Transform4europe International Conference-Hackathon for INNO-METHODS

The programme is set in the Eastern European Time Zone (EET).

WORKSHOPS   *October 27, 2022*

9:00-10:00

Using Flipped Classroom to enhance learners' engagement in online classes (on-site)

Estela Daukšienė, Giedrė Tamoliūnė, Daiva Urmonienė (Vytautas Magnus University)

Learners' engagement and active participation have been seen as important issues, especially when discussing teaching and learning in blended or online classes. After the Covid-19 pandemic started, online teaching had to be implemented on a massive scale worldwide, requesting innovative instructional design solutions that would support teachers, engage learners, and foster student-centred learning in online classes. The literal transfer of traditional face-to-face classes to online classes resulted in significantly fewer active learning activities compared to traditional meetings. Therefore, the flipped classroom methodology is proved to be a valuable way to activate learners in online classes. As it was noticed, flipped learning is not just about transferring more responsibility of the learning process to students themselves. Instead, it empowers teachers to organise a more student-centred teaching and learning process, set up active learning activities, and in such a way, increase learners' engagement. In this webinar, you will learn what should be reconsidered when flipping online classes and what digital tools can be used to support pre-class, in-class, and post-class teaching and learning activities. Next, examples and best practices will be shared, demonstrating the practical application and learning design solutions when planning flipped classes. Finally, you will be introduced to an open educational resource for teachers' self-paced training on how flipped classrooms may help to activate students in online classes.

Putvinskio str. 23, room 103

TRANSFORM 4EUROPE

Co-funded by the Erasmus+ Programme of the European Union

VYTAUTAS MAGNUS UNIVERSITY
M C M X X I I

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10:00-10:30

Hybrid teaching in higher education: leveraging best practices to promote personalisation (online)

Kateryna Horlenko (Vytautas Magnus University)

Lecturers in higher education have mastered the art of organising blended learning – balancing face-to-face meetings with comprehensive virtual learning environments and online teaching. However, now both teachers and students are left with one of the pandemic aftermaths – hybrid teaching and learning. While being perceived as challenging by some, hybrid learning has the potential to promote personalisation in higher education. According to the principles of Universal Design for Learning (UDL; Rose & Meyer, 2006) and Personalised Learning Framework (Ališauskienė et al., 2020), learner agency and individuality are at the core of the learning process and addressing the different needs of students can only increase the effectiveness of teaching. As many are already actively practising the hybrid format, it is worth leveraging good practices for it in the light of personalised education.

The goals of the workshop are (1) to re-evaluate hybrid teaching from a win-lose to win-win format in the perspective of personalised education; (2) to collect and discuss good practices for hybrid teaching in higher education to promote teacher excellence. The workshop activities will draw on participants' experiences with hybrid teaching as teachers (and students). Group discussions and collaborative solution-building methods will be used. After completing the workshop, the participants will have a collectively developed bank of good practices for hybrid teaching in higher education with links to the promotion of personalised learning experiences.

Join online Meeting ID: 349 697 522 355 ; Passcode: yXHPkU

10:00-10:30

Teaching to the Times (T4) (hybrid)

Carrie Ankerstein (Saarland University)

In this workshop/case study, I will explain how I created what I called "The 2020 Lockdown Lecture Series" (aka "Teaching to the Times"), in which four of my classes were ranked in the top five (out of 189 classes) in the Humanities Faculty at Saarland University in the summer semester of 2021 according to student evaluations.

The T4 videos follow best-practice guidelines (Brame, 2016; Kurzweil et al., 2020; Moore, 2013) and innovatively incorporate elements of science slamming, a popular academic outreach platform. In a science slam, the slammers' own research is presented in an informative and entertaining way to a non-academic audience. A key component of science slamming is telling a story and using real-world examples, analogies, and the slammers' personalities. In the T4 practice, videos incorporated storytelling not only to engage students but also to help them discover new concepts and actively negotiate their meaning. Moore (2013), in particular, advocated for the lecturer to bring their personality into videos, and I used an avatar based on my own appearance. I also brought comedy into the videos to keep students' attention and motivation, as Moore noted: "the time and attention students are willing to spend watching a screen is much less than the time and attention they're willing to spend watching a live human being lecturing". Thus, the video content was short, simple, playful, entertaining, and tailored to my audience.

If you have lecture notes or slides in preparation, please bring them, and we'll do a practically-oriented workshop. Otherwise, the session will be run as a case study, demonstrating how to use storytelling to make your message memorable, how to use images such as an avatar to make your video watchable, how to use your voice to capture your audience's attention, and how to be down-with-the-kids to make your teaching approachable. The skills and ideas presented here can be used for any topic in any language and are fully transferable to face-to-face teaching and hybrid formats.

Putvinskio str. 23, room 106 **Join online** Meeting ID: 368 202 149 226 ; Passcode: xrqKsk

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10:30-11:00

Modernising European Legal Education – Transversal competences as the motor for innovation (online)

Mareike Fröhlich (Saarland University)

Legal education all over Europe is characterised by tradition and proven structures. Although the Bologna process forces all universities to improve the teaching of legal knowledge, innovation and modernisation are not the main drivers in reform processes at most legal faculties. Therefore the consortium partners of MELE intend to enhance the transversal competences and academic skills of students by improving the teaching skills of academic staff among all consortium partners. Moreover, the project's objective is to raise awareness of cross-cutting topics, like gender issues, the Green Deal and climate change, digitalisation and multilevel governance in legal studies.

Effective education and professional training systems are the cornerstones of equitable, open and democratic societies and sustainable growth and employment. In this context, it is increasingly questioned whether education and teaching methods, especially in the field of legal studies, are still up to date to meet the profession's needs. Currently, students are trained in very traditional methods, focusing exclusively on legal knowledge and not beyond it. This happens despite evidence demonstrating that an increasing number of graduates will most likely not work in traditional legal professions. Hence, additional competences and skills are required to ensure the high employability of law graduates. Such needs have been triggered by the globalisation of the legal profession and the increased demand for understanding of cross-cutting subjects, e.g., multilevel governance, the Green Deal and climate change, as well as the global digitalisation of societies and automatisation of legal procedures. Furthermore, the working environment of nationally trained 'traditional' lawyers will be undergoing considerable changes in the future – today, it spans over increased numbers of claims and computerised procedures to complex international cases, which include multiple jurisdictions. These changes in the traditional legal labour market require revisiting legal education approaches and teaching methods to ensure that graduates are prepared for such emerging challenges. The delivery of legal education requires a holistic engagement with the requirements and needs of today's global job market.

The presentation will also focus on the need to address transversal competences and cross-cutting topics in teaching law. It will show the discrepancies regarding the importance and the current development at the faculties of the European consortium, which allows drawing some general conclusions. In addition, it will introduce teaching methods which could impart transversal competences and display how the project may raise their use in ordinary teaching of law. Finally, it will give examples of which cross-cutting topics are important and which challenges occur when they are included in courses.

Join online   Meeting ID: 360 501 297 322 ; Passcode: YpuhSJ

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10:30-11:00

Service-learning: Discovering Excellent and Innovative Teaching in Higher Education (online)

Katrin Arendt (Saarland University)

Service-learning is an innovative teaching concept for higher education. Students learn through a combination of taking a theoretical course at the university and performing community service with a cooperation partner linked to their course curriculum (Felten & Clayton, 2011). In this way, service-learning differs from familiar seminar concepts in higher education because students can engage socially and thereby acquire professional, social, and personal skills in addition to technical skills (Clayton & Ash, 2004). Thus, service-learning offers students the opportunity to gain and reflect on their practical experiences based on scientific knowledge, which supports linking theory and practice. Furthermore, service-learning helps students develop their mindset regarding knowledge entrepreneurialism by taking responsibility for society and acquiring specific competencies (e.g., reflection competencies). Likewise, service-learning can contribute to more sustainable development in the sense of the goals of the T4E project by stimulating a more creative and critical thinking culture and by requiring problem- or project-oriented student engagement with this topic. Benefits for universities have also been shown: service-learning strengthens relationships between higher education and society. Thereby, sustainable connections are created between the university and collaborative partners in the sense of the third mission at universities (Bringle, Hatcher & McIntosh, 2006). So, service-learning provides a perfect example of how teaching excellence at universities can be designed from a multi-perspective point of view.

In order to benefit from these positive effects of service-learning and to achieve teaching excellence in higher education, it is necessary to find out what constitutes good service-learning. As a part of our T4E sub-project, a workshop should provide an opportunity for partners of the T4E network to exchange ideas about innovative teaching formats. In the workshop, conceptions on how to plan service-learning and implement the concept at universities will be presented. In addition, quality criteria for service-learning (e.g., defined goals, cooperation of all participants in service-learning, reflection, and others) will be discussed in a collaborative setting.

Join online Meeting ID: 377 281 756 335 ; Passcode: oZKbEs

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11:00-11:30

Enhancing Digital and Media Literacy at the Tertiary Level (hybrid)

Nikolina Tsvetkova and Ivanka Mavrodieva (Sofia University St. Kliment Ohridski)

The media are developing dynamically, invariably including digital tools, and new genres are created and developed, including podcasts, multimodal and video press releases, webinars and virtual conferences, among others. At the same time, the pervasive presence of phenomena such as echo chambers and the vast spread of fake news and propaganda require skills related to fact-checking, detecting and neutralising fake news, etc.
Higher education strives to prepare students for practice, which is why parallel to basic training in different specialities, it is a must to develop and improve students' digital and media literacy. The workshop aims to present good practices from Sofia University and demonstrate the effectiveness of digital tools in creating and managing electronic media content. Participants will be able to engage in simulation and role play, develop and improve their skills of participating in and using podcasts, apply methods to detect and neutralise fake news, learn modern approaches to proactive communication with the media, and establish media and public dialogue.

Putvinskio str. 23, room 103 **Join online** Meeting ID: 358 302 041 054; Passcode: hrAHFs

11:00-11:30

Board Game Learning for Better Engagement, Realities Remaking and Social and Emotional Learning in Higher Education: Towards a Playful Pedagogy of Higher Eduction (hybrid)

Ted Yuchung LIU (National Pingtung University Taiwan)

The crisis of engagement in education has proved to be an unavoidable issue at all levels of educational institutions. Thus finding a way better to engage our students with positive and deep learning and further trigger their passion for the common good and inclusive society via world-remaking has become one of the shared goals for all educational innovation in our era. This training session will be an invitation to explore and experience board game learning as applied in higher education, where board games will serve as the simulation of realities and embodied contexts for real-world problem-solving. At the same time, the design of board game practice is understood as the opportunity for re-conceptualising the real world as system design. The board game will become the facilitator for self-directed learning of social interaction and relation to becoming active citizens with accountability. Thus, in our understanding, game and play are not conceived as objects and activities but as an ideology for bringing in critical and holistic approaches towards teaching in higher education, connecting otherness, selfhood and openness to personal and social transformation, offering a more playful pedagogy of higher education with well-being.

Putvinskio str. 23, room 106 **Join online** Meeting ID: 358 798 299 174; Passcode: z3gx4u

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11:30-12:00

Public heritage in border areas as a process of social inclusion through digital and public humanities (hybrid)

Alessandro Carrieri, Tullia Catalan, Roberta Altin (University of Trieste)

During recent decades, the meaning of cultural heritage has expanded across disciplinary boundaries and social contexts. This context also includes cultural practices, tangible and intangible assets, language, arts, religion, historical past and memories, and the transformation of natural and urban landscapes to construct a shared sense of community and belonging (Labrador, Silberman 2018; De Groot, 2008).
Our proposal starts from the importance of heritage knowledge in education, even when the community is composite. It brings its diverse histories and traditions, as in the case of the presence of old and/or new minorities (e.g., migrants, refugees, formerly displaced communities, and religious groups).
At the same time, the local communities, especially in border areas, change quickly and mix, importing different stories, memories, and cultures, sometimes in potential conflict with each other. The human mobility characterising this new millennium is not sustainable without mobile communication technologies capable of maintaining transnational social networks, GPS, and distributing image flows and ways of learning, primarily visual rather than textual.

Putvinskio str. 23, room 103 **Join online** Meeting ID: 314 904 666 859; Passcode: maJJVQ

11:30-12:00

Competence Development Model for Academic and Non-Academic Staff (hybrid)

Aistė Ragauskaitė, Jurgita Šerniūtė, Raimonda Zinkevičienė (Vytautas Magnus University)

At Vytautas Magnus University, one of the priority goals is to ensure consistent competence development of both academic and non-academic staff. There are many challenges to creating a continuously functioning lifelong learning system but also many external and internal opportunities. During the workshop, an overview of the overall framework for the development of competences of academic and non-academic staff will be provided, including the challenges in organizing consistent competence development and the principles of lifelong learning. In addition, each participant will have an opportunity to assess his/her level of digital competences.

Putvinskio str. 23, room 106 **Join online** Meeting ID: 329 871 118 384; Passcode: u7Hs9V