Faculty of Science

Educational Programme for PhD students

Closing session

30 January 2018 - English
8 February 2018 - English
15 February 2018 - Dutch
Programme

- 12h00: Introduction: exchange of experiences
- 12h20: Reflection: observation / student questionnaire
- 12h30: Didactical principles
- 13h00: Discussion themes
- 13h40: Evaluation educational programme
Introduction: exchange of experiences
Introduction

General exchange of experiences (10 min)

- Groups of 6
- Situate yourselves (each one of you) on the arrow, by writing your name in the appropriate position.
- Explain to each other why you wrote your name on that position.
- Discuss about the questions.

→ Formulate one hint, statement or question for the other groups.
Introduction

General exchange of experiences

- Was guiding practice sessions what you expected?
- What was the most difficult?

- Did it become easier throughout the semester? Are there things you handle differently now than in the beginning?
- Did you succeed in activating and motivating students?
- What did you learn? What do you still want to improve?

- **Which tips would you like to share with your colleagues? (see portfolio)**
Reflection: Observation / Student questionnaire
Reflection

- What did you learn from the observation?
- What did you learn from the student’s questionnaire?

- Discuss with your neighbour
Reflection: observation

- What did you learn from the observation? (see portfolio)
- What are your strong points?
- What would you like to improve in the future? How will you do this?
- Did you learn something from observing another teaching assistant?
Reflection: student questionnaire

- What did you learn from the student questionnaire? (see portfolio)
- What are your strong points?
- What would you like to improve in the future? How will you do this?
- Can you explain surprising reactions of students?
Didactical principles:

Process/Product

Didactical scheme

“I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!”
Didactical principles

- Consider your own teaching experience. Did you rather focus on process or product oriented teaching?
- Write down at least two examples of process oriented teaching and two examples of product oriented teaching from your own experience.
- Discuss with your neighbor.
Didactical principles: scheme

- Goals
- Start situation
- Learning environment
  - Content
  - Instructional approach
  - Materials
  - By whom
- Evaluation
Didactical principles

Write down examples from your own experience for each aspect of the scheme:

- How did you define the start situation? What was the start situation?
- How did you determine the goals of your course? What were the main goals?
- What was your main instructional approach? Did you use different approaches?
- Did your students work in pairs/in groups/individual? Why did you choose (not) to divide them in groups?
- What materials did you use? Powerpoint, manual…? Do you think this was the best choice? Why (not)?
- Did you evaluate the progression the students made during the course? Did you evaluate in the end? How? Did you reach the goals?

Discuss with your neighbor.
Discussion themes

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<th>Subject 1</th>
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Discussion themes

1. Activating / motivating students

2. Preparation of practice sessions / lab sessions / excursions by students: strategies

3. Level of students / division of attention

4. Guidance bachelor’s / master’s thesis
1. Activating / motivating students

• How can you activate students during a practice session / lab session / field trip?

• How can you motivate students for (part of) a course?

• What are your experiences in this context? How did you handle certain situations? How could you handle this differently?
2. Preparation of exercises/ lab sessions / field trip by students: strategies

- What do you ask students to prepare? Why?

- How can you guarantee that students actually prepare themselves?

- What are your experiences in this context? How did you handle certain situations? How could you handle this differently?
3. Level of students / division of attention

• How do you deal with big level differences amongst the students?

• What can you do to spread your attention over all the students?

• What are your experiences in this context? How did you handle certain situations? How could you handle this differently?
4. Guidance bachelor’s / master’s thesis

• How can you make sure that the thesis remains the work and responsibility of the student?

• What is, according to you, the responsibility of the mentor? How do you handle this?

• What are your experiences in this context? How did you handle certain situations? How could you handle this differently?
Questions?

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Evaluation of the educational programme for PhD students

Thanks!