

MHELM Pilot Review Workshop Pedagogy

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Structure of the Workshop Session on Pedagogy

- **Presentation of participants survey results and EU partner feedback**
(Alice Buzdugan)
- **Discussion, deciding on action** (Alice Buzdugan / Alexander Krauss)
 - Discussion of agreed approaches
 - Develop / update activities
- **Module working group (Module leads)**
 - Discussion key revisions
 - Allocation of revisions tasks



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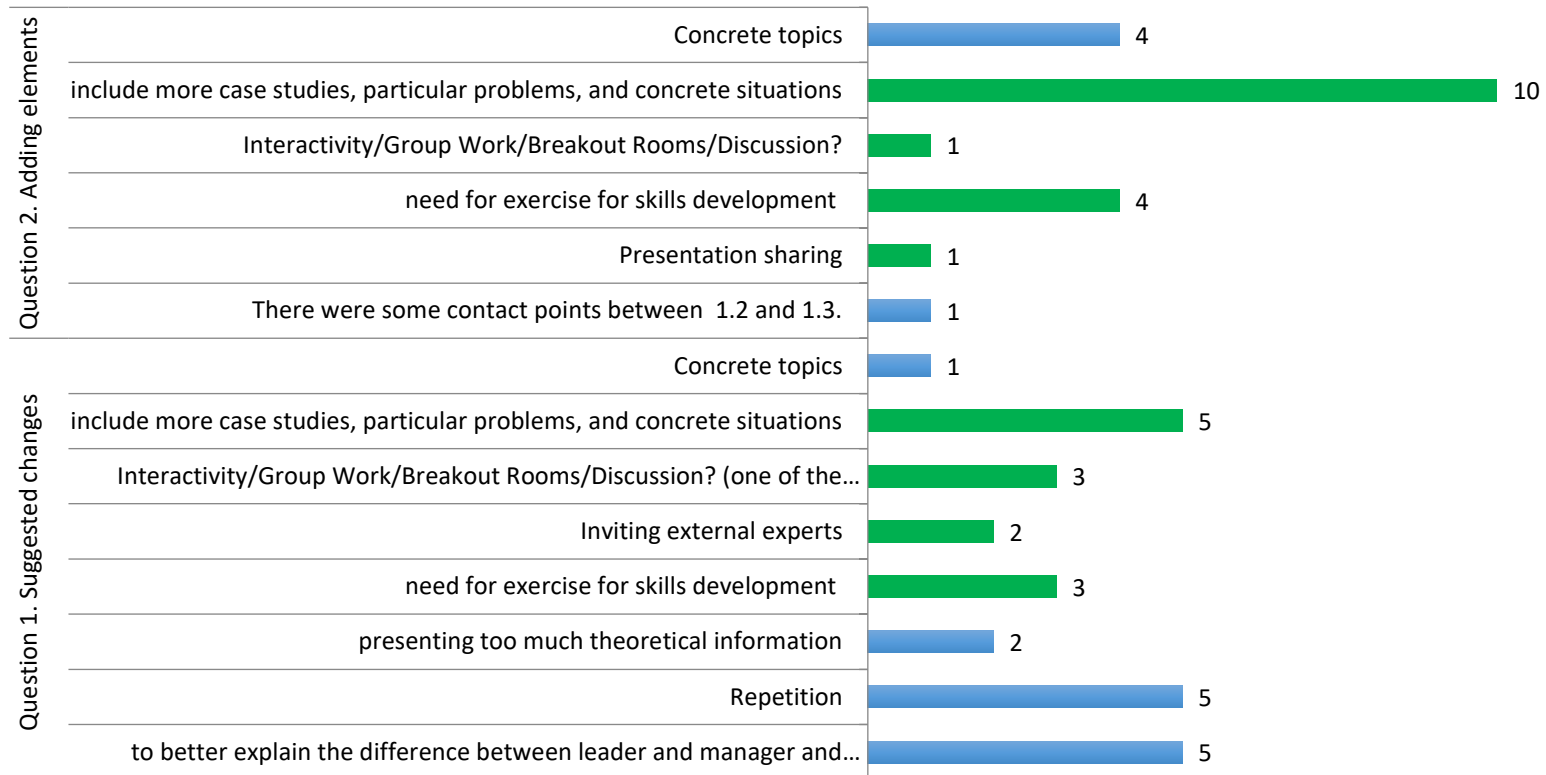
Presentation overview for pedagogy

- Results of the participants survey on pedagogy for Module I, II, III, IV (qualitative part)
- EU partner overall feedback on pedagogy



Participants Survey: Module I *in green*

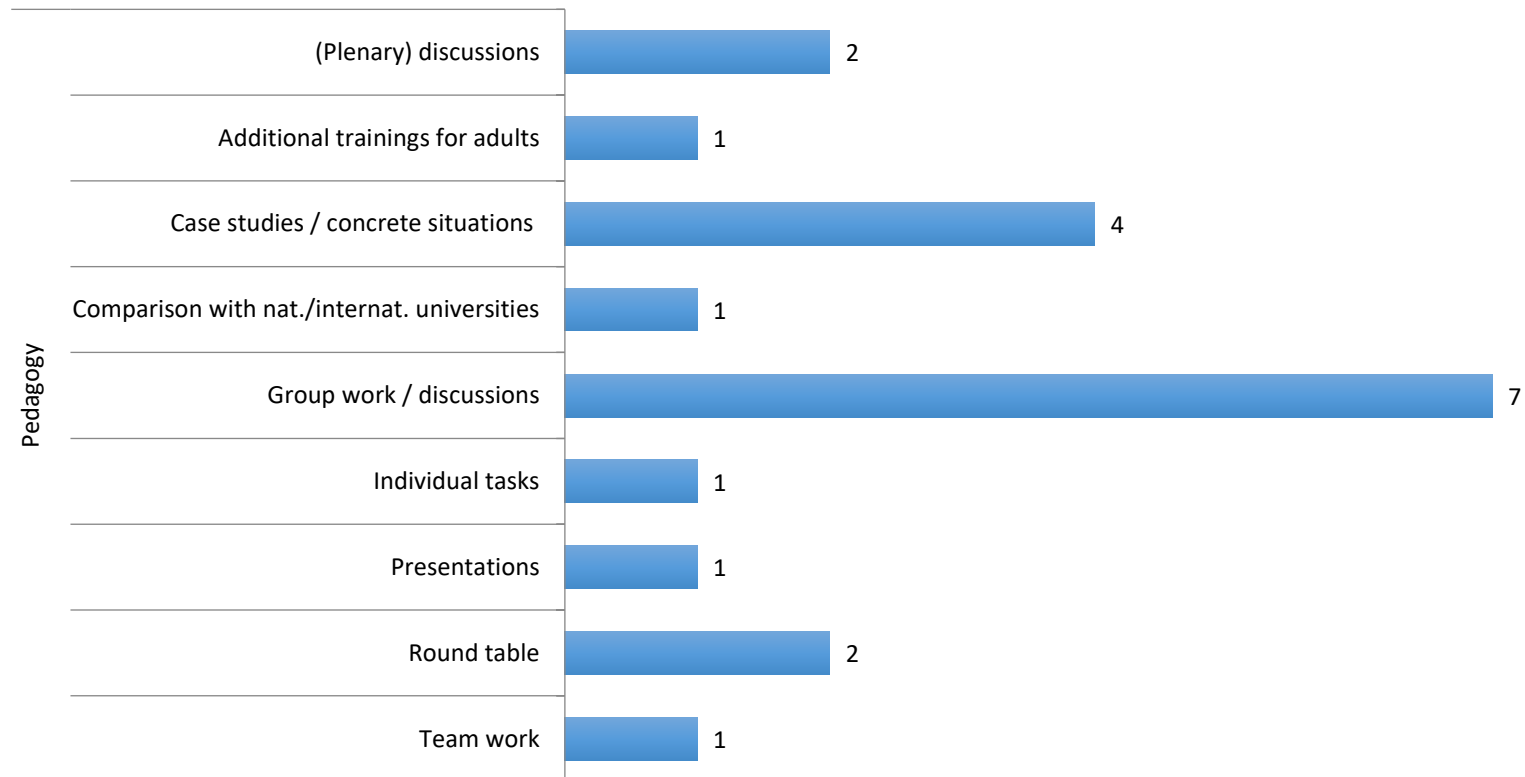
Suggestions for changing and adding elements





Participants Survey: Module II

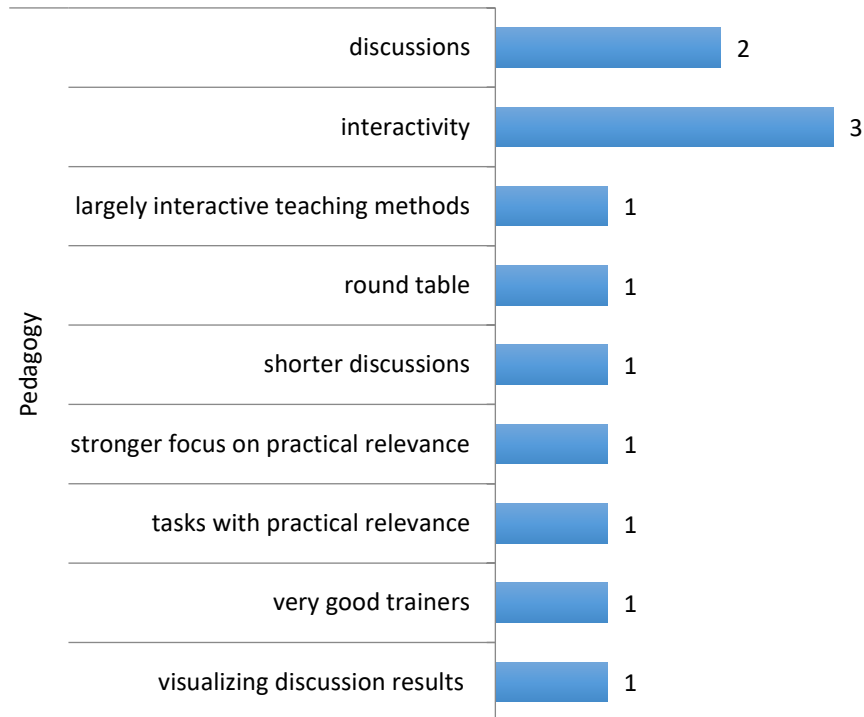
Module II: Most useful activities





Participants Survey: Module II

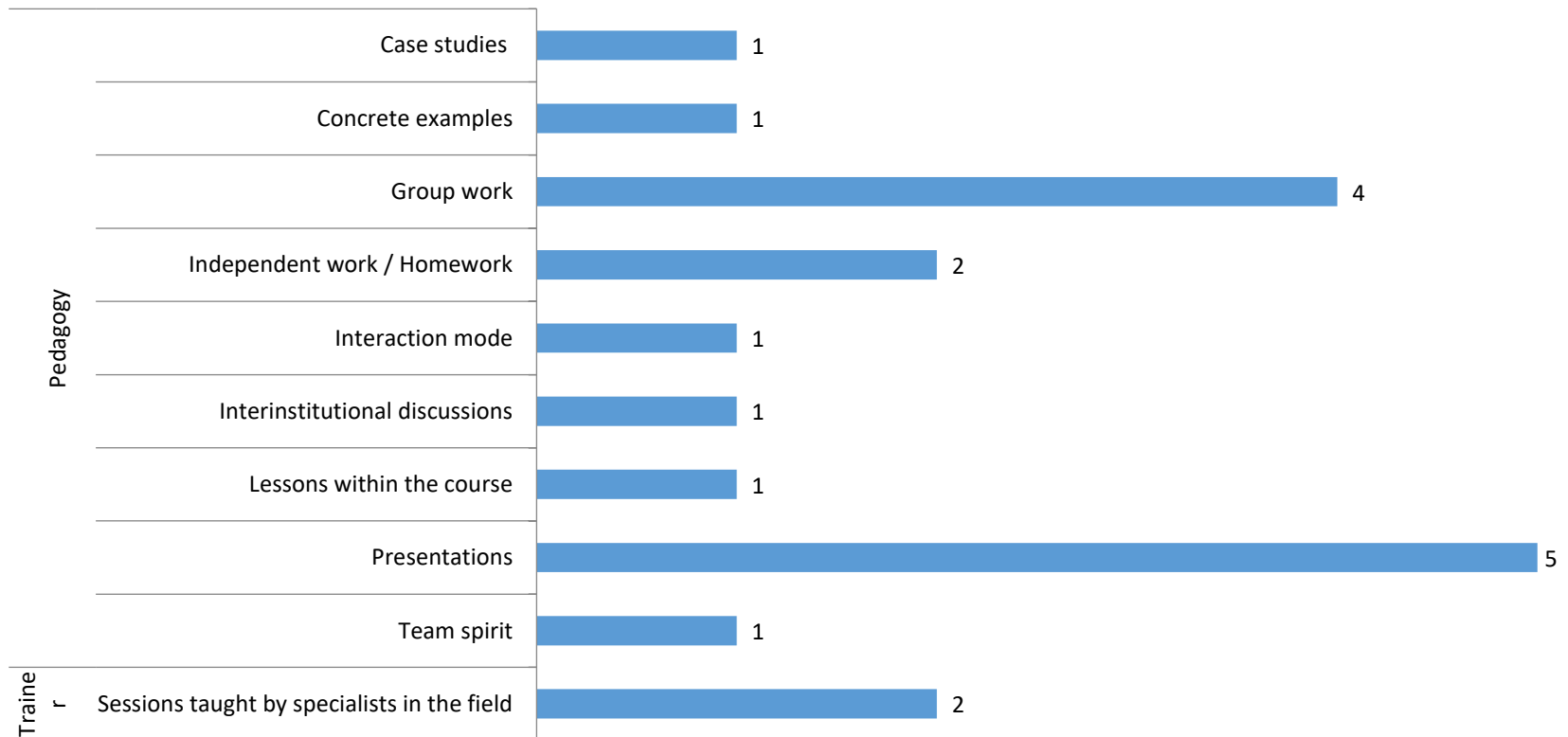
Module II: Comments





Participants Survey: Module III

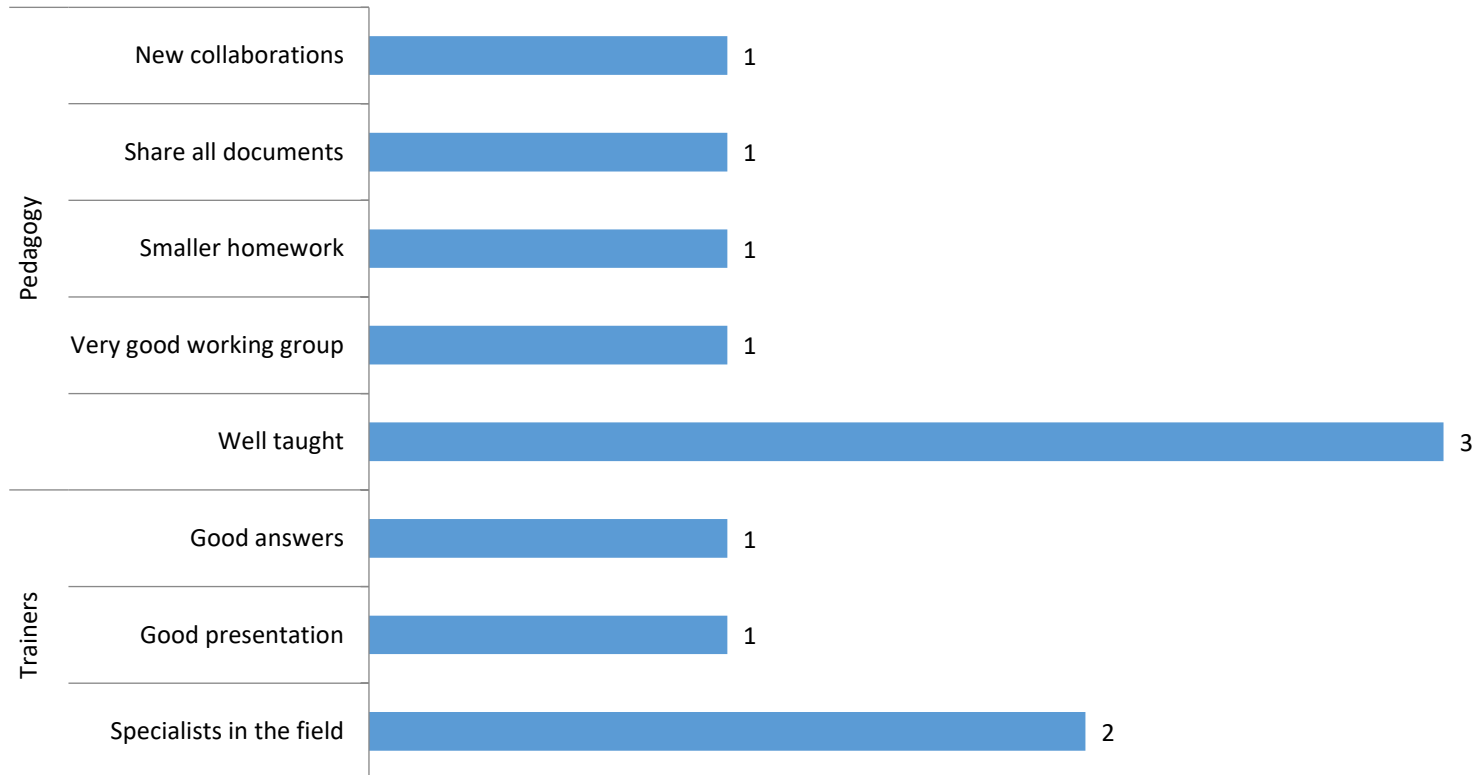
Module III: Most useful activities





Participants Survey: Module III

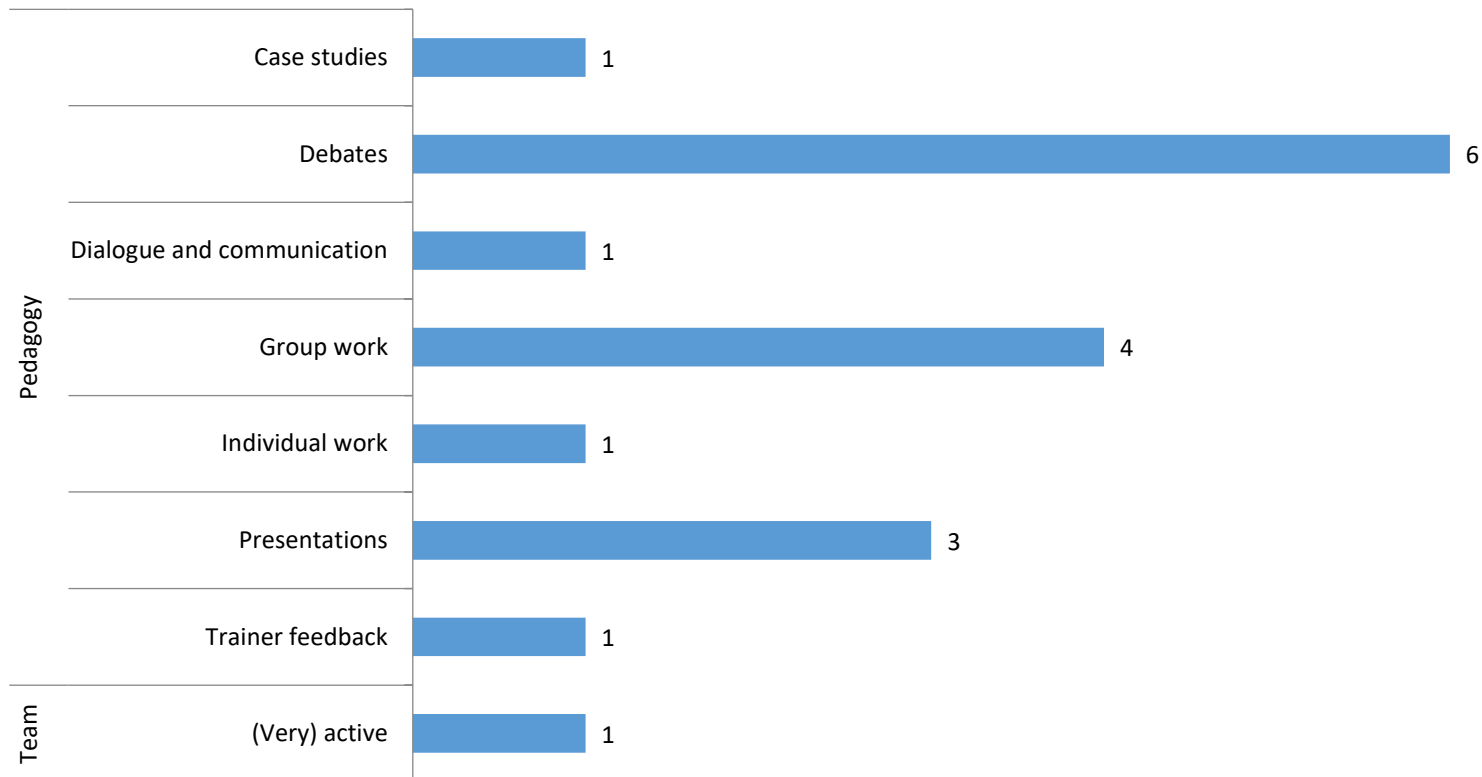
Module III: Comments by participants





Participants Survey: Module IV

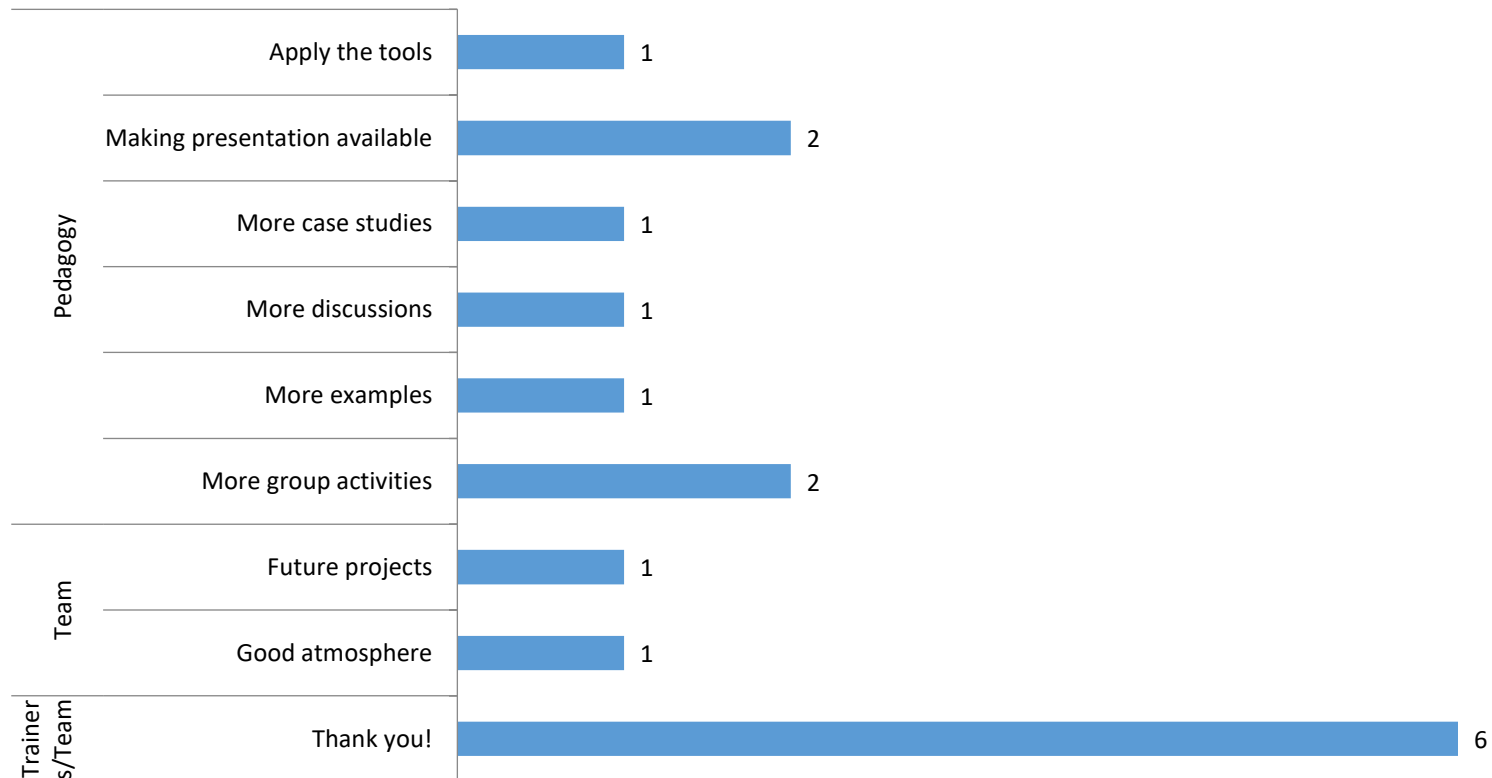
Module IV: Most useful activities





Participants Survey: Module IV

Module IV: Comments





EU Partner Overall Feedback on Pedagogy I

- Some of the sessions were very interactive asking candidates to generate evidence (e.g. through completing a diagnostic questionnaire), reflect on the results and discuss them with other candidates, at the same time clearly demonstrating how the activity related to relevant theories. **These were the best sessions.** There were other that were tutor dominated. One was 3 hours with only 10 minutes of discussion from the candidates. This was the worst session we reviewed and should be revised substantially to focus on the most relevant content and allow more activities.
- **Almost all sessions that we reviewed could do more to make the material relevant to a Higher Education context.** Where links to HE were made, they were often implicit and came from discussion of how a generic theory or framework might be relevant to - or operated - in the context of the candidates' universities. This to some extent is fine, but tutors should also be drawing out the key issues in relation to theories and frameworks when applied to HE when presenting them. In short, tutors could be more confident in stating the implications of using the theories and frameworks in an HE context and providing critique of them as they do so.
- **Across all of the sessions we viewed there was the opportunity more clearly summarise the conclusions of discussions.** Spending a little time in each session to reflect together on what the key conclusions are and implications of the session for how the candidates will act in their roles as leaders and managers would help crystalize the lessons learnt in each case.



EU Partner Overall Feedback on Pedagogy II

- Preparing explanations with the exercises for the other trainers and templates for the presentations (where needed);
- Adding visual aids to the group discussions (smartboard etc.);
- Making presentations and other training material available to the participants → maybe use a joint platform? Or sending the presentations per email in due time;
- Active pedagogy methods (active learning)
- Planning time and activities for retention of new knowledge: visualizing results of discussion from Breakout Groups (e.g. facilitator or group member writes them down; preparing sticky notes with results; online-polls feedback/quiz); e.g. through the assessment of modules; group work/home work.



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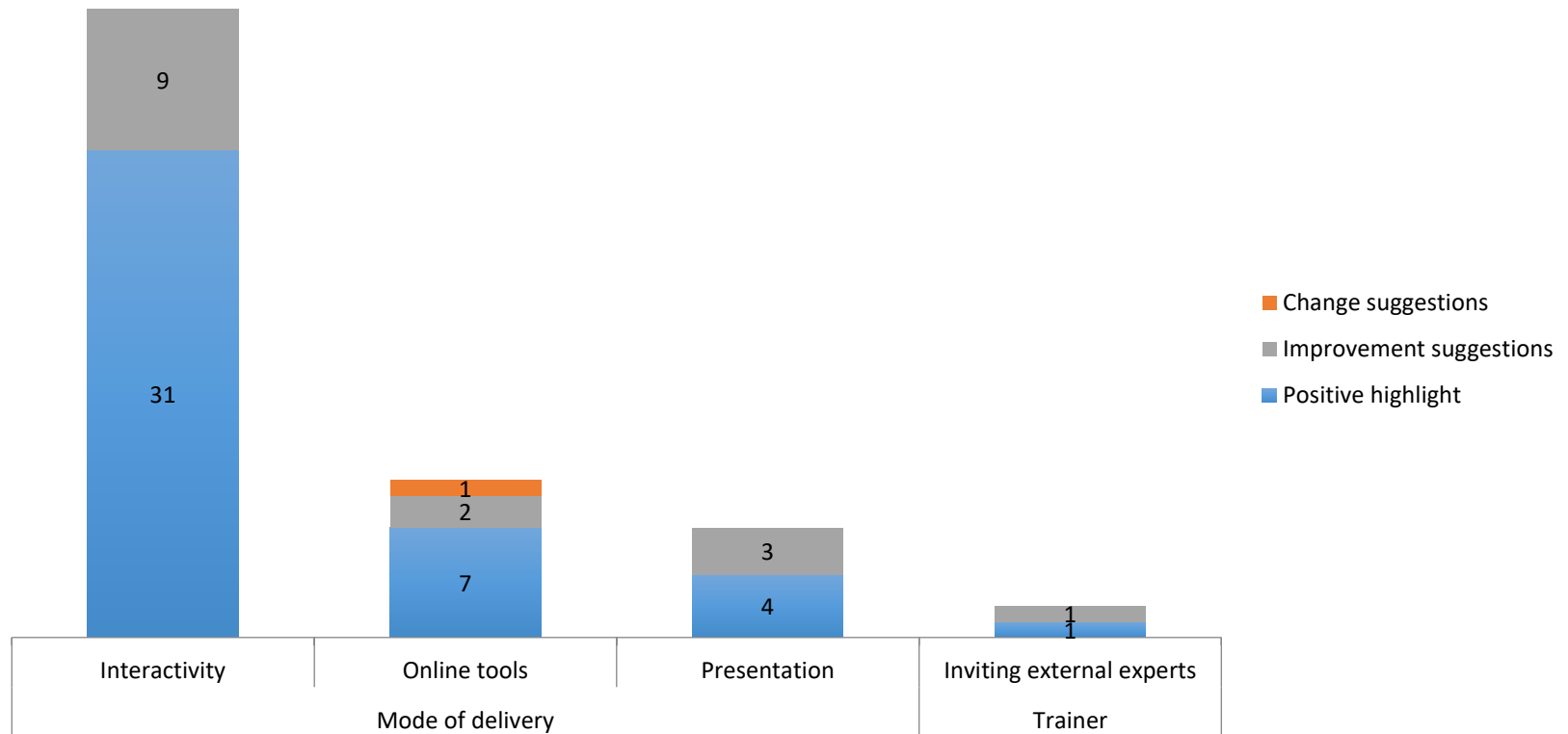
Questions – Discussion

THANK YOU



EU Partner Feedback on the Pedagogy of Module I

Results of EU Partner Survey for Module I





EU Partner Feedback on the Pedagogy of Module II

Module II: EU Partner Feedback

