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Open teaching. How to design and give training

Interactive presentation, 5th of December 2019
Georg-August-Universität Göttingen | SUB | RRI & Open Science Trainer Bootcamp

Three guiding questions



Where to start when designing a training?



How to actually facilitate learning in a training?



What's open about these approaches?

Three guiding questions



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What's open about these approaches?

First step: Look at the big picture



Behrendt (2002)

Second step: Be precise

What are your intended learning outcomes?

- Which dimension?
- Which level of complexity or internalisation?



Second step: Be precise

What are your intended learning outcomes?

- Which dimension?
- Which level of complexity or internalisation?

ILOs

Cognitive dimension

1. Remember
2. Understand
3. Apply
4. Analyse
5. Evaluate
6. Create

Affective dimension

1. Receive
2. Respond
3. Value
4. Organise
5. Internalise

Psychomotor dimension

1. Imitate
2. Manipulate
3. Be precise
4. Describe
5. Internalise

knowledge | attitudes | skills

Second step: Be precise

What are your intended learning outcomes?

- Which dimension?
- Which level of complexity or internalisation?



Cognitive dimension

1. Remember
2. Understand
3. Apply
4. Analyse
5. Evaluate
6. Create

ILOs

Affective dimension

1. Receive
2. Respond
3. Value
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5. Internalise

Psychomotor dimension

1. Imitate
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3. Be precise
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Work in groups of three

- Define your target group
- Name three ILOs

✓ what
✓ how
✓ why

Second step: Be precise

What are your intended learning outcomes?

- Which dimension?
- Which level of complexity or internalisation?



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What's open about these approaches?

Third step: Design for learning

Help your learners to

1. understand the frame
2. connect and remember
3. get new information
4. work with the information
5. close things up



Ashwin et al. (2015)

Biggs & Tang (2011)

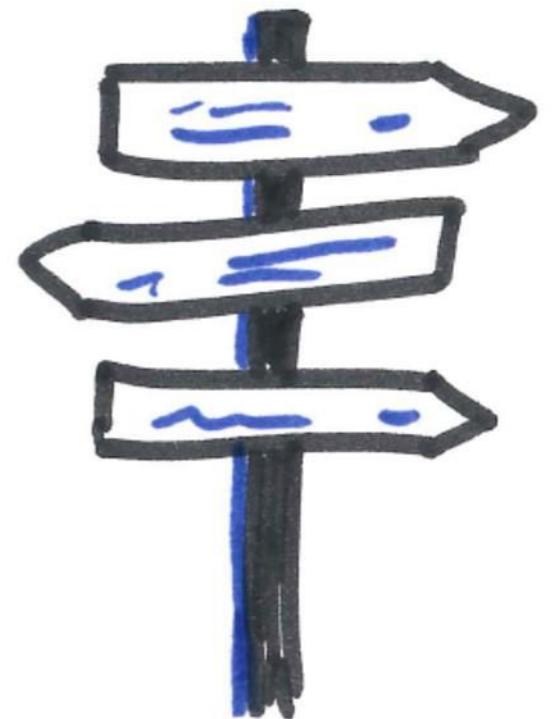
Fink (2013)

Hattie & Timperley (2007)

Third step: Design for learning

Help your learners to

1. understand the frame
2. connect and remember
3. get new information
4. work with the information
5. close things up



Let's stand up & discuss in a bearings setting!

Third step: Design for learning, because...

Help your learners to

1. understand the frame
2. connect and remember
3. get new information
4. work with the information
5. close things up



Learning can be fostered by

- offering and inviting feedback
- sharing your design ideas
- communicating ILOs
- making learning a social process
- valuing different learning biographies

Third step: Design for learning, because...

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Three guiding questions



Where to start when designing a training?



How to actually facilitate learning in a training?



What's open about these approaches?

**Actually, that's the question!
Please discuss shortly with your neighbour.**



What's open about these approaches?

Fourth step: Practice open teaching



Open teaching means “[...] **the facilitation of learning experiences that are open, transparent, collaborative, and social.**

Open teachers are advocates of a free and open knowledge society, and support their students in the critical consumption, production, connection, and synthesis of knowledge through the shared **development of learning networks**” .

Couros & Hildbrandt (2016)

Read further Hegarty (2015), Mayrberger & Hofhues (2013)

Additional Information

Open Badges

- Creating badges to make accomplishments (e.g. having participated at a OpenScience train-the-trainer workshop) visible
- See the work of **Ilona Buchem (Beuth, Berlin)** and of the open badge network in general:
<http://www.openbadgenetwork.com/author/buchem/>



Quest (Berlin Institute of Health)

- <https://idw-online.de/de/news696788>
- <https://www.bihealth.org/de/forschung/quest-center/mission-ansaetze/?L=0>
- [https://www.bihealth.org/fileadmin/QUEST/Publikationen/BIH Quest at a Glance Basisinformation.pdf](https://www.bihealth.org/fileadmin/QUEST/Publikationen/BIH_Quest_at_a_Glance_Basisinformation.pdf)



Dr. Angelika Thielsch

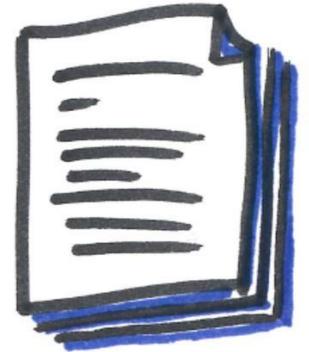
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