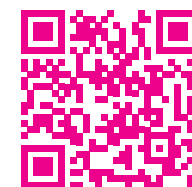


Staff Academy Workshop



Co-funded by
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Staff Academy Workshop

The INGENIUM Alliance organises Staff Academy workshops to share, transfer and showcase selected innovative pedagogical methodologies from the partner Universities. The programme of each of the Staff Academy workshops will be based on proposals submitted by Alliance staff already implementing innovative learning methodologies or wishing to develop them in cooperation with the INGENIUM partners. Staff Academy workshops can allow participants with an opportunity to gain new insights and enhance their skills in a particular field by providing additional time for hands-on learning and interaction with colleagues from diverse backgrounds. It will also provide the appropriate framework for knowledge sharing and transfer, offer new networking opportunities, and open avenues for enhanced cooperation. Staff Academy will be held twice a year, in June and February.

Each edition will be hosted by one of the Alliance Universities in the 10 Days of INGENIUM framework. The first Staff Academy will be organized in Ud'A, Università Degli Studi Gabriele D'Annunzio Di, Chieti-Pescara Italy, on 19th–23rd of June 2023.

For more information, please contact: wp5@ingenium-university.eu



Staff Academy Workshop Schedule, 19th-21st of June 2023

	Monday 19th of June	Tuesday 20th of June	Wednesday 21st of June
14:30-15:30	*	Staff Academy: Generative feedback process in integrated learning ecosystem for higher education Maila Pentucci & Chiara Laici, Italy	Staff Academy: Innovative Teaching and Learning Approaches for Internship Catherine Murphy & Denise McSweeney, Ireland
15:30-16:30	*	Staff Academy: Simulation pedagogy for paramedic education Hannu Salonen & Jarno Hämäläinen, Finland	Staff Academy: Teaching of Public Health in Medical university Karolina Lubomirova, Bulgaria
16:30-17:00	Coffee break	Coffee break	Coffee break
17:00-18:00	Staff Academy: New Technologies, New Resources on the Teaching-Learning of Roman Law María José Azaustre Fernandez	Staff Academy: The VR Classroom – A Hands-On Experience for Learning and Teaching in Immersive Virtual Reality Matthias Wölfel & Daniel Hepperle, Germany	Staff Academy: Playing to learn. The role of Game-Oriented Learning in higher education Judit Vari & Emilien Lecoffre, France
18:00-19:00	Staff Academy: The MathE Project - Improving math skills in higher education Marcel Roman, Romania	Staff Academy: Constructively aligning lesson design and assessment in order to meet inclusive education learning outcomes Kallia Katsampoxaki-Hodgetts, Greece	Staff Academy: From Passive to Active Learning and from Summative to Formative Feedback: Mentimeter use in the classroom Ines Nikšić, Sweden

* = Other programs for staff



Staff Academy Workshop, Monday 19th of June

University of Oviedo, UNIOVI



María José Azaustre Fernandez

Universidad de Oviedo

New Technologies, New Resources on the Teaching-Learning of Roman Law

This innovation project has consisted of several activities with the aim of favouring the acquisition and development of students' basic skills, their approach to legal sources and their motivation towards Roman Law. With this experience we have tried to show how it is possible to conjugate the classic objectives of the learning of Roman Law -to provide the knowledge of Roman legal institutions as a means of acquiring the entire conceptual basis that will be needed in the study of the rest of the legal subjects and for the understanding of comparative Law - with modern technologies, which provide a learning environment with which the current student is more familiar. The developed activities will be presented in more detail in the workshop.

Gheorghe Asachi Technical University of Iasi, TUIASI

Marcel Roman



Universitatea Tehnică
„Gheorghe Asachi” din Iași

The MathE Project - Improving math skills in higher education

The MathE project is the result of the collaboration between five universities from Portugal, Italy, Ireland, Lithuania, and Romania. The main goals of the project were to enhance the quality of general teaching and assessment methods, to identify students' gaps in maths, provide appropriate digital resources and enhance transnational sharing of innovative teaching methods. A digital platform enables the students to perform self-evaluation tests and search for correct answers on the Online Math Library or the video lessons, while professors can organize online evaluation sessions of the students. Both students and teachers can discuss and exchange opinions on two dedicated channels in the platform.



Staff Academy Workshop, Tuesday 20th of June

University 'G. d'Annunzio', Chieti-Pescara, Ud'A

Maila Pentucci

Chiara Laici



Generative feedback process in integrated learning ecosystem for higher education

The literature on feedback in university teaching agrees on the positive effects of this practice on cognitive, intrapersonal, and interpersonal dimensions of the teaching and learning process. This workshop presents the activity of peer review and peer feedback, highlighting students' perceptions of its effectiveness, the differences between teacher feedback and peer feedback, and the understanding of the role of peer feedback in the formative process. Workshop will showcase some useful tools and teaching strategies to activate feedback, even in large classroom situations. These tools have been tested in face-to-face, distance, and blended learning scenarios.

South-Eastern Finland University of Applied Sciences, XAMK

Hannu Salonen

Jarno Hämäläinen



Simulation pedagogy for paramedic education

Simulation-based learning can be thought of as “a circle of learning” experience, observation/reflection, generalization, experimentation. Simulation teaching method is effective. Students' confidence in their own skills grows when using the method. Decision-making and critical thinking improves. In the workshop participants will hear how to simulate and why debriefing process is in the center role. After workshop all participants receive basic knowledge how to perform debriefing session from the perspective of simulation pedagogy. How to give non-judgmental feedback. In addition, participants understand the meaning of student feedback, that how to immediately change or improve level of teaching or simulation.



Staff Academy Workshop, Tuesday 20th of June

Karlsruhe University of Applied Sciences, HKA

Hochschule Karlsruhe
University of
Applied Sciences



Matthias Wölfel
Daniel Hepperle

The VR Classroom – A Hands-On Experience for Learning and Teaching in Immersive Virtual Reality

Virtual Reality opens up promising possibilities for learning and teaching. In order to explore this potential, a cross-faculty lecture on Virtual Reality (VR) at the University of Applied Sciences Karlsruhe, Germany, was transferred from a traditional lecture format with frontal teaching to a virtual space. To participate in the interactive lectures, students can borrow a head-mounted display (HMD) for one semester (in total we can hand out 60 HMDs). Our workshop will present the lessons we have learned from teaching in our self-developed immersive environment for almost three semesters. We will present the do's and don'ts, and participants will have the opportunity to try out our self-developed VR-Classroom using the HMDs we will bring to the conference.

University of Crete, UoC



UNIVERSITY
OF CRETE

Kallia Katsampoxaki-Hodgetts

Constructively aligning lesson design and assessment in order to meet inclusive education learning outcomes

Please bring your own device and syllabus or a lesson plan you wish to work on.

The workshop is addressed to teachers who wish to identify potential learning barriers, align their syllabus components and/or lesson plans and assessment in order to meet inclusive education learning outcomes. Participants will be given opportunities to reflect on learning barriers and will choose strategies they wish to integrate into their teaching so as to include more opportunities for access, participation and achievement of academic goals for all students. University teachers will also have the opportunity to exchange good practice and sustainable approaches to supporting all students while avoiding labelling. Being aware of the potential learning barriers to learning, making the most of students' differences and providing appropriate systems to support students in their learning, participants will be able to adapt their teaching and learning practices in order to ensure motivation, representation, responsibility, active involvement, learning of all students and student progress.



Staff Academy Workshop, Wednesday 21st of June

Munster Technological University, MTU



Catherine Murphy

Denise McSweeney

Innovative Teaching and Learning Approaches for Internships

Workshop is divided in to two topics: an innovative approach to assessment and feedback on internships and Teaching and Learning Unit support for Innovation. Participants of the workshop will be able to describe innovative approaches to internship application preparation and internship feedback. Participants can also describe supports provided by Teaching and Learning Unit for supporting innovative activities by teaching staff and value importance of feedback for students, self-reflection / self-assessment, exemplars and rubrics.

Medical University Sofia, MUS



Karolina Lubomirova

Innovative Teaching Approaches in the Faculty of Public Health

The lack of medical experts in the health care system in Bulgaria and their increasing duties and responsibilities in the last years have led to the need of new approaches in their training. Some of these approaches are: practical training since the beginning in 13 university hospitals, communication skills, bioethical training and long term E-learning. The healthcare services of rural areas in Bulgaria appear diverse, variations and heterogeneity. A common solution in this complex environment is to create data-driven clinical guidelines that set a standard for paediatric patient care in the Emergency Department, including well-documented interventions for the clinical decision-making process in a specific group of patients and over a clearly defined period. The growth of e-learning technologies and e-methods makes possible the delivery of this knowledge to rural areas.



Staff Academy Workshop, Wednesday 21st of June

University of Rouen, Normandy, URN



Judit Vari

Emilien Lecoffre

Playing to learn. The role of Game-Oriented Learning in higher education.

Over the past decade, URN teams have developed various materials, including video games, cardboard supports and role-play exercises, and have sometimes conducted research on these experiments. The first part of the workshop will be devoted to the experimentation of a serious game by the participants and the second part of the workshop will be devoted to the presentation of an experimentation of a device integrated into a teaching in order to present the benefits but also the difficulties in their implementation. The purpose of this 2nd part will be to think collectively about the possibilities offered within the framework of INGENIUM to develop these types of materials.

University of Skövde, HIS



Ines Nikšić

From Passive to Active Learning and from Summative to Formative Feedback: Mentimeter use in the classroom

Effective teaching methods are essential for learning to be successful. Engaging students through participatory activities could prove to be especially challenging when dealing with heterogenous groups of students, or with large groups in general. This workshop aims to show the effectiveness of using Mentimeter, a web-based interaction tool that allows real-time audience participation and feedback. The students need only internet access on any device, making this a simple and easily available digital tool for teaching aiming to enhance student's engagement. During the workshop, first-hand experience is shared of how Mentimeter has been pilot used, and will be used systematically from next term, in Swedish Language class aimed for International and Exchange Students. By the end of the workshop, participants should be able to confidently use Mentimeter in their classes to create an engaging and interactive learning environment, and see the benefits of it.