

H-HIGHLIGHT

WORKSHOP PERSONALIZATION

As a facilitator, you can adapt the basic workshop in several ways according to the purpose of your workshop. In this part of the scenario we already give some examples and ideas.

1. Only use paper version or interactive PowerPoint

You can choose to work only with the paper version or with the interactive PowerPoint. The advantage of the paper version is that it presents the design of the course very visually. This can be useful for teachers who are designing an entirely new course, or when you have several teachers working together on one course in your workshop.

You can also just use the interactive PowerPoint. This is especially useful because teachers can easily continue working on it at a later time. For example, if you plan to have a follow-up workshop, or if your teachers plan to refine their design with a teaching assistant after the workshop, using the interactive PowerPoint is a good idea. Working with the PowerPoint also saves you some time in preparation as a facilitator, since you won't have to print papers and cut out cards. This may also influence your choice to only work with the interactive PowerPoint.

2. Add discussion and reflection moments

In the workshop, you can add discussion and/or reflection moments for the teachers at different times:

- You could add a break in between the start page and the story board, and add some reflection questions. You can have teachers reflect on these questions individually or ask the questions in group. You could also ask teachers whether they want to present their start page to the rest, and then you can ask the reflection questions in group. Some example reflection questions:
 - o Is there anything you want to change?
 - o Do you use the learning activities that you want to use?
 - o Do you teach the skills that you want to teach?
- The story board also has many opportunities to start a discussion. For example, after each section you could ask in group if anyone is experiencing any difficulties they would like to share. At the end of the story board you could also ask participants to present their story board. Allow at least 5 minutes per person for this. If you are short on time, ask if one person would like to present their story board for the group. We have added some questions that you can ask those who are presenting, either to start a group discussion or to include an individual reflection moment:
 - o Did you experience any difficulties?

- When do you communicate about the skills you are teaching to students? Are there participants who communicate about it at another time than the beginning and/or at the end? How do you communicate about it (e.g. In the course, orally, videos, ...)?
- Are you satisfied with the order of your storyboard?
- Is there a big difference between the current situation and the ideal situation you find on your story board?
- Do you have any new insights about how you teach students skills?
- Compare the skills you added in your story board to the of skills you added on your start page. Are there any differences?
- Once the teachers have completed the action plan, you can also reflect on this in group. Similarly, you could ask participants to present their action plan here as well.

If you add additional moments of discussion and/or reflection, be sure to make a part of the workshop shorter or omit a part. For example, you might leave out the feedback and action plan. You could ask teachers in the follow-up email after the workshop to provide feedback or fill out the action plan, but our experience shows that teachers often don't have time for this and it then doesn't happen.

An easy way to add discussion to the workshop is to ask teachers to invite someone who knows the course to the workshop, such as their teaching assistant, a colleague who teaches a similar course, or one of the course's guest lecturers. They can then work together on one subject, which spontaneously facilitates discussion and reflection.

You can also think about the kind of discussion you want to provoke. For example, it might be helpful to have teachers with different perspectives sit together, especially if you want to challenge teachers to think outside of the box. Then, for example, make sure you have teachers with a lot of experience and little experience working together, or teachers with conservative and creative course designs, or have teachers from different fields working together.

3. Add other skills

You can also add other skills to this workshop if you want to. For example, you can add a section on transdisciplinary or interdisciplinary skills, if that is something your institution focuses on.

It is crucial that you integrate these skills into your introduction. Also, it's best to add a bit about these other skills in the start page so that participants have an idea of how they offer those skills to students before they start the story board. For example, you could create a survey for them to complete (as with the ASSET-H skills), or you could have them rank the skills (as with the learning activities).

In addition, you should add an extra step in the story board. Allow about 10 minutes for this. Then, to integrate it into the paper version, design an extra card. In the interactive PowerPoint, add an extra column, and create new building blocks.

4. Extend the Introduction

Depending on your target audience, you might want to increase the amount of information you give about the ABC design, the learning activities and/or the ASSET-H skills. It's best to integrate the extra information into the introduction.

If you want to know more about the ABC design and the 6 learning activities, you can go to the website of the ABC Learning Design: <https://abc-ld.org/>

If you want to know more about the ASSET-H skills, the research that preceded them and the theoretical background of the project, please visit the ASSET-H website: <https://www.assethproject.eu/>



ASSET-H
Identifying Humanities Skills.



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