HYBRID LAB LEARNING TEACHING TRAINING ACTIVITY (LTTA1)

Make your own toolkit I and II

23 JUNE 2020 MORNING

Duration: 4h 30 min

Challenge: Prepare a final multidisciplinary teaching learning proposal (educational toolkit)

Strategy: FOCUS – production/gathering on/off potential teaching material; prepare the final presentation; for guidelines of what to deliver in the final presentation follow the Template Guidelines (1, 2 or 3) or present your own.

WHAT MIGHT an EDUCATIONAL TOOLKIT be?

Educational Toolkit may be a collection of tools, guidance and resources for designing future teaching workshops/classroom scenarios and using them to bring advanced and innovative learning and teaching to the academia/non-formal education. The toolkit helps the user (educator, mentor) to establish a path through the process of innovation into cooperation, creative learning environment.
Authoritative and adaptable resources for front-line staff that enables them to learn about an issue and identify approaches for addressing them. Toolkits can help translate theory into practice and practice into theory, and typically target one issue or one audience. Be daring, create a new definition of what an educational toolkit might be.

One example of how to design an effective toolkit:

1. Give your team the right tools for the job. One of the critical components in executing a content strategy is building out a tailored content toolkit.
2. Design tools around the needs of users (define target audience first).
3. Make sure your content toolkit is easy to use. (clear language)
4. Tools for your content toolkit.
5. Further resources/reading.

TEMPLATE HIPOTESIS 1:

Toolkit Guidelines

1) the accumulation of stocks of knowledge:
   a) Main paradigms in your Biotech field of Knowledge
   b) Seminal readings
   c) Source of information (most important journals, websites, etc.)
   d) Main current challenges in your biotech field

2) the creation of flows of knowledge between people and organizations:
   a) Examples of projects in other areas/fields of knowledge that explore the main subject (artistic project)
   b) Example of STEM/STEAM close project
   c) Sources of dialogical information

3) Metacognition - the changing perception of self as new knowledge, skills, and one's ability to participate in a community of practice are assimilated:
   a) Visualize thinking and understanding (methods – what methods did your team explored)
   b) Ask questions (what questions did we asked | What questions did we replied to?)
   c) Reflect (I used to think | Now I think)

4) How to support exploration:
   a) A lesson plan (prepare an example of your mini lesson plan /activity – introduction, goals, audience, guide to practice, assessment)
   b) Identify the challenges this activity/lesson plan may face (what could be the most difficult thing in this activity - process, equipment required, complex concepts...

TEMPLATE HIPOTESIS 2:

Toolkit Guidelines

Module title:
What are the main components of the Module/Course?
Target audience:
Type: Annual | Semestrial | Module
Curricular (year): Extra-Curricular:
ECTS:

Hours (number):
Theoretical Theoretical-practical
Laboratory Others
Contact Autonomous
Total (hours):

Learning Outcomes
- What kind of knowledge and skills/competencies should students acquire by the end of the Module/Course's process of teaching-learning? (Statement – By the end of the Teaching-Learning process, students should be able to...)

Contents
- Which contents will the syllabus of this Module/Course cover?
- What will be the added value of this Module/Course to student training in multidisciplinary fields | STEAM?

Methodologies
- What teaching activities/tasks are expected to be implemented during contact hours, throughout the proposed time frame? How about during autonomous work hours?

Assessment
- How will the learning outcomes be assessed? Which evaluation methods will be selected (summative, formative | continuous, final)? What assessment tools will be used? What are the assessment criteria and parameters?

Resources
- What available or online resources/tools do you recommend?

Stakeholders
- Identify stakeholders', institutions or experts, should be involved?

Bibliography
- What does the general bibliography include?

TEMPLATE HIPOTESIS 3:

Toolkit Guidelines

Title:
What are the main components:
Target audience:
Duration / Hours (number):
Theoretical components (duration):
Practical components (duration):

Learning Outcomes
- What kind of knowledge and skills/competencies should students acquire by the end of the toolkit / activity? (By the end of the Teaching-Learning process, students should be able to...)

Theoretical components (description):

Practical components (description):

- What will be the added value of this toolkit to participants training in multidisciplinary fields / STEAM?

Methodologies
- What teaching activities/tasks are expected to be implemented?

Assessment
- How should the learning outcomes be assessed? Which evaluation methods should be selected (summative, formative | continuous, final)? What assessment tools should be used? What should be the assessment criteria and parameters?

Resources
- What available or online resources/tools do you recommend?

Stakeholders
- Identify stakeholders', institutions or experts, should be involved?

Bibliography
- What does the general bibliography include?