

# H-HIGHLIGHT

## WORKSHOP SCENARIO

This scenario provides all the information and instructions to organize and conduct an ASSET-H workshop for teachers.

### GENERAL INFORMATION

This workshop is part of the ASSET-H project, which aims to highlight the value of Humanities graduates to the labour market. In this workshop, we help teaching staff translate skills of the Humanities more explicitly into their course design. Not by asking teachers to add additional or "generic" skills to their classes, but by better articulating exactly what skills they are teaching through their disciplinary focus. The main goal of this workshop is for teachers to reflect on the skills of their discipline and how they can communicate them to students. The workshop acts as a starting point, and the goal is then that teachers can refine this further after the workshop.

It is a 120-minute workshop, in which teachers (re)design their subject/course/training in a hands-on manner with a large focus on student skills. The workshop is based on the ABC design, which was developed by University College London (Young, C., & Perovic, N., 2013). That methodology is based on the theory of Diana Laurillard written out in the book Teaching as a design science (2012). The added value of the workshop is in the dialogue between the members of the workshop. Engaging in conversation about the ideal set of learning activities and how to support them is enriching.

In this scenario, we first provide a brief summary of the content and material used in the workshop. After that we detail what each section of the workshop looks like.

### SHORT SUMMARY CONTENT AND MATERIAL

Part	Content	Duration	Files
1	Introduction	20 minutes	1.SupportingPowerpoint.pptx 1.AttendanceSheet.pdf 1.InteractivePowerPoint.pptx
2	Start page	20 minutes	1.SupportingPowerpoint.pptx 1.InteractivePowerPoint.pptx 2.InformationSkillsAndLearningActivities.pdf 2.StartPage.pdf 2.SurveySkills.pdf

3	Story board	50 minutes	1.SupportingPowerpoint.pptx 1.InteractivePowerPoint.pptx 3.StoryBoard.pptx 3.CardsCircles.pdf
4	Action plan	10 minutes	1.SupportingPowerpoint.pptx 1.InteractivePowerPoint.pptx 4.ActionPlan.pdf
5	Feedback	20 minutes	1.SupportingPowerpoint.pptx

## LAY-OUT OF THE BASIC WORKSHOP

### 1. Introduction (20 min)

We make sure to reserve 20 minutes for the introduction, consisting of 5 minutes in which participants can be late to the workshop and 15 minutes of presentation. The participants can sit down as they wish, they do not have to sit in a certain place at the beginning. During the introduction, the facilitators present the slides about the introduction in "1.SupportingPowerpoint.pptx". First, everyone briefly introduces themselves. Then the facilitators talk about the purpose of the workshop, the skills research, the learning activities and the ABC design. In the Notes section you will find what you should mention for each slide, as well as some points of interest. While you are presenting the introduction, it is best to already pass around the attendance list for all participants to sign.

At the end of the introduction, teachers are given the choice of doing the assignments on paper or in the interactive PowerPoint. While doing so, it is best to explain that the choice of paper is the best choice for teachers who like to work with pen and paper, and who like a hands-on approach. Choosing the Interactive PowerPoint is better when teachers like to work digitally. In addition, the PowerPoint also has the advantage that teachers can easily modify their new design at a later time. This is also possible with the paper version, but it is a bit more difficult. If you have teams of teachers who want to work together on the same course, it is best if they choose the same format.

Once everyone has made a choice, you can ask the participants to sit together in groups of 2-4 people. It is important that people with the same decision (paper or PowerPoint) sit together.

### 2. Start Page (20 min)

The facilitator explains the start page using the accompanying PowerPoint. The facilitator indicates that we will use this start page to map out the situation as it is now. If there are teachers among them who want to develop a new course, you can give them the task of mapping out their ideal situation. The facilitator indicates that the teachers don't have to dwell too long on these questions, and that it is rather a rough estimate of what the course will look like. By doing so, it will serve its purpose as a starting point.

As a first step, they fill in the information of the course, and the content of the course (5'):

1. Add information of the course: this should be very brief as it serves mainly as a reminder for the teacher.
2. Content: summarize in one sentence the content of their subject. "tweet your module".

As a second step, they rank the learning activities (5').

As a third step, they complete the survey on the skills of their course, and summarize their scores on the chart at the end of the survey (10'). We do not distinguish between teaching weeks and evaluation in the survey. Thus, it is not the case that teachers must also formally evaluate those skills in an evaluation (e.g., an exam or an exam paper) in order to teach them to students. If there are teachers among them who do not teach languages, it is also helpful to mention that in the survey the questions for "language" can be interpreted broadly. For example, they also include teachers teaching students different registers (such as academic language or jargon for journalists).

### 3. Story Board (50 min)

The facilitator shares the supporting PowerPoint via the screen to explain the storyboard. The facilitator indicates that in the next steps we want to move towards the **ideal** situation, and thus we are moving towards a redesign. It is important to point out that we will work step by step, and so sometimes teachers only have to fill in part of a page.

For each step, they will first be given the general explanation of what they need to do, for both the paper version and the PowerPoint. Then they are shown an example of a teacher's story board. Also, be sure to explain for those teachers working with PowerPoint how they can drag things around in PowerPoint.

When teachers are working on an assignment, the facilitators walk around and answer any questions they might have. The facilitators themselves can also ask questions to the teachers to gain more insight into their story boards. Some examples questions are:

- Were there any particular difficulties you encountered?
- Were there any things that surprised you about your storyboard (e.g., what kind of skills you teach)?
- Is there a big difference between the current situation of the start page and the ideal situation you find on your story board?

During the part about the information circles, it is good to mention that after this workshop they will receive a knowledge clip about communication about skills. In it, they will be explained how to discuss the skills training with their students. So, during the workshop it is important to think about *when* they want to communicate about it. After the workshop they will have time to think about *how* they want to communicate about it.

The timing below is a good guideline to follow:

- 1 min-10 min: General explanation, noting structure and writing down content
- 10 min-20 min: Learning activities
- 20 min-35 min: Skills

- 35 min-45 min: Information circles

At the end of the 45 minutes, ask teachers to make sure they save their story board properly. For the teachers working with the PowerPoint, this means to save their PowerPoint in an appropriate place. The teachers working on paper can take a picture of their paper story board and/or can use clear adhesive tape to tape the cards and information circles on the story board. When doing so, indicate that it is best to only do this if they are satisfied with their design, and if they do not plan to modify it at a later time.

#### 4. Action Plan (10 min)

The facilitator shares the accompanying PowerPoint via the screen to explain the action plan. At the end of the storyboard, it is time for the teachers to reach a conclusion. We therefore ask teachers to fill in the action plan. By doing so, they should think specifically about the steps they still need to take, when they will do it, and who will do it. For example, they may have an assistant or educational support person who can help them do this. Some guiding questions have been added in the accompanying PowerPoint to help teachers do this.

#### 5. Feedback (20 min)

The facilitators thank the participants for their participation and they remind the participants to sign the attendance sheet before leaving.

It is also helpful to get feedback from teachers about the workshop, so you know what went well and what didn't go so well. Some questions to ask:

- Did this workshop help you reflect on the way you teach Humanities skills to your students? Answer Yes/No, and provide some more context if you like.
- Do you plan to modify your course design(s) based on this workshop? Answer Yes/No, and provide some more context if you wish.
- Overall, my assessment of the workshop is very negative - positive.
- What could be improved in the workshop?
- What would you definitely leave unchanged in the workshop?

We ask these questions using PollEverywhere. With that tool, they answer the questions online, which are then projected on the screen. So with each question, you can see the answers right away and you can go into it to make it a group discussion.

## AFTER THE WORKSHOP

About a week after the workshop, we send an email to the teachers. In this email, we invite them to take another look at their start page, story board, action plan, ..., and to watch our knowledge clip on communicating skills during class. You can find the email below.

Dear participants of the ASSET-H training,

We would like to thank you again for your enthusiastic participation! We thought the workshops we had were very nice and informing moments, and we have already benefited enormously from your feedback.

With this e-mail we would first of all like to invite you to take a look at your start page, storyboard, action plan, ....

1. How do you globally evaluate your first (re)design made during the workshop? Is it already on point or are there still adjustments to be made?
2. Go back and look at the chart for learning activities you created during the workshop. Are you realizing the goals you set through that chart through the new design or are there still adjustments needed?
3. Go back and look at the chart for skills you created during the workshop. Are you realizing the goals you set through that chart with the new design or are there any adjustments needed?

On top of that, I would also like to send you the knowledge clip about communication about skills (20 min). In this knowledge clip you will find several ways of how you can integrate the communication about skills in your courses. You can watch the knowledge clip here:

<https://vimeo.com/722185553>.

As an attachment I have also added the PowerPoint I used during the training as well as the interactive PowerPoint again. Those documents might come in handy if you wish to do the same exercise again for a different course.

For more information about the project or to stay informed about recent developments you can consult our website. Of course, we are also always available for further questions or comments!

**ASSET-H**  
Identifying Humanities Skills.



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