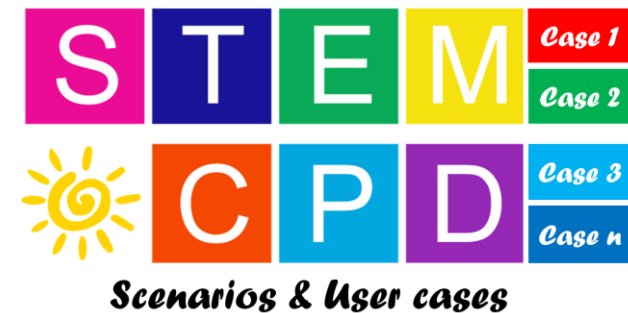# CPD AMBASSADOR USER CASES

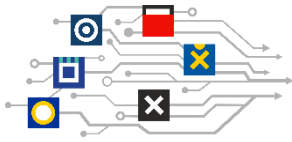## User Case Workshop

Matti Niemelä

University of Oulu

STEM-CPD@EUni Project Final Conference, 2nd June 2023, Ljubljana, Slovenia

http://ectn.eu/work-groups/stem-cpd/

Session Overview / Content

- Introduction to CPD ambassador User Cases
- Development of User Cases
  - Step 1.   Author(s) and affiliation
  - Step 2.   Challenge
  - Step 3.   Teaching competences to be developed or improved
  - Step 4.   Teaching attitudes to be developed or improved
  - Step 5.   CPD activities organized to reach the goals of the User case
  - Step 6.   Time to complete the User case
          Learning environment(s) used
- Summary
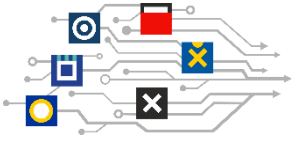
Introduction to User Cases

- User case describe CPD solution for **specific local teaching and/or learning challenge**.
- Each User case include description of CPD activities and interactive teaching and learning materials for **lecturers and other co-workers** for self-supportive learning and/or different other collaborative CPD activities.
- For example, you develop formative assessment on your own course and at the same time **collaborate with other lecturers** to do the same.

    → *Share knowledge and experience with fellow lectures*

Main CPD ambassador actions and steps in User Case

I Define local challenges in teaching and learning.

II Define learning needs, both competences and attitudes, of fellow lecturers and other co-workers.

III Develop and organize CPD activities related to the challenge.

IV Promote CPD at the local level (University, faculty, department, research unit etc.) and in the CPD community.

V **Share knowledge and experience with fellow lectures and other co-workers.**

bottom-up approach
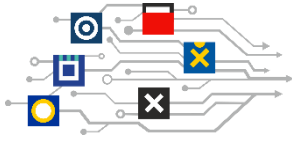
Introduction to user cases

- **In a complete User case following items are described**
  - Challenge
  - Local context and goals
    - Pre-knowledge and background of the participating local teaching staff
  - Local CPD activities for specific teaching and/or learning challenge.
    - Teaching and learning materials and different other collaborative activities.
    - Implementation
  - Expected impact
  - Evaluation / experiences
  - Time to complete a User case (hours – several months)
  - User case learning environment (workplace, online, face-to-face)
  - Scenario
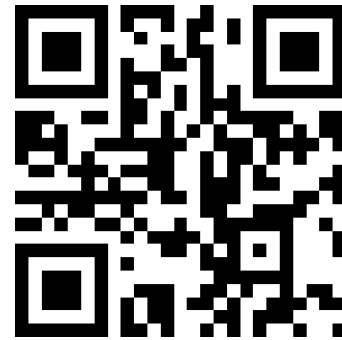- → *Let's create plans for your User Cases*
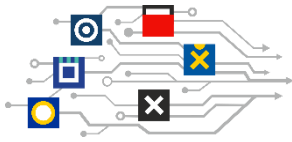
Development of short User Cases
STEP 1. Author(s) and affiliation

Download template in WORD format and save it to your own computer:
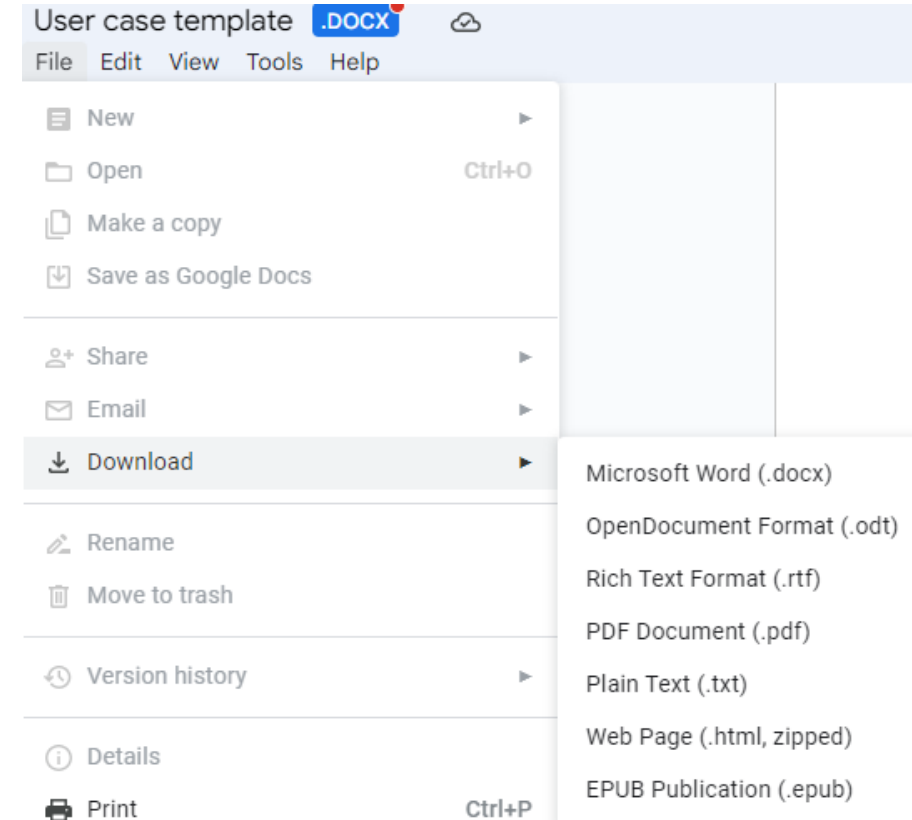
https://tinyurl.com/3kp38h24
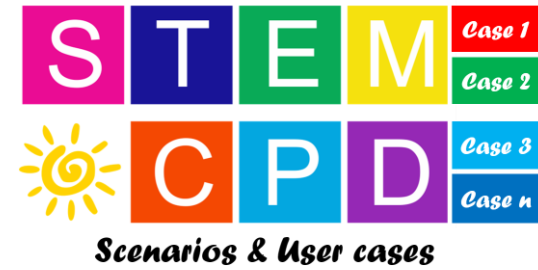
Or use the paper form.

STEP 1. Warm-up activity

- Fill in information on **Section 1**.
  - Write your name
  - Affiliation (Faculty, University, Country)
  - **Optional:** Your current role and/or main job responsibilities (rector, head of the department, professor, lecturer, researcher etc.)

5 min

User case template .DOCX

File Edit View Tools Help

New	▶
Open	Ctrl+O
Make a copy	
Save as Google Docs	
Share	▶
Email	▶
Download	▶
Rename	
Move to trash	
Version history	▶
Details	
Print	Ctrl+P

Microsoft Word (.docx)
OpenDocument Format (.odt)
Rich Text Format (.rtf)
PDF Document (.pdf)
Plain Text (.txt)
Web Page (.html, zipped)
EPUB Publication (.epub)

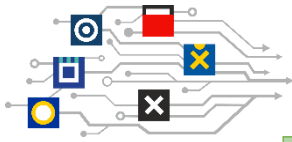# STEP 2. Challenge

Challenge is a key element in each User case.

- Defines the current educational situation and identify difficulties faced by you or your co-workers due to this challenging situation.

- Describes how it impacts on lecturers or other co-workers, students and the learning process.

→ *Provides the explanation for the need to develop education and organize CPD activities.*

STEP 2. Challenges

"*Without appropriate support, it is challenging for new lecturers to properly develop a course, which directly impacts the quality of the curriculum.*"

"*…creating **continuous online assessment for large student groups is still a challenge**.*"

"*The investigation and discussion on the **communication issues between students and teachers** revealed problems that draw particular attention to this matter..*"

"*It is very common that teachers feel frustrated when correcting a BSc thesis. On the other hands, very often students feel alone in the darkness in front of the white screen on the laptop as **few instructions about how to write a good BSc thesis are provided**: in practice, it is the first time when they face with such problems.*

"*align course content for the degree programme learning outcomes*"

"***design interactive lectures** for large classes*"

"*While **ChatGPT** can be a useful tool for higher education, if not used correctly, **it can lead to hinder of students' ability to think critically** and to develop their own ideas, as they may become overly dependent on the model for generating responses.*"
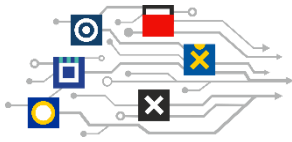
"*Lecturers do not know **how to use the new online tools to improve their methodology** and make the lessons visually appealing and interesting.*"

"***give feedback and support students** during the course*"

"*The **relation between a student doing a master thesis and a supervisor may be not clear** for both sides.*"

"*…teachers do not know **how to react in cases of student behaviour that differs from their experience**, e.g., the student paces around the classroom, the student gets irritated with every change in the class schedule.*"

"*…the **requirements for keeping a laboratory notebook are often unspecified** or completely ignored during laboratory classes..*"

"***Students enrolled in specific courses have broad pre-knowledge background and skills**.*"

"*define intended learning outcomes for my **course***"

More examples: *https://starfish-education.eu/browse?ftype=usercase*

STEP 2. What is your challenge?

5-10 min

- At first, think what would you like to improve in your local teaching or learning practice?
- If you have recently done a teaching innovation you can use it!

Is there a problem in students' learning?
Are your fellow lecturers experiencing problems?
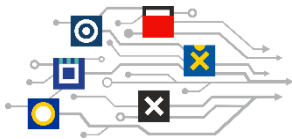Problems in the curriculum?

5 min

- Turn to the person next you, make groups of 2 or 3 and share your challenge with each other.
- Online participants can share their challenges on the chat and/or online discussion.

5 min

- **Section 2** in the Word template.
- Describe the challenge in a couple of sentences and give title for your User case.

STEP 3. Competences

- What is your fellow lecturer's and co-workers pre-knowledge in teaching and learning?
- What competence(s) participants need to develop or improve to tackle the challenge?
- Can you find one to three competences that needs to developed or improved in your User Case from the following list of statements?

Select the competence statements in the Word template **Section 3**.

List of teaching competence statements
1. frame the course in the context of the study programme
2. define intended learning outcomes in every course they teach
3. choose an appropriate assessment method for their course
4. engage students and arouse interest for the discipline in the class
5. teach holistically by integrating social and art aspects in teaching and learning complex chemical concepts
6. cope with heterogeneous pre-knowledge of students
7. being able to bring out and correct misconceptions
8. develop critical thinking by students
9. give prompt feedback and support students during learning
10. support students in socializing (specifically e.g. during a pandemic)
11. stimulate discussion
12. design laboratory courses
13. teach about lab safety using digital tools/platform (where appropriate)
14. teach large groups of students
15. teach small groups of students (group's dynamics)
16. design interactive lectures
17. design online exams
18. design problem solving sessions
19. design active learning classes / sessions using digital technology
20. use digital tools in lab courses
21. use design thinking methods
22. use research based teaching methods
23. use project based teaching methods
24. use blended learning approach
25. use interactive online boards for teaching and learning
26. use voting in lectures to activate thinking and understanding of (e.g. chemistry) concepts
27. organize peer-assessment / peer-feedback in their courses
28. organize (online) collaborative learning
29. use advanced tools, based on artificial intelligence, in supporting students in their learning process
30. make/produce short MOOCs
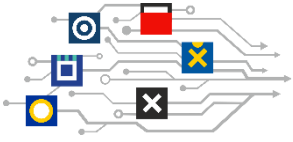
STEP 4. Attitudes

- What about teaching and learning attitudes, can you find from the list one to three teaching attitudes which participants develop or improve in the User Case to tackle the challenge?

Select the teaching and learning attitude statements in the Word template **Section 4**.

List of teaching attitude statements
1. be reflective teachers and reflect about their courses / lectures.
2. have high expectations for the students and themselves.
3. inspire a positive attitude in their class.
4. make students feel special, included, safe and secure.
5. be interested in their students' progress.
6. use students' evaluations and the feedback of students to improve courses.
7. read literature about teaching and learning in higher education.
8. discuss teaching with their colleagues.
9. observe (some) lectures / teaching sessions of colleagues and give feedback.
10. record (some) own lectures / teaching sessions on the video to reflect on.
11. organize / attend meetings of their own teaching team to discuss / reflect on the teaching methods and on the effect of those on students learning.
12. share experience and knowledge gained through continuous professional development (CPD) with lecturers from other institutions.
13. analyse the effect of teaching and introduce changes in an evidence-based way.
14. set their own goals for professional development.
15. attend training for lecturers at the university.
16. apply for specific professional development programmes to obtain certificate(s) in teaching
17. participate in conferences about teaching in higher education.
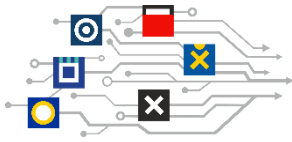
STEP 5. CPD activities

- To reach the goals of the User Case, CPD ambassador organize CPD activities.

- Teaching and learning materials for self-supportive learning and/or different other collaborative are included in CPD activities.

- What kind of CPD activities you would like to organize to fellow-lecturers in your User Case? Select one to three CPD activity statements in the Word template **Section 5**.

List of CPD activities
1. reading books / journal articles on teaching and learning in HE.
2. attending presentations about teaching approaches.
3. attending webinars about teaching and learning.
4. attending hands-on workshops on specific continuous professional development (CPD) topics.
5. following online courses / MOOC about teaching and learning.
6. attending conferences on teaching and learning in HE.
7. attending a summer school on teaching and learning.
8. attending a professional development programme to get a teaching certificate in higher education*
9. attending workshops that are organized specifically for STEM lecturers.
10. attending workshops that are organized generally for lecturers from different disciplines.
11. collaborating with a peer-lecturer on a redesign of a course.
12. getting peer-feedback on own teaching practice from a colleague.
13. collaborating on a teaching innovation project.
14. getting personal coaching / support by a pedagogical expert.
15. getting mentoring from an experienced colleague.
16. getting just-in-time support on a specific teaching and learning issue.
17. giving mentoring to a junior lecturer.
18. giving workshops to other lecturers.
19. participating in a teaching and learning network or a special interest group on teaching and learning in HE.
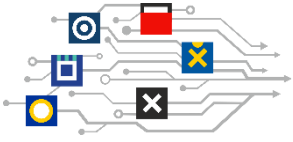
STEP 6. User case - Time to complete and Learning environment

Depending on the challenge, the time to complete a User case can vary from hours to months.

- Time to complete a User case (select one of options from the list)
  - Several hours
  - Several days
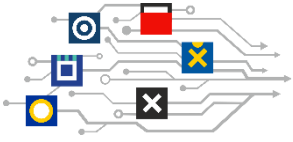 - Several weeks
  - Several months

Learning environment describes the specific setting in which the CPD activities within the User case take place.

- User case learning environments (select one to three options from the list)
  - Workplace
  - μMOOC or other online modules
  - Face-to-face
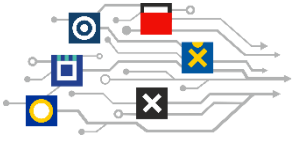
Summary

- **In a complete User case following items are described**
  - **Challenge**
  - Local context and goals
    - Pre-knowledge and background of the participating local teaching staff
      - **Competences and attitudes which need to be developed or improved**
  - Local CPD activities for specific teaching and/or learning challenge.
    - **CPD activities**
    - Teaching and learning materials and different other collaborative activities.
    - Implementation
  - Expected impact
  - Evaluation / experiences
  - **Time to complete a User case (hours – several months)**
  - **User case learning environment (workplace, online, face-to-face)**
  - **Scenario (**CPD scenario is automatically created on Starfish**)**

Summary

- You are all welcome to finalize your User Cases on Starfish platform.
    - https://starfish-education.eu/

- Handbook for STEM-CPD Ambassadors
    - https://starfish-education.eu/information/1393/
        - Framework for sustainable professional development in teaching and learning in higher education
        - STEM-CPD Roadmap guidelines and recommendations
        - Manual how to use and collaborate in Starfish
        - User case examples

More information: matti.niemela@oulu.fi and N.Brouwer-Zupancic@uva.nl

Thank you!