| Table 1: | Initial set up and working menu information |
| --- | --- |
| Title of workshop: | CPD5: Active Learning and Digital Engagement for Student Engagement(Adapted from BSU workshop) |
| Duration: | 1 hour |
| Minimum Number: |  |
| Maximum Number: |  |
| Modality: | Online |
| Grouping: | Bath Spa Project |
| Number of facilitators | 1  |
| Link to Resources: | BSU Folder |
| Trained Facilitators: |  |
| Cost: | NA |

| Table 2: | Aims, Learning Outcomes, Keywords |
| --- | --- |
| Aims: | To activate some of the key areas of BSU Education Principles aiming at enhancing Effective Learning practices. |
| Learning outcomes: | 1. To explore active learning and student-centred learning techniques.
2. To distinguish between active learning, authentic learning and assessment.
3. To apply digital tools for Engagement in Learning techniques.
 |
| Keywords: | Active Learning, Authentic Assessment, Authentic Learning, Digital Tools for Students Engagement |

| Table 3: | Indicative Content, Assumed Knowledge, Detailed Structure |
| --- | --- |
| * Indicative Content:
 | * Activating Educational Design Principles
* Active Learning
* Authentic Assessment
* Students Engagement with Digital Tools
* Extra slide: Dethroning the Essay
 |
| Assumed Knowledge: | This workshop assumes a minimum of knowledge regarding Active Learning and Pedagogical approaches.  |
| Detailed Structure: | Please see the section below.  |

| Table 4: | Method of assessment and Feedback Strategy |
| --- | --- |
| Modality: |  |
| Feedback strategy: | This is an interactive workshop designed to promote dialogic engagement and feedback. Throughout the session there will be facilitator and peer feedback in response to activities as well as open Q&A. Additionally, there will be structured follow-up activities for participants which will comprise reflective activities and online quizzes. An ‘open ‘Padlet’ will be used where participants can post questions to see future support, feedback and guidance.  |

| Table 5: | Evaluation |
| --- | --- |
| Link to questionnaire: | TBC |
| Link to analysis: | TBC |

| Table 6: | Environmental sustainability |
| --- | --- |
| Considerations: | To support environmental sustainability, the following considerations have been applied when designing this workshop.  |
| Actions: | * Printing will only be undertaken when required.
* Central copies of materials will be used to reduce digital storage and CO2 production.
* If possible, delivered online to reduce transport.
 |

|  |  |
| --- | --- |
| Table 7: | Resources |
| Considerations: | To support the delivery of this workshop the following resources are suggested |
| Resource | * A digital canvas will be used where participants can post questions to see future support, feedback and guidance. Technological solutions include Padlet/Zoom WhiteBoard/Lucid Spark as examples.
* Online polling software (optional)
* Online conferencing software - for example Teams / Zoom
* The ability to use online chat
* The ability to record a session and make it available for future use. Suggestion is to also include automatic transcription and potentially AI to enhance future use.
* Breakout rooms
 |

|  |  |
| --- | --- |
| Appendix 1:  |  |
|  | Detailed workshop structure |  |  |
| Time | Detail | Facilitator Activity | Participant Activity |
| 5 min | Slide 1 - TitleSlide 2 - Learning OutcomesSlide 3 - Content | Presentation | What are their expectations? |
| 5 min | Slide 4 - Education Design Principles | Presentation and Link to CPD10, CPD3, CPD5b, CPD5c | Allow time for making connections |
| 5 min | Slide 5 - What is Active LearningSlide 6 - Related Terms to Active Learning | Presentation | Participants to reflect on the differences and similarities between active learning, authentic learning, authentic assessment and problem-based learning.  |
| 5 min | Slide 7 - Make it yours.  | Facilitating Activity | Ensure participants have enough freedom to think of alternatives to the Essay.  |
| 5 min  | Slide 8 - Authentic Assessment | Presentation  | Encourage participants to think about Authentic Assessments |
| 10 min | Slide 9 - Students Engagement with Digital Tools. Slide 10 - Flipped LearningSlide 11 - PollingSlide 12 - CollaborationSlide 13 - Sharing | Presentation | Encourage students to provide examples from their own practice regarding these tools.  |
| 10 min | Slide 14 - Make it yours | Facilitating Activity | Participants using the graph and questions to interrogate their own practices.  |
| Own time | Slide 15 - Dethroning the Essay | Own time | This is a thought-provoking video by BSU staff talking about “dethroning the essay” (52 minutes) |
| 5 min | Slide 16 - SummarySlide 17 - Just one ThingSlide 18 - Resources | Presentation | Ask participants to choose one thing they take away from this workshop.  |
| 5 min | Questions and answers | Responding | Participants to ask questions |