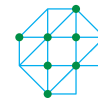


Session 1

Formulating learning questions in teams



Acceleration plan
Educational innovation
with ICT

professional development

digital educational resources

During this session, the participants will introduce themselves and forge practical partnerships. At least one lecturer and one support staff member should be present in each team. This creates interdisciplinary teams in which members can help each other and learn from each other.

The purpose will be determined once the teams have been formed. The teams will discuss their own learning questions and decide the practical problem they will work on.

N.B. Depending on the target group of the field lab and the attributes of the institutions where it takes place, this session will provide a preview of the topic of Open Pedagogy. Use the sources described in Session 5 for this.

Objectives of this session

1. Participants (lecturers and supporters) know each other and have formed teams consisting of at least one lecturer and one support staff member for their work on the field lab.
2. The teams formed have each formulated learning questions to be answered in this field lab.

Materials

3. PowerPoint presentation for session 1
4. Preparatory assignment (see Appendix 1)

Preparation for the participants

5. The participants prepare themselves by completing the preparatory assignment and bringing it along to the session. Depending on their role, they will follow the table for *lecturers* or for *supporters*.

Session programme (120 minutes)

Welcome and team formation		
10 minutes	Welcome	Talk about the structure of the field lab and the various sessions. In addition, explain the purpose of this session
30 minutes	Speed dating	Organise a speed dating session for the participants to link – where possible – supporters to lecturers. Give them a few minutes to get to know each other before switching (the time will depend on the number of participants).
10 minutes	Form teams	Once people have got to know each other, teams are formed. It is preferable that each team includes one lecturer and one support staff member. If the composition of a group is not right, it is preferable to link several lecturers and one supporter per group.
10 minutes	Break	
Formulate learning questions		
10 minutes	Introduction to the 2 nd part	Introduce the second part of this session by talking about the rest of the programme.
30 minutes	Formulate learning questions	In a break-out group or session, each team formulates goals and learning questions which the team members will get to grips with in the forthcoming phases/sessions. These will be based on the preparatory assignments that they completed before the session.
15 minutes	Presentations of the learning questions	Each team will present in a plenary session the goals and learning questions that they will be working on in the forthcoming sessions, and describe why these questions are relevant to them.
5 minutes	Conclusion	The session is brought to a close. This will include a look-ahead to the next sessions, and will draw the participants' attention to the preparatory assignment for session 2.

Preparatory assignment



This preparatory assignment will help you to formulate the fundamentals for the first session in a clear and concise manner. If you are a lecturer, you should fill in the table for *lecturers*. If you are a supporter, fill in the table for *supporters*. But also take a look at the table for lecturers, which may offer you some new insights.

Lecturers

Fill in the table below with information about the teaching practice in which you would like to use OER.

<i>What is the name of the study programme/lesson/course you want to work on?</i>
<i>At which academy/faculty and on which study programme will the teaching take place?</i>
<i>Give a brief description of your programme/lesson/course?</i>
<i>What learning objectives does your study programme/lesson/course have?</i>
<i>What learning and teaching activities are used in your programme/lesson/course?</i>
E.g.: Quiz, practical, presentation, peer feedback, etc.
<i>What tools or applications do you use to support your learning and teaching activities?</i>
<i>What educational resources do you currently use in your teaching practice?</i>

<i>How would you like to use OER in your teaching practice and why?</i>
Think, for instance, of the relationship with your learning objectives and your learning and teaching activities. For example: to replace what I currently have, for inspiration, to go deeper/expand, as a separate element, as a complete additional module, as a learning activity (students search for, create or share resources themselves), etc.
<i>What kind of open educational resources are you thinking of?</i>
For instance, open textbooks, MOOCs, images, presentations, videos, music, assignments, e-modules etc.
<i>What challenges do you face now when using OER in your teaching practice?</i>
Also consider the way in which support is provided.

Supporters

Fill in the table below with information about your role as a supporter and your relationship with OER.

<i>What is your position/role at your institution?</i>
<i>At which academy/faculty/unit and (where relevant) study programme do you fulfil this role?</i>
<i>How do you come into contact with open educational resources within your position/role?</i>
In this section, you can also describe your expertise
<i>What questions do you have about open educational resources?</i>