



Education Design Festival 2022

Wednesday 29 June and Thursday 30 June

Location: Aurora building; Vijfde Polder 1; Building 127;
Wageningen Campus

Programme

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Welcome word

Dear teachers,

On 29 & 30 June the Education Design Festival takes place. The festival is set up so you can experience new or innovative ways to design education. Each session there is something to do, whether that is experiencing education from a student's perspective or playing a serious game. Next to the 'doing', you can meet colleagues and discuss ideas with other teachers or advisors from Education Support Centre. The Education Design Festival is also accessible to UU, UMCU and TU/e. Discussing ideas with teachers from these EWUU alliance institutes can spark our creativity.

We have divided the festival in time slots with two-hour and four-hour sessions. Sessions have limited capacity and we therefore ask you to indicate which sessions you prefer to attend per time slot. You will receive an email by 27 June with the sessions to which you are assigned.

Next to the scheduled sessions you can visit our walk-ins. The walk-in sessions have certain themes and you can walk in with your specific case or support request and address it with an education supporter, instructional designer, or educational adviser.

To help you choose, all sessions are tagged. These tags indicate if the topic of the session can be applied in the (re)design of a **Learning activity or lesson**, and/or of a **Course** and/or of a **Programme (re)design**. (see programme overview). Sometimes sessions also have 'other' as a label. This is when the session highlights additional themes that might be important for you to know. With this diverse programme we hope to inspire and excite you about the future of our education!

Best regards,

The Education Design Festival organising committee

Education Design Festival 2022

Programme overview Wednesday 29 June

Time	Workshop sessions					Walk-in session
9:30 – 10:00	OPENING					
10:00 – 12:00	Using Brightspace Analytics/Reports to support students' learning	Metaverse: How immersive technologies support education development	Collaborating with the help of WEConnect	Including peer-feedback in your (report) writing assignment		PIT STOP for learning technologies and educational challenges
<i>Open to Learning activity</i>	<i>all</i>	<i>all</i>	<i>WUR only</i>	<i>all</i>		<i>WUR only</i>
<i>Course</i>						
<i>Programme</i>						
<i>Other:</i>	<i>formative assessment; blended learning; ed tools</i>			<i>peer feedback; writing skills</i>		<i>ed tools and technology, didactics</i>
12:00 – 13:00	LUNCH					
13:00 – 15:00 or 13:00 – 17:00	Using Ans for formative use of assessment (team based learning)	Why still come to campus?	Contributing to local societal challenges, while enriching your course learning goals			
<i>Open to Learning activity</i>	<i>all</i>	<i>all</i>	<i>all</i>	The power of storytelling - create more engaging education	Workshop Educational Media	Experience a Schoolyear exam (BYOD) and inspection yourself!
<i>Course</i>						
<i>Programme</i>						
<i>Other:</i>						
15:00 – 17:00	Game Based Learning in Brightspace	Making use of the student journey in educational design				
<i>Open to Learning activity</i>	<i>WUR only</i>	<i>all</i>		<i>all</i>	<i>WUR only</i>	<i>WUR only</i>
<i>Course</i>						
<i>Programme</i>						
<i>Other:</i>						<i>digital examination</i>
17:00 – 17:30	CLOSING					

Education Design Festival 2022

Programme overview Thursday 30 June

Time	Workshop sessions					Walk-in session
9:30 – 10:00	OPENING					
10:00 – 12:00	Help students navigate your Course	Using Ans: thinking out of the box	Discussing collaboration before content in group work	The Le-Do-Loop: a flexible teaching method to reach higher cognitive goals		Education Quick Start – for new course coordinators or lecturers
<i>Open to Learning activity Course Programme Other:</i>	<i>all</i>	<i>all</i>	<i>all</i>	<i>all</i>		WUR only
		<i>Using ANS</i>				<i>New in teaching</i>
12:00 – 13:00	LUNCH					
13:00 – 15:00 or 13:00 – 17:00	Designing your own mixed classroom	Future assessment: what are you looking for?	Teacher skills for teaching skills			
<i>Open to Learning activity Course Programme Other:</i>	<i>all</i>	<i>all</i>	<i>all</i>			
		<i>Vision and policy (re)design</i>	<i>Teachers' skills (needed for skill teaching)</i>	The grand CBL Game – a playful way to get acquainted with EWUU challenge-based learning		PIT STOP for learning technologies and educational challenges
15:00 – 17:00	Social Identities: building an inclusive classroom	Redesigning for small scale and interactive education				
<i>Open to Learning activity Course Programme Other:</i>	<i>WUR only</i>	<i>all</i>		<i>all</i>	<i>WUR only</i>	<i>WUR only</i>
		<i>Formative assessment; blended learning; educational tools</i>				<i>Tools and technology</i>
17:00 – 17:30	CLOSING					

Wednesday 29 June

10:00 – 12:00

Using Brightspace Analytics/Reports to support students' learning *Mina Atia & Anniek Wintraeken*

Open to: all

Tags:

Course (re)design

Learning activity or lesson (re)design

Other: formative assessment; blended learning; educational tools

About the session:

Are you looking for a way to reflect on and improve your course based on evidence and not just on gut feeling? Then this is the place to be.

In this workshop, you will:

- learn how you can use Brightspace analytics to learn about your students' behavior
- learn how to interpret Brightspace reports to get insights into the students' progress
- learn how to automate intervention actions based on this data
- learn how to interpret Brightspace reports to reflect on your learning activities

During this two-hour session, you are going to practice what you have learned during this session. Then you will discuss that with your colleagues and the trainers.

At the end of this workshop, you will be able to use, interpret and act on the Brightspace analytics on your course(s).

Metaverse: How immersive technologies support education development

Ioana Mereuta

Open to: all

Tags:

Learning activity or lesson (re)design

About the session: Explore & Discover the most advanced cutting-edge visualisation techniques such as AR & VR and how they can be applied in the education field. We will be presenting several examples and showcasing a virtual experience designed by WANDER at WUR in collaboration with the University of Aberdeen.

At the end, we will host a brainstorming session to explore how could these immersive and interactive mediums support your area of expertise. Also, you can add this website link

<https://wander.wur.nl/>

Collaborating with the help of WEConnect *Han Smolenaars*

Open to: Only WUR

Tags:

Learning activity or lesson (re)design

Course (re)design

About the session: Do you want to activate your students? Do you want your students to work together on a certain assignment or do you want them to learn from and with each other? These activating work forms can be used with the WEConnect tool. This tool makes it possible to share and/or review products with each other. Students can share these among themselves, and the teacher has the option of supervising from a distance and, if necessary, providing classroom feedback or instructions.

In this workshop, you will create a teaching design in which you apply didactic principles to efficiently and effectively use activating work forms and make the use of WEConnect a success, both for your students and for you as a teacher.

The session is meant for teachers who want to use WEConnect as an activating work form in their teaching.

Including peer-feedback in your (report) writing assignment *Julia Diederer*

Open to: all

Tags:

Learning activity or lesson (re)design

Other: Peer Feedback; Writing Skills

About the session: In many courses, writing a report, for example a lab report, is an important learning activity. Including peer-feedback during the writing activity, so before students hand in the report, will help students to improve their writing skills, improve their feedback skills, and in the end will help students to hand in better reports. In this session you will learn about the advantages of peer-feedback, you will be given several examples of peer-feedback questions, and you will design your own peer-feedback assignment (for example in FeedbackFruits) to include in your own course.

Walk in session: PIT STOP for learning technologies and educational challenges *Danny Muller/Barbara van Mossevelde & Sanne Mirck*

Open to: Only WUR

Tags:

Learning activity or lesson (re)design

Course (re)design

Programme (re)design

Other: tools and technology, didactics

About the session: Do you have questions on how to use a digital educational tool or are you facing a challenge in preparation or execution of your course?

Visit the PIT STOP: Walk in with your specific case or question and address it with an education supporter, instructional designer or educational adviser. We can assist by giving advice or plan for a longer support session, you can practice or experience certain (new) tools, like Woodlap or FeedbackFruits, and we can share tips&tricks when using educational tools or selecting appropriate tools for your learning activity.

13:00 – 15:00 (Wednesday 29 June)

Using Ans for formative use of assessment (team based learning) *Jolanda Soeting*

Open to: all

Tags:

Learning activity or lesson (re)design

About the session: Formative use of assessment is a good way to activate your students during the course. Ans can be used for this, for example by using the option to let students make a quiz with closed questions together (also known as team based learning). This will make them more inclined to really think about the answers and discuss it with their peers. With a group assignment (as it is named in Ans), they will all be able to answer the questions and will all have access to the results and feedback later on. In this session, you will experience a group assignment yourself and learn more on how to organize it in Ans.

Why still come to campus? *Hubertie Kroon*

Open to: all

Tags:

Learning activity or lesson (re)design

Course (re)design

Programme (re)design

About the session: Why still come to campus? How do we decide if coming to campus will bring you and your students more than watching a live stream, or meeting online? This workshop will be about the goals of education, and how these can be reached. In this workshop, we will engage in dialogue to better understand the goals of education, and how to deal with the current situation. We will leave the workshop with ideas and arguments to support our ideas.

Contributing to local societal challenges, while enriching your course learning goals *Saskia Leenders*

Open to: all

Tags:

Learning activity or lesson (re)design

Course (re)design

About the session: One of the complex societal challenges the city of Wageningen is facing is how to (enrich biodiversity/ energy transition, climate neutral 2030/ climate resilience/ food strategy) we are looking for teachers who are interested in including (a part of) this local challenge into their course in some kind of society based learning activity.

During the workshop, actors from the city/ and or municipality will be present, together with someone from the society based education team (WUR).

Together we will research if we can enrich the learning goals of the course, with the societal challenge, and how this could be designed in an potential assignment, or society based learning activity. In such a way that it is also contributing in some way to the local challenge.

For whom?

- Teachers who already work with society based learning in their course, and are curious how to contribute locally.
- Courses/ teacher who would like to work more society engaged but are not doing this yet.
- Teachers who are interested in what possibilities there are, and what it takes to interweave societal challenges into their course.

13:00 – 17:00 (*Wednesday 29 June*)

The power of storytelling - create more engaging education *Gwenda Frederiks & Sanne Mirck*

Open to: all

Tags:

[Course \(re\)design](#)

[Learning activity or lesson \(re\)design](#)

About the session: Humans love stories. We read books, watch series and movies, and we tell stories about ourselves and our lives pretty much every day. Even when sleeping, our mind continues to make up stories! Stories can help us give meaning to the world, to empathise with and learn from other people's experiences.

So how can we use this in education? This workshop will help you brandish the power of stories to make your own course, assignment or learning activity more engaging. Use storytelling in your education to keep your students motivated to learn ('I want to know how it ends!'). In addition to that, these stories can help students see the relevance of what they're learning and help them to better understand abstract or theoretical concepts.

In this workshop you will learn:

- to identify points where you could use story elements
- how to break up your content into pieces (stories)
- how to integrate this naturally into your current teaching

During the workshop we will also work on a draft story which you can implement in your own learning activity, assignment or course.

Workshop Educational Media *Senna Tamminga*

Open to: Only Wur

Tags:

[Learning activity or lesson \(re\)design](#)

About the session:

- In this session you get to work with innovative educational media. Within this session we have sub-workshops that you can choose from. We start with a short introduction to innovative

educational media and how they can be applied to your courses. The educational media team will pitch the different sub-workshops and you will have the opportunity to choose which one you want to join. At the end of the session, we will meet plenary again. The product that you have created will be combined and you can exchange your experiences with each other.

- Podcasting is becoming more and more popular in education. In this session you will experience what it is like to prepare, record and edit a podcast, with a professional setup.
 - A virtual tour is a combination of 360-photos, videos and other media. Students can use their laptop to look around in 360, click to go to a certain place or watch additional video's (or a podcast). You will create your own mini-tour using a 360-camera, an app and the software H5P.
 - Creating knowledge clips is something not quite as innovative as the two things above. In this workshop we want to show you how it can be innovative when you create your own knowledge clips with Moovly. This is a program in which you can edit a video, use stock material and add animations easily.
- The skills you learn during this session you can apply yourself.
 - What type of media is the best for this topic that I have in mind?
 - What does it take to create an engaging podcast?
 - Can virtual tours replace visiting a location in real life?
 - What are the possibilities of the animation software Moovly?
 - You will be able to create your own podcast, virtual tour or video.

WALK IN - Experience a Schoolyear exam (BYOD) and inspection yourself! *Ellen Dieme*

Open to: Only WUR

Tags: **Other: Digital Examination**

About the session: Ever wondered what it's like to take a Schoolyear (BYOD) exam as a student? Then this is your chance! Experience how a student can prepare for the exam, how he/she starts the exam and how the exam is handed in. Experience taking a Schoolyear (BYOD) exam for yourself!

There is also room to see how you can prepare your Schoolyear (BYOD) exam yourself. How can you schedule an inspection yourself? What if problems arise during the exam, how can you solve them? During the session we will answer on how you can easily solve some problems that may arise at the start and/or during the Schoolyear exam. These questions will be answered within this session but there is also room for other questions about Ans and/or Schoolyear.

15:00 – 17:00 (Wednesday 29 June)

Game Based Learning in Brightspace *Huub Zonjee*

Open to: Only WUR

Tags:

[Learning activity or lesson \(re\)design](#)

[Course \(re\)design](#)

About the session: Game Based Learning

Looking for a way to offer your existing Brightspace learning activities in a more fun and gameish way? Join us and explore how you can use the Brightspace Game Map functionality within your course. With help of the Game Map your students can explore the content in a different way. Create different routes through the Game Map, (re)-design quizzes and assignments and think about how to reach the next level. During the workshop you will see some examples of Game Maps in Brightspace and you are going to design and create your own Game Map in your Practice course in Brightspace. A Game Map is an addition to existing content and is an approach to reach the learning student in a different way

Making use of the student journey in educational design *Nienke Raeven*

Open to: all

Tags:

[Course \(re\)design](#)

[Learning activity or lesson \(re\)design](#)

About the session: Over the past years, ESA's Education Experience Team has gathered students' experiences with so-called customer journey mapping: Which moments in the student journey do they view as issues, what do they think are opportunities, and what do they need to improve? This information has so far been used by teams at WUR to optimize systems and processes, but can also be used in the design of your course or learning activities. That is what this session is about: Together you will discuss (a selection of) these student needs, share your own experiences and find ways to incorporate insights from the student journey into your course. Step by step, we will take you through the creative process of design thinking to do so.

Thursday 30 June

10:00 – 12:00

Help students navigate your course *Sanne Mirck*

Open to: all

Tags:

[Course \(re\)design](#)

[Learning activity or lesson \(re\)design](#)

About the session: A big picture is a graphic or visual representation of what your course is about. As an expert in your field, it is logical how concepts and teaching and learning activities are related, but this might not always be clear for your students. The main function of a big picture is to provide structure and overview. Referring to the big picture regularly can help students to focus attention to what is important.

Because "people learn better from words and pictures than from words alone" (Mayer, 2009), we invite you to enrich the mostly verbal information of your course guide (learning outcomes, assessment strategy, course schedule, etc.) by making a visual representation of your course. After this session you will go home with a first draft of your big picture.

[Example of a big picture](#)

Using Ans: thinking out of the box *Jolanda Soeting*

Open to: all

Tags:

[Learning activity or lesson \(re\)design](#)

[Other: Using Ans](#)

About the session: Most users of Ans are familiar with the most common options in Ans, such as the multiple choice/multiple response question and open question. But there are a lot of possibilities not so much used yet, such as the hotspot and hotspot match question, the drawing question and the options to parametrize questions. In this session, we will show these and you can try them out yourself or discuss with us the best way to use them.

Discussing collaboration before content in group work *Hubertie Kroon*

Open to: all

Tags: [Course \(re\)design](#)

About the session: Students start their group work and at some point realize that they have different, sometimes even opposing expectations and/or ideas about how to continue. There might even be a free rider or social loafer in the group. It's better to try to get ahead of this kind of situation. In this workshop, you will get a short explanation about group development, and a collaboration canvas as a way to have your students talk in advance about their expectations and how they want to work together.

The Le-Do-Loop: a flexible teaching method to reach higher cognitive goals *Agnes Berendsen & Laura Kessels*

Open to: all

Tags:

[Course \(re\)design](#)

About the session: During this session we will inform the audience about the design, implementation and evaluation of a new didactical method: Le-Do-Loop. Within the Le-Do-Loop, students develop educational materials and teach each other about a specified topic. In a first loop, students explain a concept to their fellow students. In a second loop, they build on the knowledge of fellow students with an example. A problem and solution can be added in a third loop.

We will explain the theoretical underpinning of this method based on the concept 'Lernen durch Lehren'. Furthermore, we will demonstrate how to use this method flexibly in online and on campus education, while activating students and reducing teachers workload. Afterwards we would like to brainstorm within groups: how would you implement the Le-Do-Loop in your course (or do you have other ideas/suggestions for this method)? We encourage everyone to come up with ideas and hope to inspire other teachers with this concept. They can contact us after the session if they are interested to know more about the Le-Do-Loop, or to use this method in their courses.

Walk in session: Education Quick Start - for new course coordinators and lecturers

Open to: Only WUR

Tags: [Other: new in teaching](#)

About the session: Will you start teaching in the coming year or will you coordinate a course for the first time?

Walk in for help with getting you started and guidance through all resources and development opportunities available for you as a new lecturer and/or course coordinator. Meet colleagues and supporters from the EduHubs and Education Support Centre.

13:00 – 15:00 *(Thursday 30 june)*

Designing your own mixed classroom *Sarah de Vries*

Open to: all

Tags:

[Course \(re\)design](#)

[Learning activity or lesson \(re\)design](#)

About the session: The topic of this session is designing the mixed classroom: a classroom where students and professionals learn together. We will start the session by explaining the concept of the mixed classroom in more detail. In addition we will share our lessons learned when it comes to designing and teaching for mixed classroom. In the remainder of the session, you will apply the concept to your own course by designing learning activities for a mixed classroom.

Future assessment: what are you looking for? *Mieke Latijnhouwers*

Open to: all

Tags:

Programme (re)design

Course (re)design

Other: Vision and policy (re)design

About the session: Assessment is an important part of education. Not only as underpinning of students' achievement in courses and eventually their diploma. But also as information for students and teachers to steer learning and teaching.

Education is not static: it is changing and adapting to new needs and insights. Several trends and ambitions of Wageningen University regarding education have implications for assessment. Think of the BSc skills learning trajectories, increased flexibility in education programmes, interdisciplinarity/multidisciplinarity, society-based and challenge-based learning, use of digital tools, et cetera.

This year a project group has started to update the assessment policy of Wageningen University, that states its vision, practice and quality assurance system for assessment. We would like to invite you to think along with us in this session, how you envision assessment in the next decade.

What developments or trends do you see, also outside WU (e.g. in students, the working field, educational practice) that you think we should (better) respond to? Do you know of inspiring examples of assessment? Or of didactical insights that you think offer opportunities for the way students are assessed at WU? Please share your thoughts!

The exchange of ideas and discussions in this session can offer you inspiration, not only for the future, but also for assessment in your courses now.

Teacher skills for teaching skills *Renske Dijkstra and Hannelie du Preez*

Open to: all

Tags: Other: teacher skills (needed for skill teaching)

About the session: In this session you will experience, reflect on, and discuss what skills learning demands from teachers. Students are conveying their interest and need for more diverse "life" skills" to succeed in their future careers. Because education is continuously changing, it immediately affect teachers responsibility to remain relevant by updating their own knowledge on the skill and how to teach it in such a manner that students can benefit from it. In light of this statement:

- which skill would you like to teach to students?
- how would you go about acquiring new and relevant information about skills?
- how does a demand for skills learning affect your teaching?
- how does teaching skills affect your own teacher identity?

During this session, we will pose some activities to help you explore your own thinking and attitude about this topic whilst interacting with other colleagues.

By doing so, you will experience how to practically apply this during the session before implementing it in your own classroom.

Equipping and inspiring you with "concrete next steps" is our main aim for this session.

13:00 – 17:00 (Thursday 30 June)

The grand CBL Game - a playful way to get acquainted with EWUU challenge-based learning

Sabine Uijl

Open to: all

Tags:

[Course \(re\)design](#)

[Learning activity or lesson \(re\)design](#)

About the session: In the EWUU alliance context, a concept for challenge-based learning (CBL) has been developed. In this 4 hour workshop, you will learn about CBL through a general introduction and short inspiration sessions. After this, you will start working on a design for CBL by playing the grand CBL game in teams. Per table, you will design a CBL course with an emphasis on competencies and learning activities. You will experience the design through different steps with gaming elements. You can bring your own challenge idea, and work with your table mates on the design of your future course. If you do not have a challenge on your mind, we will have one for you to work on.

Between the steps of the game, we will ask for your feedback on the game itself.

You will leave the session with knowledge of what it entails to design a CBL course in EWUU context. Furthermore, the gaming elements and competition at the tables and between tables will make this an interactive and playful experience for all participants.

Walk IN session: PIT STOP for learning technologies and educational challenges

Jan Steen and Marca Gresnigt

Open to: Only WUR

Tags:

[Learning activity or lesson \(re\)design](#)

[Course \(re\)design](#)

[Programme \(re\)design](#)

[Other: tools and technology](#)

About the session: Do you have questions on how to use a digital educational tool or are you facing a challenge in preparation or execution of your course?

Visit the PIT STOP: Walk in with your specific case or question and address it with an education supporter, instructional designer or educational adviser. We can assist by giving advice or plan for a longer support session, you can practice or experience certain (new) tools, like Woodlap or FeedbackFruits, and we can share tips&tricks when using educational tools or selecting appropriate tools for your learning activity.

15:00 – 17:00 (Thursday 30 June)

Social Identities: building an inclusive classroom *Hubertie Kroon*

Open to: all

Tags:

[Programme \(re\)design](#)

[Course \(re\)design](#)

About the session: By engaging in the Social Identity Wheel activity yourself, you learn more about power structures and privilege, and how these influence student learning, e.g. in group work. This activity is designed for students, to encourage them to identify and reflect on the various ways they identify socially, how those identities become visible or more keenly felt at different times, and how those identities impact the ways others perceive or treat them. At the end of the workshop, we will explore how The Social Identity Wheel can be incorporated into your program or course.

Redesigning for small scale and interactive education *Serge Stalpers*

Open to: all

Tags:

[Course \(re\)design](#)

[Learning activity or lesson \(re\)design](#)

[Other: formative assessment; blended learning; educational tools](#)

About the session: It can be hard to find time to interact with every student and know if they are on track. At the same time, new face-to-face and online teaching methods and tools offer opportunities for your course. If you would like to rethink how you could adjust your course design to teach more efficiently and in a way that is more effective for your students, this workshop is for you. In collaboration with didactic and tooling experts, you will draw a storyboard that blends online and offline learning activities. In this way, you will redesign a part of your course to create more space for small scale interaction with your students.