

TEACHER INTRODUCTION

THE ACADEMY WAY

CHECK IN!

LEARNING OUTCOMES

After this day you will...

- Have knowledge about Academy's unique concept and be able to record the value Academy has for the consultants, Academic Work, AW's clients and Academy
- Understand why having an educational platform is important, what purpose it serves and be able to describe our five guiding stars including how they are performed in practice
- Apply the pedagogical activities in your teaching
- Understand the importance of learning outcomes and follow ups (checkpoints and assessments) to accelerate learning.
- Understand the importance of structure and a positive learning environment and be able to design your days
- Use Canvas in your daily work and as a learning tool. Work with the most common functions such as attendance, modules, quizzes/assignments, announcements, SpeedGrader and ARC

DISCUSSION

How does the Academy concept work?

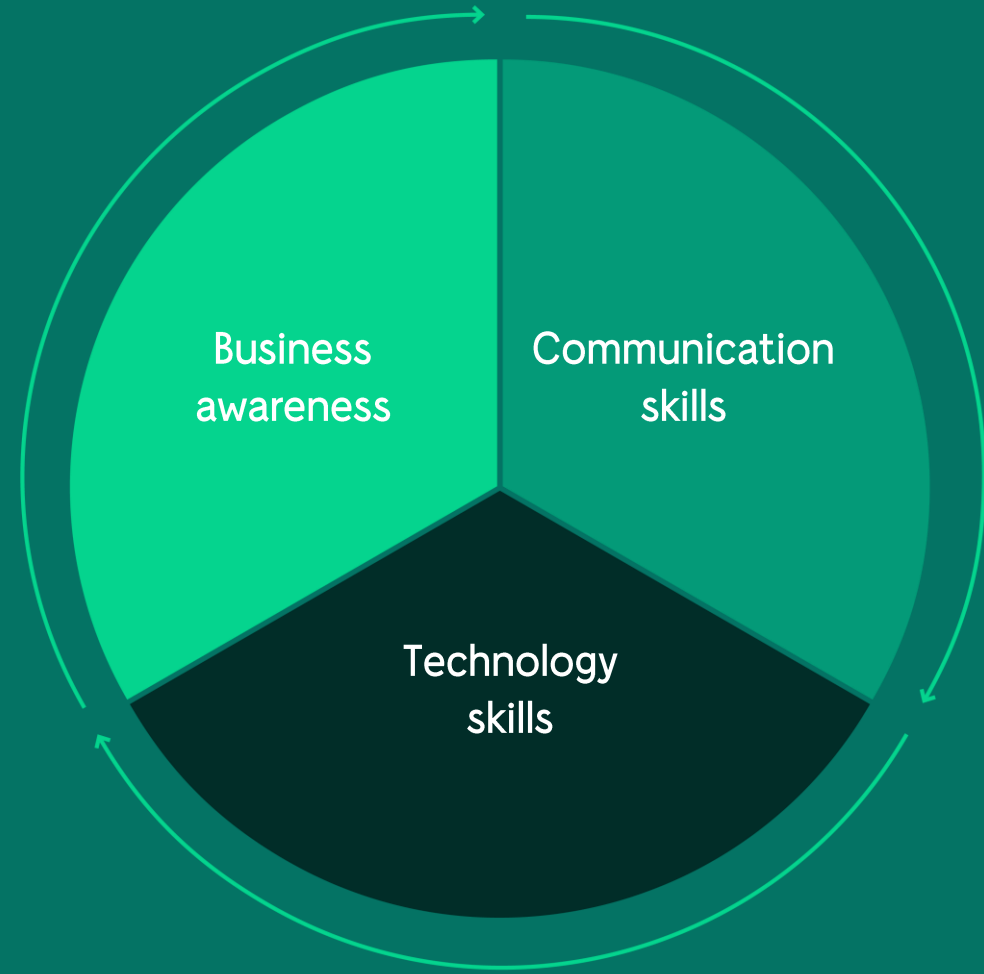


Unique concept in three parts!



Why Academy?

- Talent shortage and skills gap
- New requirements facing professionals
- Need for dynamic education



**WHAT HAS THE MOST IMPACT ON
LEARNING?**

LEARNING OUTCOMES

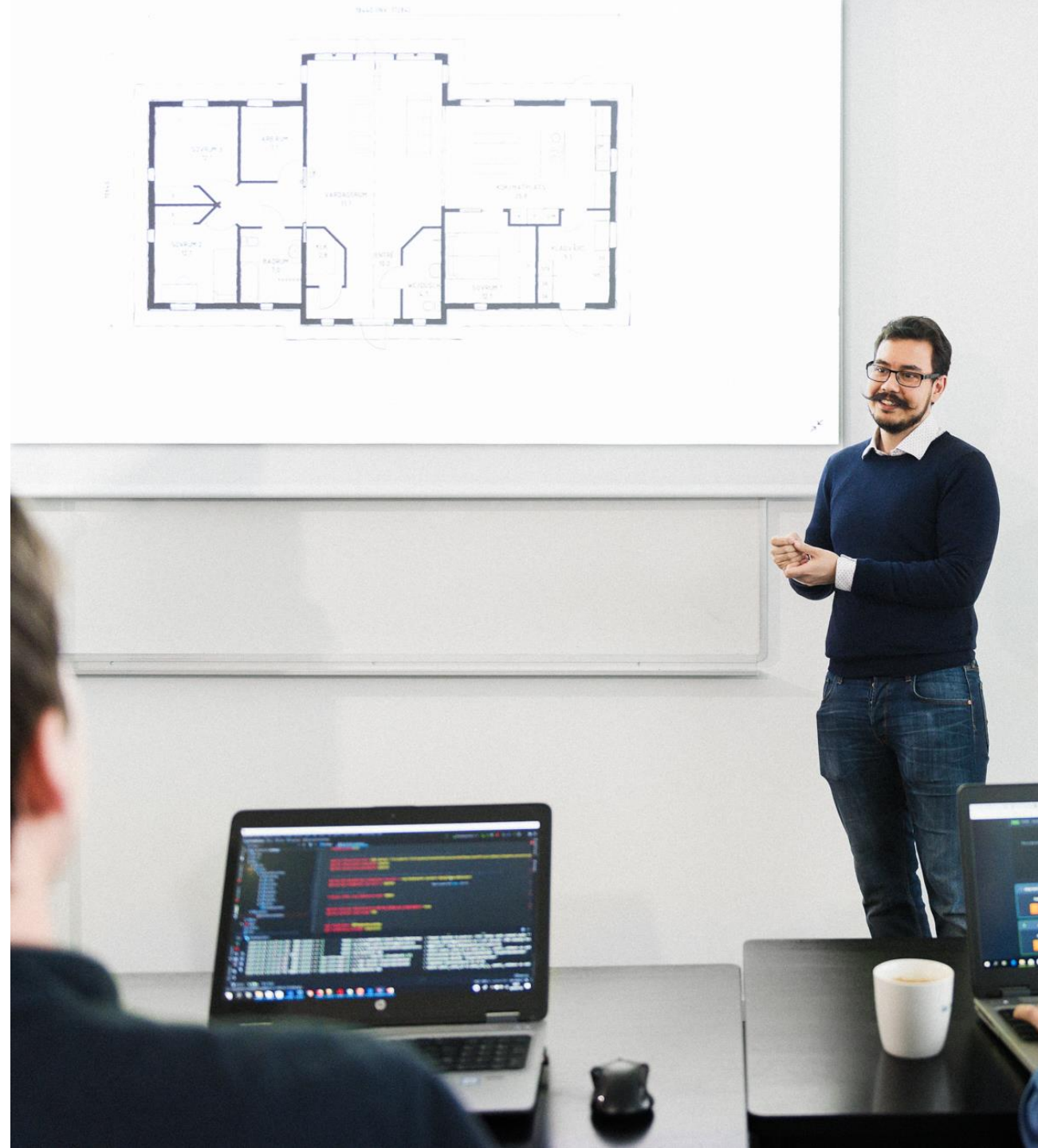
WHAT ARE LEARNING OUTCOMES?

Learning outcomes define the *knowledge, skills and competencies* consultants should have acquired at the end of an assignment, a lesson, a project, a course or a program.

WHY ARE LEARNING OUTCOMES IMPORTANT?

In Academy's context, the learning outcomes are the consultants and the teachers learning goals and the competence goals for the client that ordered the program (client specific or Academic Work).

Research shows that the more familiar a person is with what they'll learn, the more engaged they are. Engagement influences motivation, which is crucial for our consultants ability to learn.



LEARNING OUTCOMES

LEARNING OUTCOMES FOR THE CLIENT

- Can in a clear way state what knowledge, skills and competencies they need
- Decides what consultants are expected to do once they have completed their training and make sure that the outcomes match their competence needs

LEARNING OUTCOMES FOR THE TEACHER

- Can design the course/topic based on the learning outcomes and conduct systematic follow ups
- Can efficiently ensure that consultants are focusing on the right things
- Can in a clear way explain what is expected of the consultants

LEARNING OUTCOMES FOR THE CONSULTANT

- Can get an overall picture of their studies
- Can hone their learning and learn more effectively
- Can take greater responsibility for their own development
- Can maintain their motivation to study



**HOW DO WE MAKE SURE WE LIVE
UP TO THE LEARNING
OUTCOMES/VALUE TO ALL
STAKEHOLDERS?**

CHECK IN & CHECK OUT

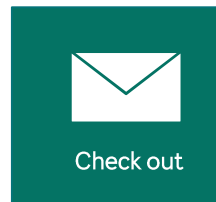


Purpose:

Make sure that all consultants are present and create a structure of the lectures that communicates clarity towards the consultants.

Here is the to-do's in the check in activity;

- Attendance! Ensure that all consultants are present by taking attendance in Canvas.
- Summarize the previous day and the learning outcomes of that day.
- Seize the opportunity to check out the mood of the group – is everybody ready for the next step?
- Present the topics of the day and the learning outcomes to work towards!



Purpose:

Close the learning session/day and summarize how far we reached connected to the learning outcomes.

This activity can also be a tool for you as a teacher to see if your lesson/day went the way you wanted and where to start your next class. It is also a self evaluation tool for the consultant. A few examples of how you can summarize;

- A word on a post it about how they did today
- A rating with for example Mentimeter about their engagement in the class
- Red, yellow or green signal about their understanding of the topics of the day
- 1 min in silence to write down what they found challenging during the day

CHECKPOINTS AND ASSESSMENTS!



CHECKPOINTS & ASSESSMENTS

CHECKPOINTS

- Weekly Checkpoints are exercises or assignments (~ 1 hour) that they should be done individually.
- Follow up and evaluate the consultant's individual skills based on the current topics/lessons of the week and give the consultants feedback on their learning outcomes.
- It helps to reveal gaps in knowledge that the consultants still have to work on independently or, in the case of multiple gaps, together with the trainer.
- As additional instrument you can use the quizzes to check multiple choice theory.
- The consultants pass with 80%. The teachers prepare the assessment and decide about the evaluation.

ASSESSMENT ROUTINE

- The assessment routine is a tool to make sure that the basic knowledge was internalized by the consultants. Each assessment takes 3 hours.
- It should not be a routine which generates test anxiety!
- The assessments are a long version of checkpoints
- **Assessment #1** (week 3) – the consultants should get a first feeling of the assessment routine.
- **Assessment #2** (week 6) – we want to make sure that the basic knowledge of the program was internalized by the consultants.
- **Assessment #3** – it is a repetition of assessment #2, if someone do not pass #2 (it should be different assessment)
- The consultants pass with 80%. The teachers prepare the assessment and decide about the evaluation.

An overhead photograph of three people sitting around a dark, round table in a meeting. On the left, a bald man in a grey sweater sits in a brown armchair, holding a white mug of coffee and resting his chin on his hand. In the center, a woman with dark hair in a beige sweater sits in a similar chair, looking down. On the right, a man in a dark blue shirt and blue trousers sits on the floor, leaning over a silver laptop and typing. Another silver laptop is open on the table to the left. Two white mugs of coffee are on the table. The background is a grey carpet.

THE ACADEMY WAY GUIDING STARS

THE ACADEMY WAY

ACADEMYS GUIDING STARS



Accelerated learning



Action learning



Growth mindset



Peer-to-peer



Lifelong learning

THE GUIDELINES



ACCELERATED LEARNING



The basis of **accelerated learning** is that we learn faster when we have clear goals, activate both sides of the brain and not only consume the knowledge but produce it!

IN PRACTICE



- **Start your lectures by describing the learning outcomes** and their importance to the consultant's future careers – this makes them motivated!
- **Keep your presentations short! 15–20 minutes!**
If you are used to having longer presentations, try to divide it into smaller parts. The objective is to get learners to apply their knowledge and convert it into practice. When needed, the practical application of learning also includes elements of theory. **Arc** is a great tool!
- **Follow up the presentation with activity and keep switching between presentation and activity during your lectures.**
This is the essence of accelerated learning at Academy!
- **End your lecture or day by summarizing** what you've gone through connected to the learning outcomes.

THE GUIDELINES



ACTION LEARNING



The essence of action learning is learning by doing and learning by solving problems.

IN PRACTICE



- **Plan your lectures to make sure that the consultant's gets to practice the knowledge and skills you teach.**
What exercises, activities or cases will you use?
- **Create exercises and activities that are closely linked to their new job roles .**
We know that people learn better when the assignments and tasks they are given have a close connection to their careers.
- **Keep challenging the consultants!**
Design exercises and assignments in steps that becomes harder and harder , making them want to get on to the next step all the time.
- **Academy's dedicated and professional teachers have extensive experience** in combining teaching with practical vocational exercises.
- **Keep up to date on what's really important to know and what skills to have within the profession.**
You build your lectures and activities based on fresh experience in order to ensure that what you teach is correct and current as well as needed for the role.

GROWTH MINDSET

THE IMPORTANCE OF FEEDBACK AND REFLECTION

enjoys challenges

learns from feedback

**sees intelligence and talent
as dynamic**

makes an effort

continuous learning does not give up

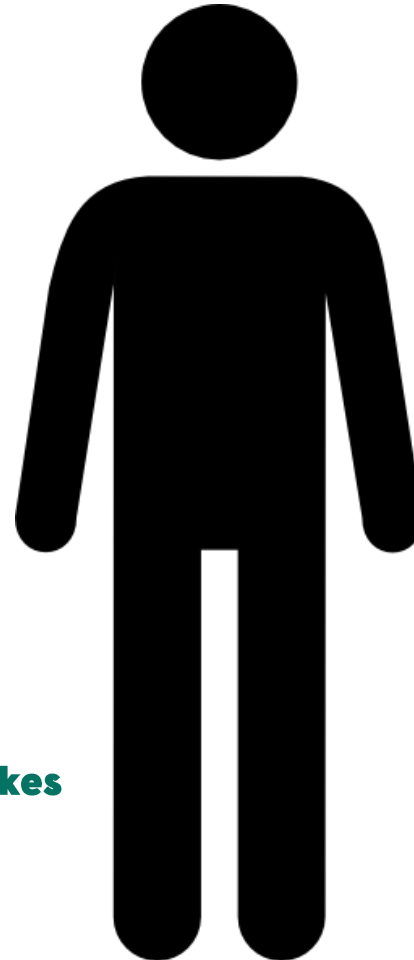
picks themselves up again

**inspired by the success of
others**

learns from their mistakes

puts in time and effort

GROWTH MINDSET



avoids challenges

ignores feedback

**sees intelligence and talent
as static**

makes no effort

gives up easily

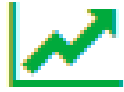
stays where they are

**threatened by the
success of others**

**does not learn from their
mistakes
sees failure from the outset**

FIXED MINDSET

THE GUIDELINES



GROWTH MINDSET



Carol Dweck's research on motivation, personality and development.

Mindset that new abilities can be developed by practice and that efforts yields results.

Our mindset is crucial for our accomplishments.

Feedback and reflection is key to foster a growth mindset.

IN PRACTICE



- **Give feedback on a continuous basis in the classroom!**
By getting feedback the consultants will not only grow, they will know what to focus on and have a better understanding of what the next step on their learning path is.
- **Give feedback on a task-based level!** This means that you should focus the assignment instead of on the individual.
- **Schedule the feedback sessions!**
If you're a teacher with responsibility to organize the feedback sessions, plan them early on and administer them in Academy's Learning Management System, Canvas. You will learn more about Canvas in your introduction!
- **Follow up learning outcomes!** Quiz? Checkpoint?
- **Remember to let the consultants reflect!** End the day with talking about what you've gone through as well as at the end of the week, by doing that you help them reflect on what they actually have learnt, and what they might not know – yet!
- **Credit trying and a fail fast culture!** When making mistakes one learns. Make the consultants understand that making mistakes is part of learning, it means they are challenging themselves and are developing.

THE GUIDELINES



PEER TO PEER



Peer to peer is a form of learning that occurs in a social setting and highlights the importance and value of individuals learning from each other.

IN PRACTICE



- **Switch places every day!**
- **Plan group activities during your lectures!**
It could for example be a group assignment, a group project or as simple as a discussion.
- **Structure your group assignments!**
Having clear objectives will help the consultants work together towards a clear goal and will also help you evaluate the result of the assignment.
- **Be clear about everyone's participation!**
- **Work with peer reviews!**
Having consultants review their classmates is great in many ways. It makes the consultants share their experiences and see new ways of solving problems. It will also make them practice giving and receiving feedback.
- **Encourage the consultants to help each other!** It's when you teach others that you really learn yourself, right?

THE GUIDELINES



LIFELONG LEARNING



Learning how to learn

Learning takes place all the time

Habits and responsibility!



An overhead view of three people sitting around a dark wooden table in a meeting. On the left, a bald man in a grey sweater sits in a brown armchair, holding a cup of coffee and resting his chin on his hand. In the center, a woman with dark hair in a beige sweater sits in a similar chair, looking down. On the right, a man in a dark blue shirt and blue pants sits in a brown armchair, typing on a laptop. Two laptops are open on the table, and two cups of coffee are also present. The background is a grey carpet.

STRUCTURED AND POSITIVE LEARNING ENVIRONMENT



EXERCISE

What makes a structured and positive learning environment?

Time: Reflection 1 minute

Write on post it – one idea per post it (no limit on how many post it)

Share with the group



EXERCISE

Why is follow up on the learning progress and learning outcomes important?

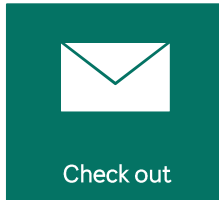
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Write on post it – one idea per post it (no limit on how many post it)

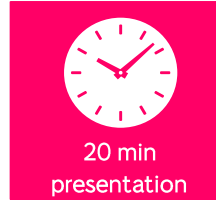
Share with the group

THE BUILDING BLOCKS BOX

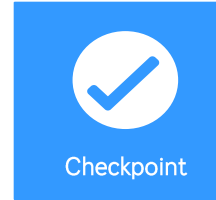
MANDATORY



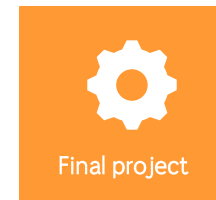
ACTIVITIES



FOLLOW UPS



PROJECTS



ADDITIONAL



CANVAS





CANVAS

ACADEMY'S DIGITAL CLASSROOM

- Enables us to work with blended learning
- Effective learning!
- Structure
- Communication

Use Canvas in your daily work and as a learning tool. Work with the most common functions:

- Attendance
- Modules
- Quizzes/Assignments (checkpoints)
- Announcements
- Grades (SpeedGrader and ARC)

You can find many tutorials about Canvas via Google/Youtube. Make yourself familiar with all functions and ask questions at any time. Have fun!

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THANK YOU!

