-Active learning process-

PREPARATORY PHASE → **ACQUISITION PHASE** → **PROCESSING PHASE** → **EVALUATION PHASE**

PREPARATORY PHASE

In the preparatory phase, the principles and expectations will be communicated. This phase lays the foundation for the collaboration and activates any prior knowledge that students already have on the subject matter.

✓ Prepare an online learning environment which clearly shows the structure of the teaching programme.

✓ Get to know your students.

✓ Talk to them about the logistical aspects of the programme: When are the deadlines and other important date? How will communication take place and which channels will be used?

✓ Give some thought to the success criteria: What will students learn from this subject, and how does this compare to the rest of the programme?

✓ Undertake an activity that makes students aware of the knowledge they already possess.

✓ If required, set up groups for later group activities, and create a separate 'social channel' where communication can take place at any time.

ACQUISITION PHASE

In the acquisition phase, students will acquire new knowledge.This may take the form of listening to video lectures, or by studying videos, articles or other media.

✓ Offer students new knowledge, or make sure that they seek it out themselves.

✓ Limit the length of this phase: Always alternate acquisition and processing activities to establish an active learning proces.

✓ Try to make use of different sources and types of media, and encourage students to seek out new knowledge themselves.

✓ Use (only) live seminars where interaction is important for your narrative.

PROCESSING PHASE

In the processing phase, students will undertake activities that help them to process the subject matter. These activities will be varied, challenging and geared to the success criteria. They also aid collaboration with fellow students and student autonomy.
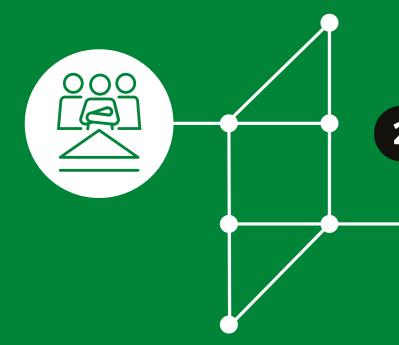
✓ Offer students activities that enable them to process the study material by practising it or by sharing insights with their fellow students.

✓ Facilitate the collaborative process, and offer your students the opportunity to decide on the content of parts of the learning process themselves.

✓ Choose activities that are geared to the intended learning outcomes. If your aim is for them to acquire factual knowledge, offer them online practice exercises, for example. If your aim is for them to develop a deep understanding and a well-founded opinion, consider the possibilities of an online discussion forum.

✓ The taxonomy (e.g. Bloom) of your learning objectives will provide an important starting point for you.

EVALUATION PHASE

In the evaluation phase, students will be able to make their understanding of the subject matter explicit. This will enable them, as well as their fellow students and teachers, to determine how they already match up to the learning objectives. Generate feedback on students' work.

✓ Give students an assignment that will allow them to demonstrate their understanding of the study material. Again, choose activities that are geared to the intended learning outcomes.

✓ Make the expected knowledge and understanding clear by setting practice questions. Set essays or other writing assignments where analysis or evaluation is required.

✓ Provide feedback on your students' work, or ask students to provide feedback on each other's work.

VERSNELLINGSPLAN.NL

A foundation for active and inspiring online education

Starting points

1

Good education is based on clear and explicitly formulated learning outcomes, and encompasses appropriate learning and assessment activities (Biggs, 2011). Do you want to switch to online education? Don't restrict yourself to the most obvious functions of your tools, but take a good look at the learning outcomes you have in mind for your students.

✓ Offer educational activities – including online – that are geared to the intended learning outcomes (or levels) of your teaching.

Read more about constructive alignment.

2

Autonomy and social connectedness are important properties for the motivation of pupils (Gagné & Deci, 2005). So make sure your online teaching programme provides for social interaction with the teacher and fellow students, and also that there is sufficient autonomy.

✓ Reserve enough time in your programme for face time with your students..

✓ Actively plan collaborative activities.

✓ In addition, enable activities that students can take part in as they wish or at their own pace.

Read more about Self Determination Theory.

3

Students benefit from clear expectations, collaboration, active processing of teaching material and insight into their progress (Chickering & Gamson, 1999; Kuh et al., 2011; Tinto, 2012). You should therefore offer them a clear, structured and varied programme that regularly generates insights into the learning process and how they are performing in terms of meeting the intended learning outcomes.

✓ Make sure that your teaching has a clear structure, and that the structure is clear to your students.

✓ Regularly alternate knowledge acquisition activities with activities in which students work together to actively process the acquired knowledge.

✓ Offer assignments that help students make their understanding of the subject matter explicit, and which they receive feedback on from teachers or their fellow students.

Read more about study succes.

Would you like to know more? Or would you like to participate? Please contact the team on docentprofessionalisering@ vernsellingsplan.nl.

Acceleration plan
Educational innovation with ICT

Facilitating professional development of lecturers