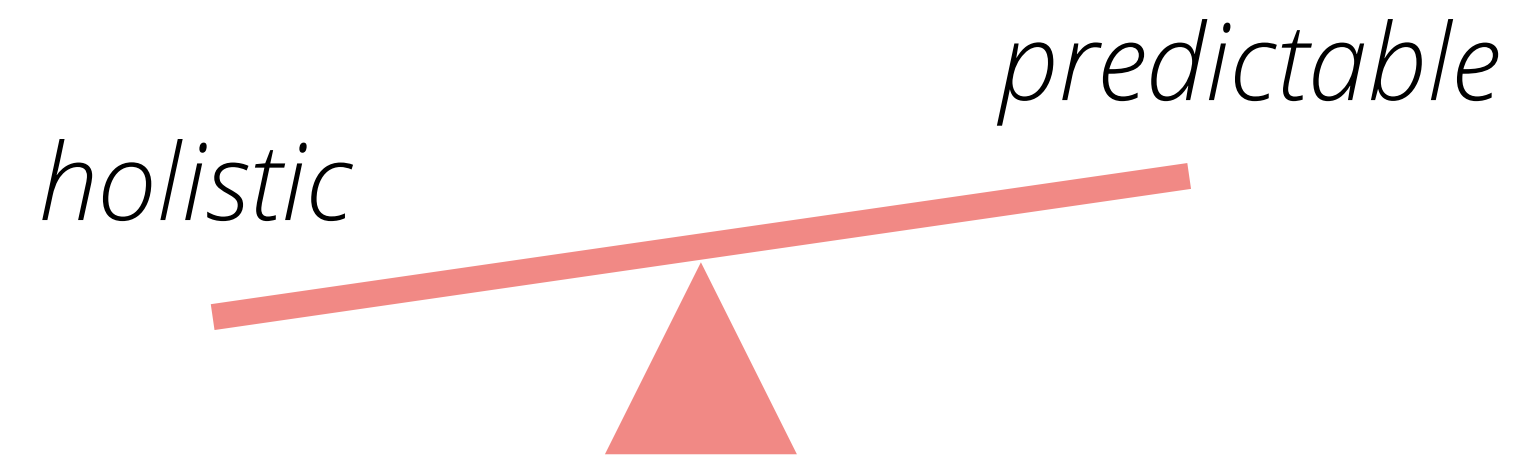
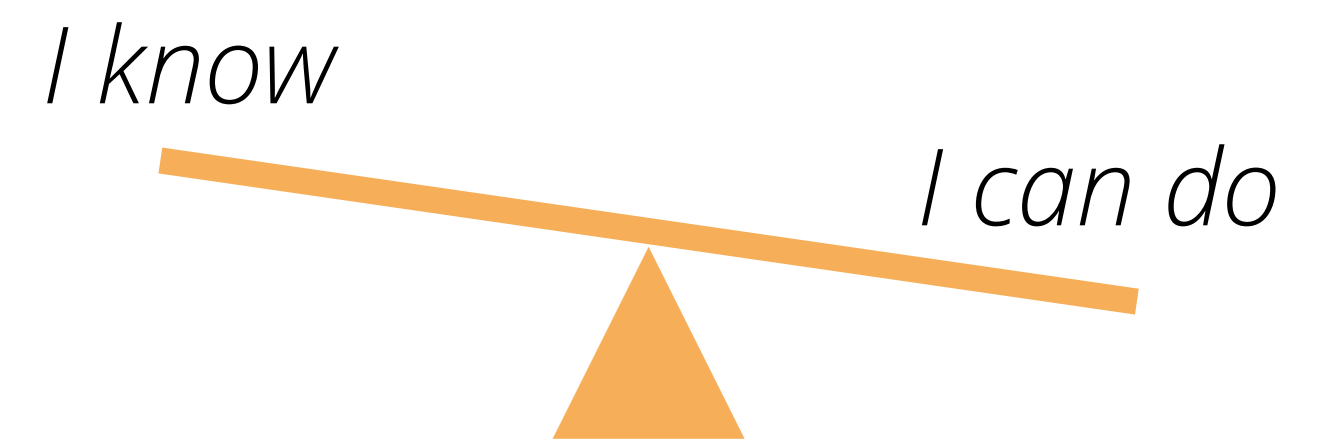
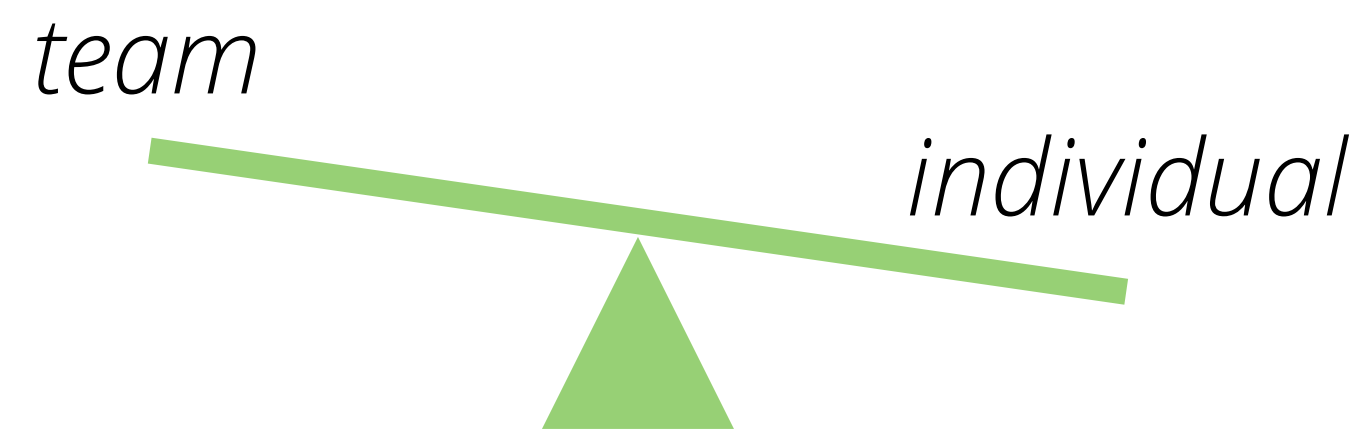
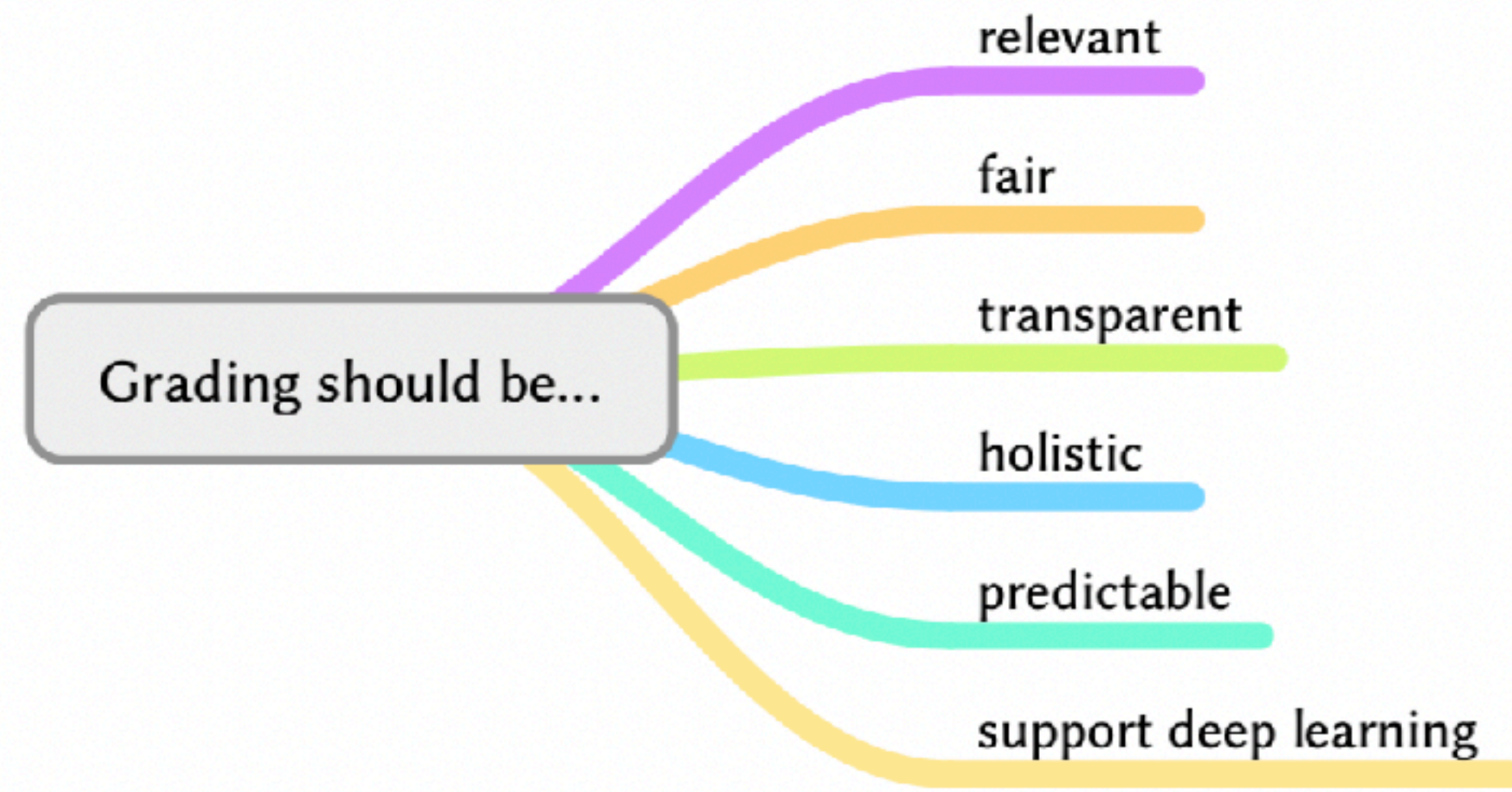
Focus on portfolios

Provide feedback throughout the semester



Tip 15

Balance the Grading



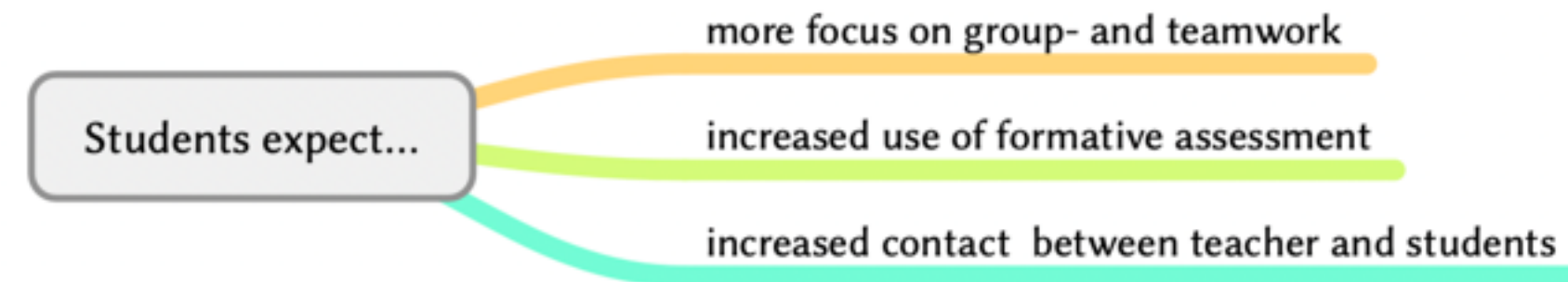
Tip 16

Read the FTS Project Report 1

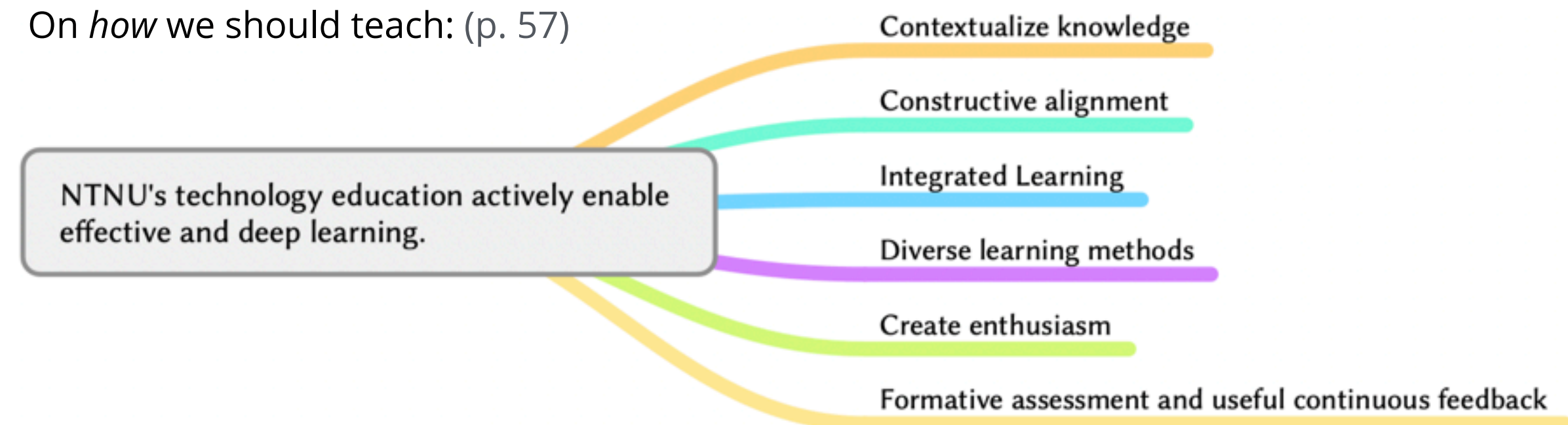
<https://www.ntnu.no/fremtidensteknologistudier>



On student expectations: (p. 19)



On *how* we should teach: (p. 57)

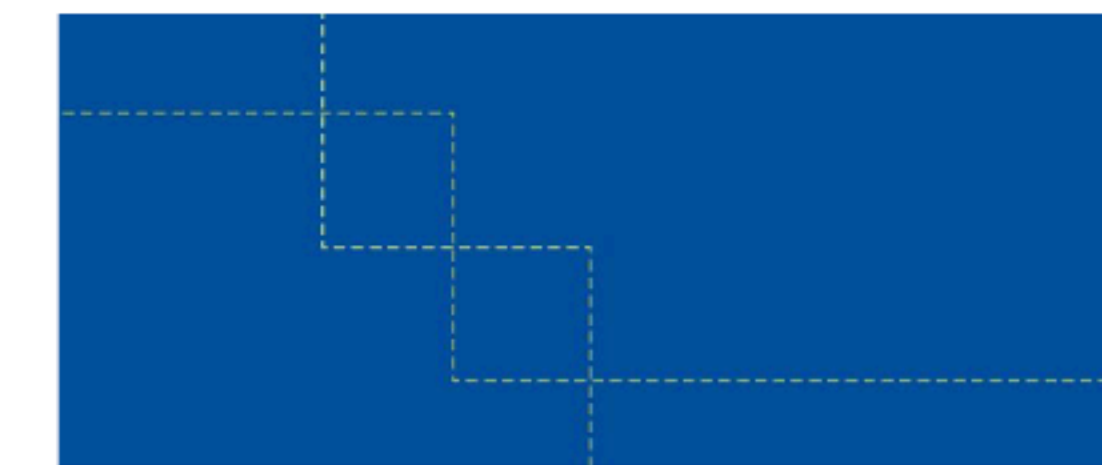


On evaluative judgement: (p. 44)

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.

FREMTIDENS TEKNOLOGISTUDIER



Dette skal prosjektet gjøre

Fremtidens teknologistudier skal legge til rette for at NTNUs studieportefølje i teknologiutviklingen, samfunnsutfordringene og nærings- og arbeidslivets behov fremover.

Fra august 2019 til september 2021 skal prosjektet utrede og utvikle et anbefalt fremtidig studieportefølje innenfor teknologi på bachelor-, master- og ph.d.-nivå.

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.

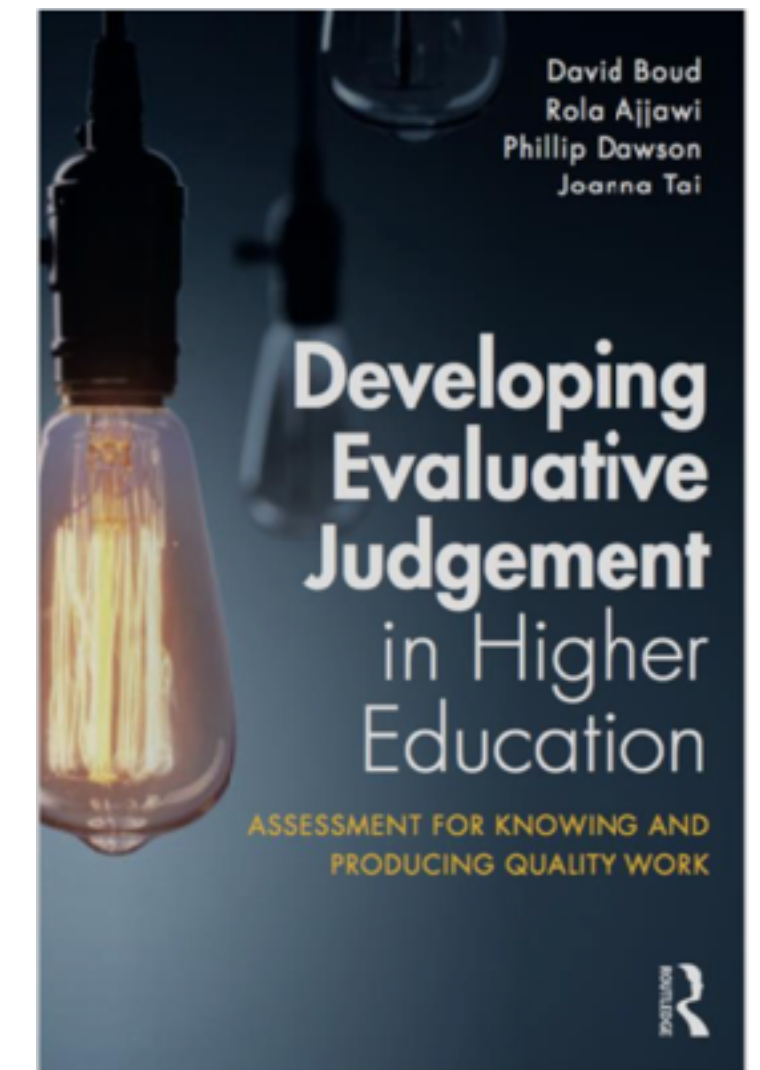
There are several techniques to develop evaluative judgement. These include:

peer learning

feedback

dialogues about exemplars of quality work

self-assessment



Tip 18

Use Peer Feedback

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.

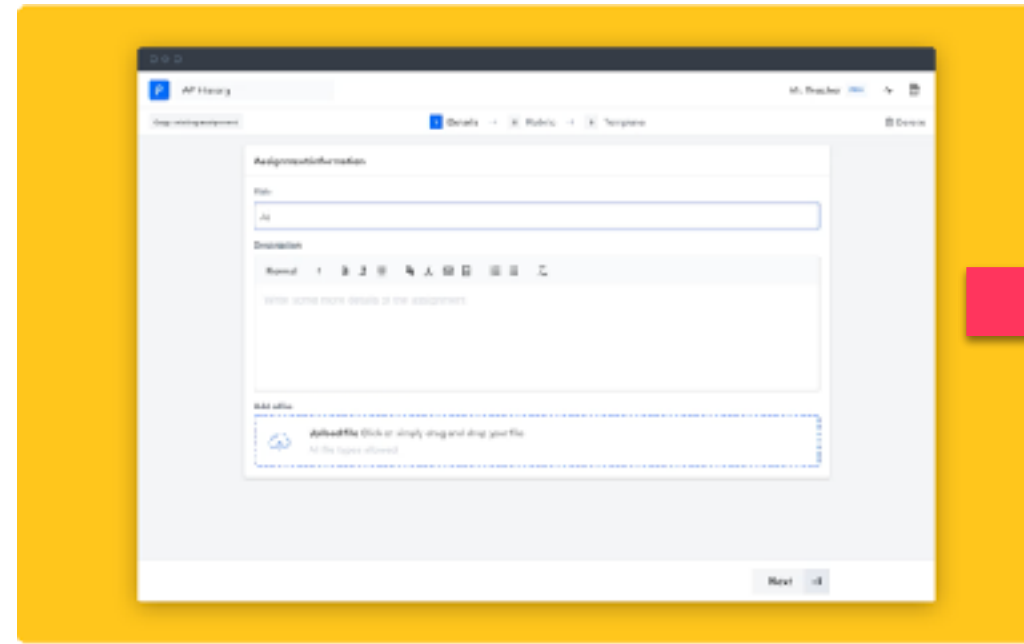
Tip 19

Use Peergrade.io

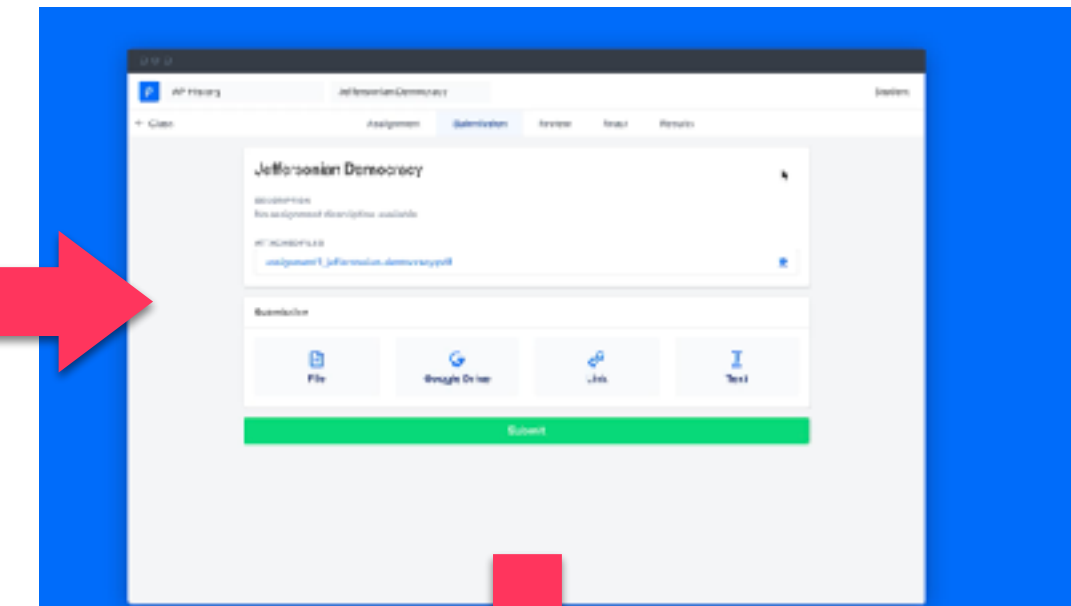
Can be integrated into Blackboard

Search for peergrade in Innsida / Wiki

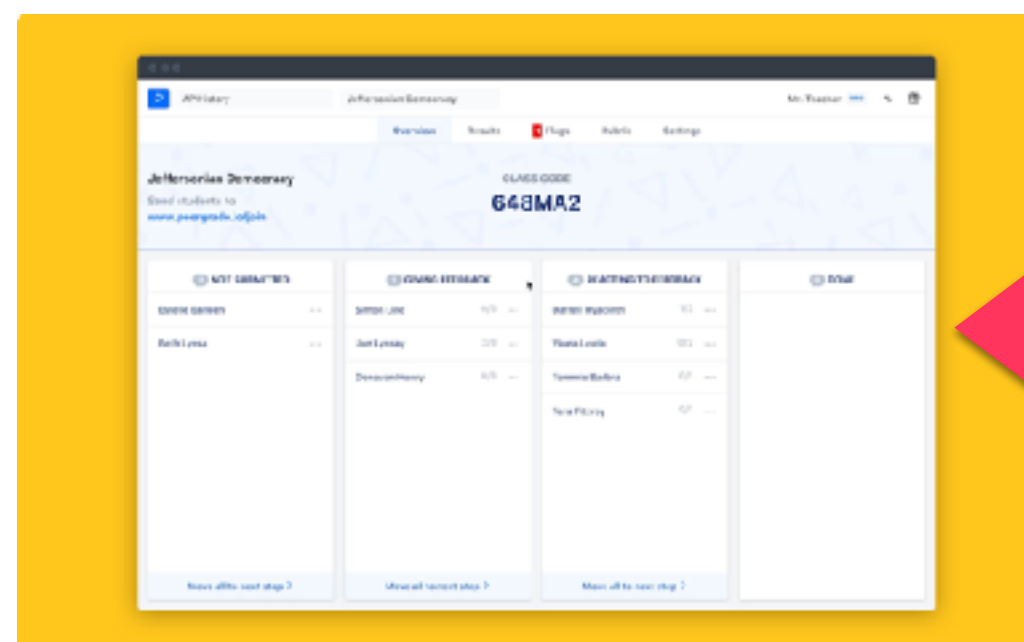
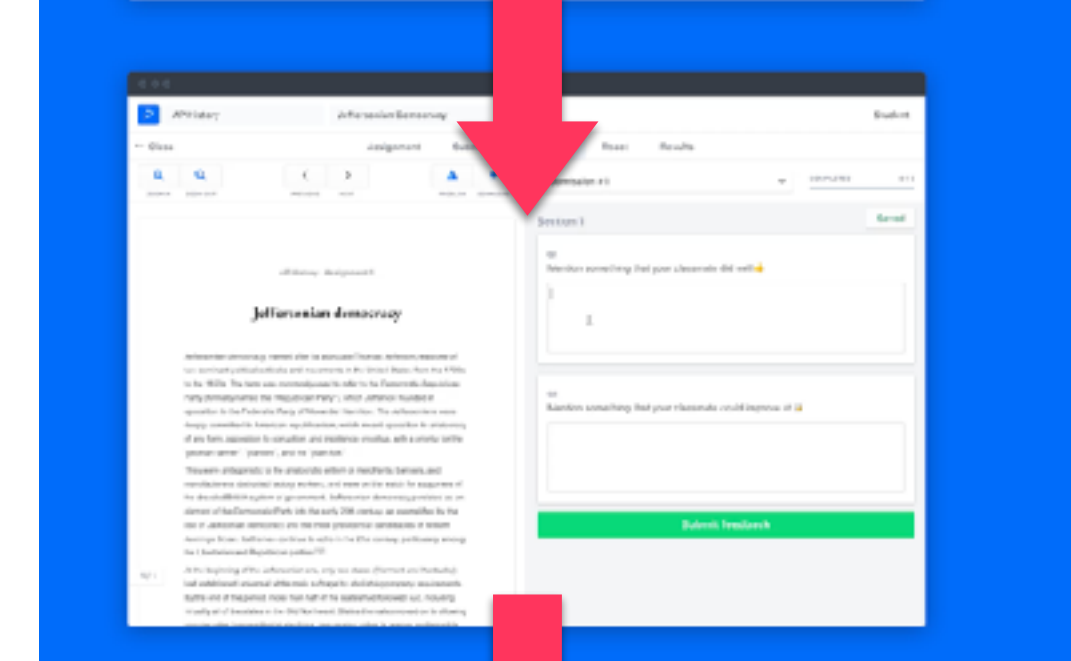
1. Teacher sets up an assignment



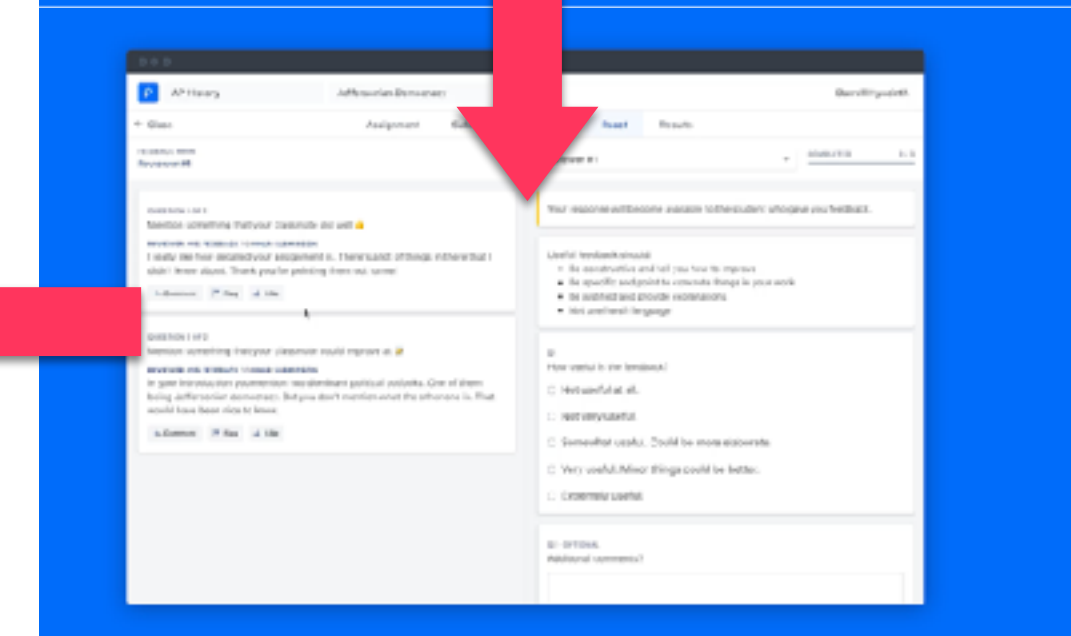
2. Students submit their work



3. Students review each other



5. Teacher has overview



4. Students work with their feedback