

2016 Uganda workshop programme

DAY 1 (17 May)

Time	Topic & expected outcomes	Tools & responsible person
8:00-8:30	-Registration	
8:30-9:00	-Welcome + Introduction of the network: Review of current network's focuses and relation with current workshop's agenda (~30mins)	John & Govert
9:00-9:40	Getting to know each other (in two groups)	Diljith & Lai
9:40-10:10	Feedback from the members : Quality assurance of e-curriculum development (Diljith), thesis supervision(Brian & Jyotsna), student assessment (Jyotsna) and critical thinking & student assessment (John)(each 5mins+2'Q& A)	Lai
10:10-10:30	Break	
10:30-12:30	<p>Activity 1: effective group work: benefits and challenges (30 mins)</p> <p>Individual-> 6 groups:</p> <ul style="list-style-type: none"> - Sharing the homework (20') - Individually writes down key word(s) that reflect a challenge /problem observed in cooperative learning (5'). - Discuss them in group -> agree on the top 3 issues to be presented (one problem per big post-it) (5') <p>Plenary (10'):</p> <ul style="list-style-type: none"> - Go through the items, vote the most relevant/ interesting top 3 problems/challenges. - Each participant voluntarily assigns himself to a particular problem/challenge. People who choose the same type of problem form a group (no more than 6pp per group) <p>Activity 2(a & b): essential elements and strategies for success (60 min)</p>	<p>Chair: Lai</p> <p>Post-its, markers, flip chart</p> <p>Clicker-voting Carlos prepares the slide (keywords)</p> <p>ppt: list the 6</p>

<p>pitfalls of group-work -Understand the essential elements necessary to construct effective co-operative learning experiences (the 'five pillars' model). -Be able to critically reflect on group-work descriptions using the model and provide suggestions for improvement.</p>	<p>Two Tasks: a. Each group analyzes the chosen problem/challenge, using the five-pillar model and seeks potential solutions and proposes an example of concrete action (provide JIT sheet: problem-solving steps); Feed-back on solution in plenary b (simultaneously). As a group, consciously structure the group work process in such a way that promotes positive interdependence, interaction, accountability and use of social skills. Feed-back on the group-process in the plenary.</p> <p>Suggested key steps to be taken</p> <ul style="list-style-type: none"> ➤ Clarify task ➤ Role division(identify roles and responsibility): <ul style="list-style-type: none"> - at least one person is the moderator (take the lead in clarifying task, monitor the progress of the task, etc.), - at least one is the note-taker (e.g. monitor the interpersonal skills), - time keeper? - at least one is the presenter of the group work outcome, - at least one reports (reflects) on how the group work was self-organized. ➤ ... <p>Activity 3: Plenary (45mins)</p> <p>Tasks: 3 groups present the outcomes/solution (5 min/group) and 3 groups present (5 min) a reflection on their group work process Each group presents their analysis and other groups comment.</p>	<p>steps of problem solving</p> <p>JIT sheets: 1.Problem-solving steps</p>
<p>13:00-14:00</p>	<p>Lunch</p>	
<p>14:00-15:30</p> <p><i>Critical thinking – the basics</i></p>	<p>Introduction on the critical thinking</p> <ul style="list-style-type: none"> • What is critical thinking and logic (15') • Understand the basics of arguments (30') • Activity(in 3): spotting fallacies (30') -> join in another group to compare (15') <p><i>Expected outcomes:</i></p>	<p>Chair: Govert &Lai</p> <p>ppt</p> <p>Activity JIT: To-be analyzed article,</p>

	<ul style="list-style-type: none"> - appreciate the importance of giving basic training on reasoning and logic to students - clearly articulate what critical thinking skills are and be convinced that a set of critical thinking skills and an open-minded attitude could be trained - identify factually correct, valid (logic) and sound arguments and common fallacies in argumentation 	Fallacy sheets
15:30-16:00	Break	
16:00-16:45 <i>Critical thinking-building arguments</i>	<p>Visual presentation of argument</p> <p>Activity: visualize arguments for improvement</p> <p>Read a student's text</p> <p><i>Expected outcomes:</i></p> <ul style="list-style-type: none"> - To visualise and analyse the structure of a written argumentation: being able to help students write well-structured texts where clear and sustained lines of thought are presented and evidence is appropriately used to substantiate or challenge their arguments; etc. 	<p>Chair: Lai</p> <p>Tools: scissors, flip-chart, tape</p>
16:45-17:00 <i>Developing critical thinking using debating as a teaching method</i>	<p>INFO day 2: introduction to debating</p> <ul style="list-style-type: none"> - Give the topic - Explain the group work: task division (detailed plan see debate preparation) 	Govert
Evening	Reading, searching info for Day 2	

DAY 2 (18 May)

Time	Topic & expected outcomes	
8.30-11.00 <i>Developing critical</i>	<p>Activity 1</p> <p>Group work: preparation for debate (detailed plan see debate preparation)</p>	<p>Chair: Govert</p> <p>Lai makes the groups (ppt.)</p>

<p><i>thinking using debating as a teaching method (continued)</i></p>	<p>(8:30-10:00 In subgroup of 8pp)->(10:00-11:00: two subgroup come together in group of 16pp)</p> <p>Exercise: Point and Refutation</p> <p>Expected outcomes:</p> <ul style="list-style-type: none"> - Be able to help students gain an increasing ability to develop critical thinking skills for oral or written communication as progressing through structured debates by <ul style="list-style-type: none"> o implementing cooperative learning principles to structure effective group work that contribute to students’ effective cooperative learning experiences o provide a user-friendly tool to jointly build high quality arguments successfully o stimulating constructive feedback that stimulates critical thinking: Being able to formulate questions that identify gaps and stimulate reflection. 	<p>Group facilitators: John, Jyotsna, Marjan and Lai</p> <p>JIT:</p> <ol style="list-style-type: none"> 1.Role and responsibility sheet 2. ppt (debate statement) for voting (Govert) 3. tips for opening and closing speech
<p>11:00-11:30</p>	<p>Break & prepare</p>	
<p>11:30-13:00</p> <p><i>Developing critical thinking using debating as a teaching method</i></p>	<p>Activity 2:</p> <p>Debate</p> <p>“Vote for the winning argument”</p>	<p>Moderator: Brian</p> <p>JIT: procedure sheet (Brian)</p> <p>Second vote (Carlos)</p>
<p>13.00-14.00</p>	<p>Lunch</p>	
<p>14.00-15.30</p> <p><i>Developing critical thinking using debating as a teaching</i></p>	<p>Activity 3</p> <p>Reflection</p> <ul style="list-style-type: none"> • Debriefers talk (quality of the debate) • Everybody reflects (how the group-work went and “debate as educational strategy”) personally filling in 	<p>Chair: Govert</p> <p>JIT:</p> <ol style="list-style-type: none"> 1. argument rubric (for debriefers) 2. Reflection

<i>method</i>	<p>the sheet.</p> <ul style="list-style-type: none"> Plenary discussion 	<p>sheet (everybody) 3. Further reading: article on “influencing through argumentation”</p>
Social activity	(surprise)	John

DAY 3 (19 May) UM Campus

Time	Topic & expected outcomes	Tools and responsible person
6.30-	Travel to Campus	John
10:30-11:00	UMU Welcome and introductions (UMU & Linqed)	John
11:00-12:30	<p>Break+ visit the campus (returning members)</p> <p>Alternative: Approaches to thesis supervision (mainly for new-comers to Linqed)</p> <ul style="list-style-type: none"> - Exploring own supervision style - Lee’s conceptual framework - Establishing a good relationship from the beginning: the first encounter. 	<p>John</p> <p>Govert & Lai</p> <p>Posters, ppt</p> <p>JIT info:</p> <p>1.Lee’s framework, 2.Survey sheet</p>
	Group picture on UMU campus	
12:30-13:30	Lunch	
13:30-15:00	Activity 1: Educational research: What and why, how to use it? Brainstorming and sharing	Chair: Jyotsna

<p>Exploring educational research</p> <p>Expected outcomes</p> <p>-Raise interest in planning and conducting action research for educational purposes.</p> <p>-Be able to identify relevant research topic for improve own teaching practice.</p>	<p>Activity 2: “Trends in (medical) education research” What is being researched, related to our practice? Discussion.</p> <p>Activity 3: Needs and opportunities: “clarifying the starting point”</p> <p>Part 1 Individual work: identify “focus of interest” Using FINER criteria</p> <p>Part 2: Analytical discussion in a group (4-5pp)</p>	<p>Group facilitators: John, Lai, Jyotsna, Mieke, Marjan, Savitri and Govert</p> <p>Ppt JIT Instruction sheet for group facilitators</p>
<p>15:00-15:30</p>	<p>Break</p>	
<p>15:30-17:00</p> <p><i>Educational research</i></p>	<p>(continue)Part 2: Analytical discussion in a group (4-5pp)</p> <p>Part 3: Individual work: modify ‘focus of interest’ and formulate a PICOT question</p> <p>Part 4: Gallery walk</p>	
<p>17:00</p> <p><i>Travel back to Kampala</i></p>		

DAY 4 (20 May)

Time	Topic & expected outcomes	
8.30-10:30 <i>Self-development as an educational leader</i>	<p>Activity 1 (30mins): think out of box game</p> <p>Activity 2: building leadership strategies for professional development of lecturers and educators In peer groups -> Group discussion & Dialogue</p> <p>Expected outcomes:</p> <p>Through exchange and related to your own leadership level (lecturer, co-ordinator, dean...)</p> <ul style="list-style-type: none"> - Identify goals as educational leaders at each leadership level - Identify your own leadership strengths and areas to improve - Explore strategies for leading towards the goals - Raise the awareness of the importance of building collaboration, teamwork and trust to discuss among levels - Identify new institutional approaches for growth across leadership levels 	<p>Chair: Jyotsna & Diljith</p> <p>JIT:</p> <p>Tools for building leadership strategies</p> <p>Tools:ppt</p>
10.30-11.00	Break	
11:00-12:30 <i>Continued...</i>	Activity 3: feasible and concrete proposals for professional development	
12.30-13.00	Per institution construct suggestions for the continuation of LINQED activities (2017-2021) – discuss per region.	<p>Govert</p> <p>Priority survey results distributed</p>
13.00-14.00	Lunch	

<p>14:00-16:30</p> <p>Learn to network</p>	<ul style="list-style-type: none"> ➤ Overall evaluation on the 2016 workshop (interviews) ➤ Anecdotes from embedding LINQED in the member institutions. From the review of the self-evaluations under FA3 (2008-2016) ➤ Provide background information (e.g., general info on FA4) and reflect on strategic planning for LINQED future. Workshops, exchange, research, other? ➤ Planed activities in 2016 & remaining budget ➤ Communication in the coming months 2017 	<p>Govert</p> <p>Clicker vote on the 4 days – evaluation (Lai – Carlos)</p>
<p>16:30-17:00</p>	<p>Closing, certificates</p>	<p>John</p>