Blended learning
Working forms

Credits

Blended Learning Toolkit
Working forms – cards
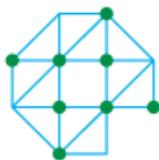
Acceleration plan
Educational innovation
with ICT

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Working forms – legend

TYPE:

�(olive)	Gain knowledge
�(magenta)	Discuss
▪(indigo)	Collaborate
▪(blue)	Research
▪(light blue)	Produce
▪(khaki)	Practise
▪(teal)	Socialise
▪(green)	Assess

TIME ASPECT:

Synchronous

Asynchronous

GROUP SIZE:

Individual

Medium

Large

LEGEND

Guided workgroup

LOCATIE: ONLINE + F2F + HYBRID

TIME: VARIABLE

Students are invited to clearly substantiate their own questions, ideas and choices, and to challenge or answer the questions and ideas of lecturers and/or peers.

DISCUSS

Think-share-exchange

LOCATION: ONLINE + F2F + HYBRID

TIME: SHORT (5-20 MIN.)

Put one or more questions to the whole group. Students are given a few minutes to think about the answer in silence (think). They then discuss their own answers (share) with each other and formulate a joint response. Ask one of the students in the group to share their answers with the group (exchange).

DISCUSS

DISCUSS

Discussion in online forums

LOCATION: ONLINE

TIME: VARIABLE

Students are invited to clearly substantiate their own questions, ideas and choices, and to challenge or answer the questions and ideas of lecturers and/or peers.

DISCUSS

DISCUSS

Classroom discussion

LOCATION: ONLINE + F2F + HYBRID

TIME: MEDIUM (20-60 MIN.)

Students are invited to clearly substantiate their own questions, ideas and choices, and to challenge or answer the questions and ideas of lecturers and/or peers.

DISCUSS

DISCUSS

Short discussion assignment

LOCATION: ONLINE + F2F + HYBRID

TIME: SHORT (5-20 MIN.)

Students collectively gain new insights by briefly discussing a topic. Useful for activating prior knowledge and getting students to 'land' in the class.

DISCUSS

Commons debate

LOCATION: ONLINE + F2F + HYBRID

TIME: LONG (60+ MIN.)

Present a proposition and have students vote for or against it. Create two groups on that basis. Give each group time to compile arguments then invite them to debate on the proposition. You can also suggest additional areas of focus, e.g. listen, summarise, respond. Allow about 10 minutes for each proposition.

DISCUSS

DISCUSS

Hold meetings

LOCATION: ONLINE + F2F + HYBRID

TIME: VARIABLE

Organise a series of meetings that focus on the content of the meeting as well as the process. One method could be: 1x demonstration, 1x meeting with lecturer, 1x meeting without the lecturer. After the meetings, allow for peer feedback and self-reflection.

DISCUSS

DISCUSS

Back and forth

LOCATION: F2F

TIME: SHORT (5-20 MIN.)

Divide the space into two areas: an 'agree' and a 'disagree' side. Ask students to stand and present them with a thought-provoking proposition. Have them take a stand, literally, by going to the 'agree' or 'disagree' side. Point to several students on either side and ask why they are on that side. Then present the next proposition.

DISCUSS

GAIN KNOWLEDGE

Watch demonstrations

LOCATION: ONLINE + F2F + HYBRID

TIME: MEDIUM (20-60 MIN.)

Students acquire knowledge by attending/watching a demonstration, e.g. by an expert.

GAIN KNOWLEDGE

GAIN KNOWLEDGE

Attend a talk

LOCATION: ONLINE + F2F + HYBRID

TIME: VARIABLE

Students gain knowledge by listening to a talk, for example by a lecturer or expert in the field.

GAIN KNOWLEDGE

GAIN KNOWLEDGE

Read a book or article

LOCATION: ONLINE + F2F

TIME: VARIABLE

Students acquire knowledge by reading a book or article.

GAIN KNOWLEDGE

E-LEARNING

WORKING FORM

LOCATION: ONLINE

TIME: MEDIUM (20-60 MIN.)

Students acquire knowledge and skills by following an E-LEARNING module in the digital learning environment.

GAIN KNOWLEDGE

E-LEARNING

Study interactive text

LOCATION: ONLINE

TIME: MEDIUM (20-60 MIN.)

Students acquire knowledge by studying and commenting on an interactive text provided online in the digital learning environment. The text is interactive because it is complemented by interactive elements, such as clickable images and explanatory videos.

GAIN KNOWLEDGE

Watch a knowledge clip

LOCATION: ONLINE

TIME: SHORT (5-20 MIN.)

Students watch a knowledge clip + instruction on learning content or an assignment.

GAIN KNOWLEDGE

GAIN KNOWLEDGE

Listen to a presentation

LOCATION: ONLINE + F2F + HYBRID

TIME: MEDIUM (20-60 MIN.)

Students acquire knowledge by listening to a talk, lecture or podcast.

GAIN KNOWLEDGE

E-LEARNING

Listen to a podcast

LOCATION: ONLINE

TIME: SHORT (5-20 MIN.)

Students acquire knowledge by listening to a podcast.

GAIN KNOWLEDGE

GAIN KNOWLEDGE

What would you do?

LOCATION: ONLINE + F2F + HYBRID

TIME: MEDIUM (20-60 MIN.)

Watch a short film with the group.
Stop at a key moment in the film and
ask the students how they would handle/
solve the situation. This can be done in
plenary, in (breakout) groups or as
a preparatory assignment.

GAIN KNOWLEDGE

Webinars

LOCATION: ONLINE

TIME: LONG (60+ MIN.)

Students attend a webinar (given by the lecturer or an external speaker). During or after the webinar, there is room for discussion and reflection.

GAIN KNOWLEDGE

Weekend Millionaires

WORKING FORM

LOCATION: HYBRID

TIME: MEDIUM (20-60 MIN.)

Create a digital quiz with 15 multiple-choice questions. One player gets on the 'hot seat' in front of the group (draw lots for this or decide otherwise). As lecturer, ask questions that all students answer digitally. Make sure the person in front of the group cannot see the screen when it displays the results of the other participants. The player answers verbally and can call on three help lines by asking a student who is online for advice. If the answer is correct, the player moves on to the next question; if not, another player (who did get the question right) gets to go in front of the group. The winners receive a reward.

GAIN KNOWLEDGE

Bingo

LOCATION: ONLINE + F2F + HYBRID

TIME: MEDIUM (20-60 MIN.)

Make a bingo card out of the key concepts from the session or programme. Print it out, or mail to students (in case of an online session). Students fill in the bingo card during the session. The one who reaches bingo first gets a reward.

PRACTISE

Field trips

LOCATION: ONLINE + F2F + HYBRID

TIME: VARIABLE

Students blend theory and practice by learning off-campus at a company, during an event or with a specific group of people in the form of a field trip, which may also be virtual.

PRACTISE

Lab work

LOCATION: F2F

TIME: LONG (60+ MIN.)

Students develop practical skills by working on assignments in a lab, with plenty of room for practice, feedback (including from peers) and self-reflection.

PRACTISE

PRACTISE

Practice assignments

LOCATION: ONLINE + F2F + HYBRID

TIME: MEDIUM (20-60 MIN.)

Give students practice assignments such as calculations, writing assignments or case study questions to practise with. Make sure the elaboration of the exercises is made available on time and possibly discussed in a session.

PRACTISE

Peer feedback

WORKING FORM

LOCATION: ONLINE + F2F + HYBRID

TIME: MEDIUM (20-60 MIN.)

Ask students to give feedback on each other's work or the collaborative process. Provide a clear deadline, division of assignments and instruction on how to give substantive and practical (online/live) feedback.

PRACTISE

PRACTISE

Q&A

LOCATION: ONLINE + F2F + HYBRID

TIME: MEDIUM (20-60 MIN.)

Ask the students to come up with two questions relevant to the whole group before the session. They may already be able to share these online. These must, In any case be sent to the lecturer. The lecturer identifies the questions and uses them for a Q&A in class or an online platform.

PRACTISE

Quiz

LOCATION: ONLINE + F2F + HYBRID

TIME: MEDIUM (20-60 MIN.)

A quiz is a way to quickly test students' knowledge. Present questions on the learning content, and give them immediate feedback on their level of understanding. How do you keep this fun and meaningful? Have students come up with their own quiz questions in preparation for a session or exam training. Hold the quiz at the beginning of the session to activate prior knowledge and clarify what students do not yet know.

PRACTISE

PRACTISE

Role play

LOCATION: ONLINE + F2F + HYBRID

TIME: LONG (60+ MIN.)

Organise a role play to practise a skill.
This can take place both online and offline.
A safer alternative is to watch a video of a
role-play and then comment on it.

PRACTISE

Summary challenge

WORKING FORM

LOCATION: ONLINE + F2F + HYBRID

TIME: SHORT (5-20 MIN.)

At the beginning of a session, ask who wants to summarise the session at the end, in two steps: describe 5 key points/lessons learned (5 minutes) and write a short summary and send it to the group. Ask a different student each time. Optionally, you can give a reward to those who provided a summary.

PRACTISE

Serious Games

WORKING FORM

LOCATION: ONLINE + F2F + HYBRID

TIME: LONG (60+ MIN.)

Use elements from gamification and game didactics to translate working forms into a game. This could include setting limits in terms of time, available resources or possible collaboration partners. Being able to earn points can also be an element of the game.

PRACTISE

Simulations

LOCATION: ONLINE + F2F

TIME: LONG (60+ MIN.)

Students take part in a simulation, for example in virtual reality or with an actor.

PRACTISE

Workgroup

LOCATION: ONLINE + F2F + HYBRID

TIME: LONG (60+ MIN.)

Students blend theory and practice by working together on an assignment and reporting on it.

PRACTISE

Interviews

WORKING FORM

LOCATION: ONLINE + F2F + HYBRID

TIME: LONG (60+ MIN.)

Students interview each other or an expert on a specific topic. Ideally, they prepare this interview by using a specific method.

RESEARCH

RESEARCH

Compare digital/other sources

WORKING FORM

LOCATION: ONLINE

TIME: VARIABLE

Students compare different sources and produce a product based on these sources, for example an essay, poster, forum post, etc.

Look for and evaluate sources

LOCATION: ONLINE + F2F + HYBRID

TIME: VARIABLE

Students look for sources on a particular topic or theme and critically evaluate the information in this source (e.g. using predefined characteristics or questions). They can then use the new information to gain new insights.

Take part in research

LOCATION: ONLINE + F2F + HYBRID

TIME: LONG (60+ MIN.)

Students take part in research conducted by fellow students, the lecturer or an external partner.

RESEARCH

RESEARCH

Conduct research

LOCATION: ONLINE + F2F + HYBRID

TIME: LONG (60+ MIN.)

Students are given (or devise) a research question. Based on this question, students conduct research, submit the results and conclusions and discuss these in a meeting or coaching session.

RESEARCH

Grey's anatomy

LOCATION: HYBRID

TIME: MEDIUM (20-60 MIN.)

As lecturer, prepare a complex case on a patient/client (or another situation). Divide students who are physically present (F2F) and those who are online equally into two groups. Students have to guess the diagnosis by asking questions and playing against each other as groups. Taking turns, one student in each group can put a question to the lecturer. After two questions, they may consult digitally in Google docs/MSTeams/etc. The group that correctly guesses the diagnosis with the fewest questions wins. However, they can only guess once.

RESEARCH

PRODUCE

Make and play a board game

LOCATION: ONLINE + F2F + HYBRID

TIME: LONG (60+ MIN.)

Form groups. Each group makes a board game from a process (or part of it). Students translate the challenges in this board game (pit, prison, death, skipping turns, etc.) into risks and pitfalls in the process, which they chart themselves. Provide assistance for the assignment with a template of the game board and perhaps play a 'real' board game first.

PRODUCE

Make & play Quartets or Memory

LOCATION: ONLINE + F2F + HYBRID

TIME: MEDIUM (20-60 MIN.)

This working form is highly suitable to understand and analyse knowledge. Divide the theory to be studied among students and ask them to turn this into a quartet or memory game. You can find templates for this online. Clearly indicate what you expect from the design and language of the game. Students submit the created products online. Play the games students created on location or online.

PRODUCE

Create questions for a test/quiz

LOCATION: ONLINE

TIME: MEDIUM (20-60 MIN.)

Divide the session content of a module among students. Ask each student to create 3-5 test/quiz questions relating to this content. Use the questions for a quiz in the meeting or maybe even the exam. You can link this assignment to an online quiz tool.

PRODUCE

Mindmap

LOCATION: ONLINE + F2F + HYBRID

TIME: SHORT (5-20 MIN.)

Have students make a mindmap (in an online tool) to activate and structure prior knowledge or learn to understand the connection between topics.

PRODUCE

Vlog

LOCATION: ONLINE

TIME: SHORT (5-20 MIN.)

Ask students to complete an assignment, reflect on their own actions or provide feedback in a short vlog. Clearly state the vlog's audiovisual requirements in advance and how students should share these. Keep the GDPR rules in mind when doing this.

PRODUCE

COLLABORATE

Carousel

LOCATION: F2F

TIME: LONG (60+ MIN.)

Useful working form to have a large group work in a focused way in smaller groups. Devise 4 or 5 learning activities that are independent of each other. Divide the learning activities across the group and agree on how long they will work on each activity. For example: carousel with a research question, consultation with lecturer on the project, worksheet on specific theory, discussion table, etc. Conclude the session with a brief feedback.

COLLABORATE

COLLABORATE

Collaborative annotation

LOCATION: ONLINE

TIME: MEDIUM (20-60 MIN.)

Have students study the learning content collaboratively by providing the resources in a collaborative annotation tool. In these kinds of tools, students can directly ask the lecturer or each other questions, but also respond to them. This enables interaction even when students and the lecturer are not online at the same time.

COLLABORATE

COLLABORATE

Collaborative concept map

LOCATION: ONLINE + F2F + HYBRID

TIME: MEDIUM (20-60 MIN.)

Have students come up with related words around a particular topic. You can have them write this down on a whiteboard or submit it in a digital tool with a Word Cloud, for example. The topic can be related to the learning content but can also be focused on social connectedness.

COLLABORATE

COLLABORATE

Brainstorm

LOCATION: ONLINE + F2F + HYBRID

TIME: LONG (60+ MIN.)

Students are invited to clearly substantiate their own questions, ideas and choices, and to challenge or answer questions and ideas of lecturers and/or peers. At the start of a project in which students have to come up with their own ideas, brainstorming is essential. Brainstorming can also provide insight and motivation for smaller projects such as a complex case study.

COLLABORATE

COLLABORATE

Group work on product development

LOCATION: ONLINE + F2F + HYBRID

TIME: LONG (60+ MIN.)

Students collectively arrive at new insights by working together on a joint product, or 'output', such as a definition, design, report, diagram, product, etc.

COLLABORATE

Jigsaw Method

LOCATION: ONLINE + F2F + HYBRID

TIME: MEDIUM (20-60 MIN.)

Every student has a piece of the puzzle or - another way of putting it - is an expert on a portion of the material. The students jointly form the entire puzzle; together they are experts on the full scope of the material. With this working form, all students are active in the session. You can set this up with pieces of text from an article that have to be put together or, for example, steps in a process.

COLLABORATE

COLLABORATE

Project work

LOCATION: ONLINE + F2F + HYBRID

TIME: VARIABLE

Students work together on a project.

COLLABORATE

COLLABORATE

Make a wiki

LOCATION: ONLINE

TIME: MEDIUM (20-60 MIN.)

Students collectively arrive at new insights by working together on joint 'output' for a wiki. Make clear agreements in advance about the structure of the wiki, improvement of new contributions and long-term management.

COLLABORATE

COLLABORATE

Perspective matters

LOCATION: HYBRID

TIME: SHORT (5-20 MIN.)

It is essential, for collaboration, to understand each other's perspectives. Two (or more) groups in different locations (can be international), have a video link with each other as a group. The lecturer asks a question or puts forward a proposition (which may or may not be linked to the course content). Students form groups with people from different locations and engage in a conversation about the question or proposition. The aim is to consider the similarities as well as the differences in each participant's perspective.

COLLABORATE

SOCIALISE

Breakout rooms during a break

LOCATION: ONLINE

TIME: MEDIUM (20-60 MIN.)

This is a relatively easy way for students to get to know each other better. If you use breakout rooms and group assignments during your online sessions, see if you can give the assignment just before a break. Indicate in your instruction that students have 10 minutes for the assignment in the breakout rooms but that the break will take place afterwards. Suggest that students grab a coffee or tea and use the time not only for the assignment but also to talk to each other about how things are going, if they are enjoying online learning, etc.

SOCIALISE

SOCIALISE

Coaching

LOCATION: ONLINE + F2F

TIME: MEDIUM (20-60 MIN.)

Coaching consists of individual coaching conversations with students, outside the scope of the learning content. This works relatively well online, but also for F2F sessions.

SOCIALISE

This or that

LOCATION: ONLINE + F2F + HYBRID

TIME: SHORT (5-20 MIN.)

Give students two options to choose from: YouTube or TikTok? Coca Cola or Pepsi? Android or iPhone? Morning person or night owl? Now make pairs and have students ask each other 'this or that' questions in the pairs.

SOCIALISE

SOCIALISE

Optional coffee room (or pub)

LOCATION: ONLINE

TIME: MEDIUM (20-60 MIN.)

You could schedule a digital coffee room at a set time in the week as an online version of the 'corridor' or 'coffee corner'. This is a place where students can meet to catch up or for the lecturer and students to talk about the course and how things are going. Or you can use it as a joint start or end of the week.

SOCIALISE

Common ground

LOCATION: ONLINE + F2F + HYBRID

TIME: SHORT (5-20 MIN.)

Divide the students into small groups and give them two or three minutes to come up with five common topics. Then make a larger group by joining two small ones and now have them come up with five common topics again in the larger group.

SOCIALISE

Group presentation

LOCATION: ONLINE + F2F + HYBRID

TIME: MEDIUM (20-60 MIN.)

When working with group assignments, you can ask the groups to give a group presentation. Have them introduce themselves, state their group name and explain what makes them unique. Have the groups reflect on their results.

SOCIALISE

The story of your name

LOCATION: ONLINE + F2F + HYBRID

TIME: SHORT (5-20 MIN.)

Have students swap notes about their names and the background of that name. What do the names mean? Where do they come from? What is the origin?

SOCIALISE

Location annotation

LOCATION: ONLINE + F2F + HYBRID

TIME: SHORT (5-20 MIN.)

Use a screen on which you can collectively make annotations, like a digital whiteboard. Show a map of the Netherlands, Europe or the world and have students write their own name on the spot on the map where that student is currently located. In case of large groups, it is better to have everyone do this with a cross or a dot. You can also have them point out a place they have a special memory of, then ask some of the students to explain their choice.

SOCIALISE

SOCIALISE

Personal contact

LOCATION: ONLINE + F2F + HYBRID

TIME: MEDIUM (20-60 MIN.)

In blended learning, contact with the lecturer that is not about the course is crucial. Don't forget to include this contact in your course. This can be 1-on-1 contact, but this often takes too much time. You can also do this in smaller groups. Talk to students about their motivation to actively participate in the course (What motivates you to attend the session?), their approach to how they interact with the course (When do you learn best? And how do you approach learning?) and ask for tips and tops for the lecturer. You could do the latter more elaborately in the form of a 'meeting about the lecturer' that you have a student chair and you yourself sit in as a listener.

SOCIALISE

Pop when you're hot

LOCATION: ONLINE + F2F + HYBRID

TIME: SHORT (5-20 MIN.)

A quick working form to allow students to 'land' in the session and focus their attention. Stand in a circle or have students stand behind their laptops and put a thought-provoking question to the group. This could be a substantive or social question. Students given an answer the moment it comes to them, much like when popcorn pops. Everyone in the group gets a turn. If necessary, agree on how long an answer may take.

SOCIALISE

Pub quiz

WORKING FORM

LOCATION: ONLINE + F2F + HYBRID

TIME: LONG (60+ MIN.)

As lecturer, create a quiz with witty or interesting questions that have nothing to do with the learning content, and play a pub quiz with the students. Form groups of students who try to answer as many questions correctly as a team. Optionally, you can have students submit questions themselves and even lead the pub quiz themselves.

SOCIALISE

Small talk before and after

LOCATION: ONLINE

TIME: SHORT (5-20 MIN.)

This is a way to replicate some of the informal contact moments between lecturer and student in an online environment. As lecturer, you can arrive earlier than the start of the online session and stay a bit longer afterwards for small talk. Sometimes the waiting area of a digital tool also offers the opportunity to let students join one by one and thus to briefly speak to them 1-to-1.

SOCIALISE

Who's who page

WORKING FORM

LOCATION: ONLINE + F2F + HYBRID

TIME: SHORT (5-20 MIN.)

Have students introduce themselves briefly on a forum in the digital learning environment. If necessary, give pointers indicating what should, as a minimum, be in their proposal text or provide some choices. Examples are: 'Introduce yourself in a text and share one thing that not many people know about you.' Or: 'Choose an image that says a lot about you and explain why.' An introduction video makes it even more appealing.

SOCIALISE

Snowball discussion

LOCATION: F2F

TIME: MEDIUM (20-60 MIN.)

Have students write down an answer to a question you ask on a piece of paper, e.g. 'what do you find difficult about this course?' or 'what makes you happy in the morning?'. Now instruct them to crumple the papers into a 'snowball' and throw them at each other. Each student picks up a snowball. Now randomly ask students to read out what is on their piece of paper and who that answer might be from.

SOCIALISE

Social café forum

LOCATION: ONLINE

TIME: MEDIUM (20-60 MIN.)

Set up a forum, in the digital learning environment, where students can socialise with each other in an approachable (low-threshold) way.

SOCIALISE

Speed date

LOCATION: ONLINE + F2F + HYBRID

TIME: MEDIUM (20-60 MIN.)

Organise a speed date to get to know each other better, share knowledge or do a short assignment. It is ideal to do online but can also be done F2F. Create breakout rooms for pairs, explain the purpose of the speed date well in advance and what you expect students to bring back to the group. Use the 'announcement button' in Teams (or any other virtual classroom) to send short messages to pairs. Rotate the dates 3 or 4 times.

SOCIALISE

Tips from senior students

LOCATION: ONLINE + F2F + HYBRID

TIME: MEDIUM (20-60 MIN.)

Role models can have a significant impact. Invite senior students to get involved with the course, e.g. to give a pitch at the end of a lecture to inspire the students. The senior students can talk about what they found difficult about the course and what helped them understand it better. Discuss motivation, study skills, etc.

SOCIALISE

Two truths, one lie

LOCATION: ONLINE + F2F + HYBRID

TIME: MEDIUM (20-60 MIN.)

Each student comes up with two truths and one lie about themselves and writes them down as statements. Ask each student to read out the three statements, and let the other students guess what the lie is.

SOCIALISE

Virtual tour

WORKING FORM

LOCATION: ONLINE

TIME: SHORT (5-20 MIN.)

First-year students, in particular, still have to find their way around the campus. To give them an idea of the physical place where their study programme takes place anyway, you could film a short tour of the campus with your mobile. Also consider including your office, the room where last year's lectures were recorded, etc.

SOCIALISE

Introduction round

WORKING FORM

LOCATION: ONLINE + F2F + HYBRID

TIME: SHORT (5-20 MIN.)

A round of introductions is easy to do in small groups. Have students talk about something personal, for example by asking them to elaborate on the most exciting experience they ever had, in addition to stating their name and age.

SOCIALISE

SOCIALISE

Introduction video

LOCATION: ONLINE

TIME: SHORT (5-20 MIN.)

To help students get an impression of you as a lecturer, you can record a video in which you introduce yourself. Post this video as an 'announcement' in your digital learning environment. Talk about your hobbies and background as well as your expectations for the course.

SOCIALISE

SOCIALISE

Object round

LOCATION: ONLINE

TIME: SHORT (5-20 MIN.)

Start your meeting with a search. Ask students to grab the nearest book (or magazine, postal item, cookbook, etc.) as quickly as possible. The one who is last chooses the next object. Have some of the participants say something about the book (or another object) so that they get to know each other better.

SOCIALISE

Question cards in breakout rooms

LOCATION: ONLINE

TIME: MEDIUM (20-60 MIN.)

You can use question cards to get a conversation going between people who don't know each other. These cards contain questions such as: 'What is your favourite Netflix series?' 'Do you have a pet?' Or 'How long do you have to travel to get to campus?' To add a more substantive touch, consider a pub-quiz setting where you get students to brainstorm together to come up with a creative solution to a problem.

SOCIALISE

Tele Tea

WORKING FORM

LOCATION: HYBRID

TIME: SHORT (5-20 MIN.)

Form mixed groups of students who are physically present (F2F) and at least one online student. Give each group a stack of cards with questions to get to know each other better; open-ended questions like the ones you find on certain tea bags, for example. You can also have students come up with the questions themselves, submit them in advance or write them on blank cards. Take an active role in a group yourself. Form different groups in every session and rotate the cards.

SOCIALISE

ASSESS

Case study

LOCATION: ONLINE + F2F + HYBRID

TIME: LONG (60+ MIN.)

A case study presents students with situations from practice, which they analyse, respond to, or follow up. This assessment format is suitable for assessing learning outcomes of a higher taxonomic level. A case study is usually combined with open-ended questions, which is why the design of an assessment model is also relevant.

ASSESS

ASSESS

Exit ticket

LOCATION: ONLINE + F2F + HYBRID

TIME: SHORT (5-20 MIN.)

At the end of a session, ask students some questions to check whether they have achieved the learning objectives and each student has understood the topic. You can make 'exit tickets' for this: online or paper tickets with questions that each student has to complete and hand in before they may leave. For example: name three things you learnt, name two things you still want to learn, name one question you want answered next time.

ASSESS

ASSESS

Knowledge assessment

LOCATION: ONLINE + F2F

TIME: LONG (60+ MIN.)

An assessment with open and closed questions on vocational, theoretical and subject-matter expertise. The assessment is often given on completion of a particular module within a period of study. It lends itself particularly well to these cognitive thinking skills: remember, reproduce and understand.

ASSESS

ASSESS

Oral assessment

LOCATION: ONLINE + F2F

TIME: MEDIUM (20-60 MIN.)

An oral assessment is an evaluation method in the form of a Q&A between the lecturer and the student to assess the extent to which the student has mastered the material. This is especially suitable to assess conversational and listening skills and if you wish to assess the quality of a student's reasoning / substantiation of arguments.

ASSESS

Open book assessment

LOCATION: ONLINE + F2F

TIME: LONG (60+ MIN.)

In an 'open book assessment', students can consult the learning resources containing the learning content they have studied. It may seem as if they only have to look up the answer on the day of the assessment and that it is a very easy kind of assessment. But this is not how these kinds of assessments usually work. They are often quite difficult because an open book assessment requires a real understanding of the learning content; students have to be able to interpret the subject-matter, think critically and present an organised and well-written answer.

ASSESS

ASSESS

Record a podcast

LOCATION: ONLINE

TIME: MEDIUM (20-60 MIN.)

Ask students to record a short podcast in which they apply what they have learned, for example: reflection on their internship, opinion on a news item or interview with a classmate or expert.

ASSESS

ASSESS

Poll

LOCATION: ONLINE + F2F + HYBRID

TIME: SHORT (5-20 MIN.)

Use a polling app to poll opinions in the group, or to understand how far students are with a task or assignment.

ASSESS

ASSESS

Portfolio

LOCATION: ONLINE + F2F

TIME: LONG (60+ MIN.)

A portfolio is, in educational terms, a collection of a student's work that showcases that student's development. A portfolio can underpin their formative assessment, with the focus on the learning process itself and reflecting on that process, rather than just on achieving the end goal.

ASSESS

Presentation

WORKING FORM

LOCATION: ONLINE + F2F + HYBRID

TIME: LONG (60+ MIN.)

In this assessment, students design a presentation in a certain form, such as an oral presentation, a poster, an infographic, a video, and so on.

ASSESS

ASSESS

Writing assignment

LOCATION: ONLINE + F2F + HYBRID

TIME: LONG (60+ MIN.)

A writing assignment allows for variation in terms of elaboration and affords the opportunity to work towards an end product in steps. This can be done online as well as F2F. For example: reflect on sources, identify reasoning errors in an argument, assess an article on quality, discuss a case study, write a report or essay, perform an analysis, and so on.

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