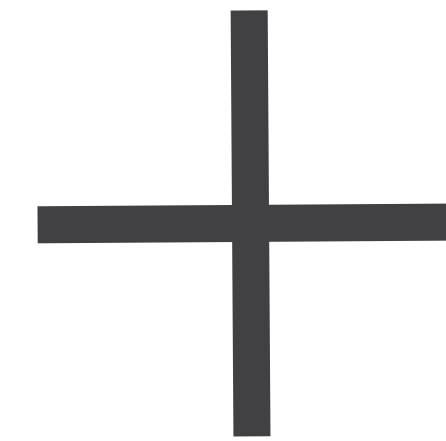




SOFT VETS



Pan-European soft skills curriculum for undergraduate veterinary education – "SOFTVETS"

Training Concept for Education of Teachers

Train the Trainer Course for Digital Skills in Veterinary Medicine

Held at University of Ljubljana, Veterinary Faculty 3rd February 2020 - 5th February 2020

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INTELLECTUAL OUTPUT 3: TRAINING CONCEPT FOR EDUCATION OF TEACHERS

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Univerza v Ljubljani





Objectives of the training

The overall objective of the training is to enable teaching staff to integrate digital skills and its use in veterinary medicine education, which would enable veterinary students to obtain cognitive and practical competences in digital skills.

Information about the training in digital skills

The workshop is intended for teaching staff involved in the implementation of veterinary medicine study programmes.

- a) The participants will be provided with an overview of:
- Basic concepts of active learning and use of information and communications technology (ICT).
 - Collaborative learning and flipped learning with ICT.
 - Inquiry based learning and problem based learning with ICT.
 - Project based learning with ICT.
 - Formative assessment of knowledge with ICT.
 - Innovative teaching with ICT.
 - Evaluation of teaching and learning methods.

The introductory presentation of each topic will be followed by practical individual work or work within smaller groups. In addition, some best practice examples showing the implementation of specific topics in a veterinary medicine study programme will be presented.

Application orientation:

Participants:

- will reflect on their higher education situation.
- will start developing ICT tools for their use.

Networking

Participants will be working in groups consisting of teachers involved in similar teaching topics (preclinical courses, clinical courses...) and will have the opportunity to develop a peer network where they can discuss their ideas, questions, and problems.

Setting

- 1 Trainer + 2 Assistants
- 20 participants
- Room with flexible seating options
 - Plenary
 - Small groups with table
 - Individual work with table



Moderation material needed

Highly recommended

- Computer, projector, projection screen for presenters
- Laptop and/or tablet for participants
- Presentations and useful links to applications on a e-learning platform with access for the participants (e. g. Moodle)
- Presentation boards
- The pedagogy wheel, blank paper, pencils to create SAMR models
- Power Point presentation (PPT)
- Feedback questionnaires

Additional material recommended

- Name badges
- Certificate of attendance for each participant
- Participants list with contact information for networking purposes
- Drinks and snacks

Material provided by participants

- Participants bring their laptops and/or tablets

Competence	Learning outcomes	
	Cognitive	Practical
Search for data	Identify how information systems are organized in order to access relevant information.	Use different search engines with digital resources.
	Identify different search engines with digital resources.	
	Create appropriate search strategies for identifying digital resources (websites, blogs and different digital databases).	
Competence	Learning outcomes	
Evaluate digital content used within the veterinary profession (credibility, reliability of sources)	Cognitive	Practical
	Critically evaluate the credibility and reliability of digital resources.	(Through the use of classroom computers) evaluate and rank a variety of databases (resources) based on the criteria for a given rubric.
	Evaluate the usability of digital resources for achieving the learning objectives and the competence levels.	(In a writing sample in their journals) summarize pros and cons of each website resource) that is being evaluated
	Identify and classify sources of information for validity according to the source.	
	Select data, information and content in order to organise, store and retrieve in a digital environment.	
	Create and manage existing digital resources, where permitted.	
Combine and intertwine existing digital resources or their constitutive parts, where permitted.		
Competence	Learning outcomes	
Copyright	Cognitive	Practical
	Explain the purpose of the copyright.	Find different web resources and recognize their copyrights and licenses.
	Understand key characteristics of licenses.	Create new resources and provide an appropriate Creative Common license for the new resource.
	Understand Creative Commons licensing principles.	Properly cite resources that are protected with copyright for distributing or publishing on-line.
	Consider copyright while using existing digital resources.	Use different online resources with free digital materials.
Consider copyright while creating different digital resources.		
Competence	Learning outcomes	
Sharing and collaborating through digital technologies	Cognitive	Practical
	Recognize appropriate digital technologies to share data, information and digital content.	Use appropriate digital technologies at an advanced level to share data, information and digital content.
	Select well-defined and routine digital tools and technologies for collaborative processes.	Use different digital tools and technologies to search for well-defined information on the course/topic/problem.
	Use digital technologies for collaborative learning/work.	Use tools (e.g. blog, wiki) to create a new entry for exchanging more information.
	Promote the use of digital technologies to present cooperative forms of learning/work.	Engage in exercises that use digital tools and technologies to practice a specific problem.
Use digital technologies for peer evaluation.		



Short Agenda

DAY ONE

09:30 – 10:00	Registration Registration and coffee
10.00 – 10:45	Opening icebreaking session
10.45 – 12.15	Introductory lecture: basic concepts of active learning and use of technology
12.15 – 13.15	Lunch break
13.15 – 14:45	Workshop 1 – Collaborative learning and flipped (?) learning with ICT
14:45 – 15:00	Coffee break
15.00 – 16:30	Workshop 1 – Collaborative learning and flipped (?) learning with ICT
16:30 – 17:00	Discussion
17:00	End of first day

DAY TWO

09:00 – 10:30	Workshop 2 – Inquiry based learning and problem based learning with ICT
10.30 – 10:45	Coffee break
10:45 – 12:15	Workshop 2 – Inquiry based learning and problem based learning with ICT
12:15 – 13:15	Lunch break
13.15 – 14:45	Workshop 3 – Project based learning with ICT
14:45 – 15:00	Coffee break
15.00 – 16:30	Workshop 3 – Project based learning with ICT
16:30 – 17:00	Discussions
17:00	End of second day

DAY THREE

09.00 – 10:30	Workshop 4 – Formative assessment of knowledge with ICT
10.30 – 10.45	Coffee break
10.45 – 12:15	Workshop 4 – Formative assessment of knowledge with ICT
12:15 – 13:15	Lunch break
13:15 – 14:45	Workshop 5 – Innovative teaching with ICT – evaluation of teaching and learning methods
14:45 – 15:00	Coffee break
15:00 – 15:45	Workshop 5 – Innovative teaching with ICT – evaluation of teaching and learning methods
15:45 – 16:15	Conclusions, workshop evaluation and end of the third day



	Time	Topic	Description	Method	Material	
DAY 1 3 RD FEBRUARY 2020	9.30-10.00	Welcome and warm up	Getting to know each other	Registration and coffee	Participant's list	
	10.00-10.45	Introduction to the training	General idea and purpose of the training	Opening icebreaking session	PPT	
	10.45-12.15	Introduction to the topic	Introductory lecture: basic concepts of active learning and use of ICT	Presentation	PPT	
	12.15-13.15	Lunch break				
	13.15-13.45	Sharing and collaborating through digital technologies	Theoretical starting points of collaborative and flipped learning	Introductory trainer's presentation	PPT	
	13.45-14.45	Sharing and collaborating through digital technologies	Use of ICT to support collaboration in pedagogical process - presentation of examples of different ICTs	trainer's presentation	Laptops or tablets, Moodle, Nearpod	
	14.45-15.00	Coffee break				
	15.00-16.00	Sharing and collaborating through digital technologies	Use of ICT to support collaboration in pedagogical process. Participants will be actively engaged while using computers and working in groups.	Work in small groups with facilitation by trainers	Laptops or tablets, Moodle, Nearpod	
	16.00-17.00	Sharing and collaborating through digital technologies	Use of ICT to support collaboration in pedagogical process. Participants will be actively engaged while using computers and working in groups.	Participants "post" and collaborate through different forums and interactive online presentations.	Laptops or tablets, material prepared in Moodle, Nearpod	





	Time	Topic	Description	Method	Material	
DAY 2 3 RD FEBRUARY 2020	9.00-9.20	Search for data	Theoretical starting points of inquiry based learning and problem based learning with ICT	Introductory trainer's presentation	PPT and demonstration	
	9.20-10.00	Search for data	The use ICT to support inquiry and problem solving in pedagogical process.	Participants are actively engaged in the workshop facilitated by trainers while using computers and working in groups. Each group has its own problem to solve.	Working with different databases on laptops; e.g. SCOPUS; MENDELEY; PubMed, Moodle Wiki...	
	10.00-10.30	Search for data	Examples of good practice in search for data and inquiry based learning and problem based learning with ICT	Examples from the veterinary practice	Presentation of specific data for specific veterinary topic	
	10.30- 10.45		Coffee break			
	10.45-11.30	Search for data	The use of ICT to support inquiry and problem solving in pedagogical processes.	Participants are actively engaged in the workshop facilitated by trainers while using computers and working in groups. Each group has its own problem to solve.	Working with different databases on laptops; e.g. SCOPUS; MENDELEY; PubMed, Moodle Wiki...	
	11.30-12.15	Search for data	The use ICT to support inquiry and problem solving in pedagogical processes.	At the conclusion, participants present their results.	Laptops, material prepared by participants.	
	12.15-13.15		Lunch break			
	13.15-13.35	Security and Copyright	Theoretical starting points of project based learning with ICT, considering security and copyright.	Introductory trainer's presentation	PPT and demonstration	
	14.00-14.45	Security and Copyright	Project based learning, principles of security and copyright.	Active engagement of participants while using computers and working in groups. Each group works on their own project and they prepare documentation for each phase of project work, considering the principles of safety and copyright.	Laptops or tablets, H5P(HTML5 Package) documentation tool	
	14.45-15.00		Coffee break			
	15.00-16.30	Security and Copyright	Project based learning, principles of security and copyright.	Active engagement of participants while using computers and working in groups. Each group works on their own project and they prepare documentation for each phase of project work, considering the principles of safety and copyright.	Laptops or tablets, H5P documentation tool	
	16.30-17.00	Security and Copyright	Project based learning, principles of security and copyright	Participants present their results.	Laptops, material prepared by participants using H5P documentation tool	





	Time	Topic	Description	Method	Material
DAY 3 5 TH FEBRUARY 2020	9.00-9.20	Digital identity	Theoretical starting points about formative assessment with ICT.	Introductory trainer's presentation	PPT and demonstration
	9.20-10.00	Digital identity	The use of ICT for formative assessment enabling digital identity	Participants are actively engaged in the workshop facilitated by trainers while using computers. Each participant prepares a formative assessment tool for other participants	Working with different digital tools on laptops; e.g. Moodle Quiz, Kahoot and/or Quizizz, H5P (Interactive video, etc.)
	10.00-10.30	Digital identity	The use of ICT for formative assessment enabling digital identity	Examples from the veterinary practice	Presentation of formative assessment using Moodle Quiz in specific veterinary topics
	10.30- 10.45		Coffee break		
	10.45-11.30	Digital identity	The use of ICT for formative assessment enabling digital identity	Participants are actively engaged in the workshop facilitated by trainers while using computers. Each participant prepares a formative assessment tool for other participants	Working with different digital tools on laptops; e.g. Moodle Quiz, Kahoot and/or Quizizz, H5P (Interactive video, etc.)
	11.30-12.15	Digital identity	The use of ICT to support inquiry and problem solving in pedagogical process.	Each participant prepared a formative assessment tool for other participants. At the conclusion, participants evaluate each other's assessment tools	Laptops, material prepared by participants.
	12.15-13.15		Lunch break		
	13.15-13.35	Digital resources and environments	Theoretical starting points of innovative teaching with ICT – evaluation of teaching and learning methods (SAMR model, DigCompEdu, ABC method, etc)	Introductory trainer's presentation	PPT and demonstration of the pedagogy wheel
	14.00-14.45	Digital resources and environments	Different evaluation models regarding ICT integration in education.	Active engagement of participants in small groups while analyzing and improving pre-prepared learning activities within their syllabus	The pedagogy wheel, blank paper, pencils to create SAMR models
	14.45-15.00		Coffee break		
	15.00-15.45	Digital resources and environments	Different evaluation models regarding ICT integration in education.	Presentation of the syllabus improvements prepared by participants.	Syllabus improvements as prepared by participants.
15.45-16.15	Final comments and workshop evaluation	Concluding thoughts and evaluation of the training.	Discussion, on-line feedback questionnaire.	On-line feedback questionnaire	



Background information:

This concept was developed in the course of the project:

Pan-European soft skills curriculum for undergraduate veterinary education – „SOFTVETS” co-funded by the Erasmus+ Program of the European Union.

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Further information on the project is available on the Erasmus+ platform for project results:

https://ec.europa.eu/programmes/erasmus-plus/projects_en

and on the project webpage: www.softvets.eu

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