**Teknosofikum Individual Worksheet “How might I...?”**

Upload your filled-out version in your group folder by Noon May 5th (see link below)

**Guidelines to fill out the template:**

* **Think of a course you are teaching or have taught** in the past (Institution, course title, ECTS, number of students, exam format, Intended Learning Outcomes)
* **List** **students’ needs/challenges** that you have noticed or that you expect to meet in the future.  For example, about the format of *lectures, exercises, group work, supervision, self-study activities, written assignments, dialogue with TAs* etc. Maybe you could also get some ideas from the latest course evaluation?
* **‘Flip’ the challenges and** **turn it into new ideas** in your teaching. The idea can be one course element that you wish to re-design, for example, about a challenge you noticed during group work or with students' engagement. Think with the formula “*How might I....*”:  
    
  - ***How might I****optimize group formation*  
  *-* ***How might I*** *engage more students in class?*

Get inspiration from Workshop 1, Teknosofikum topics, group discussions or from ideas that you have articulated before joining Teknosofikum.

* **Explain the intended purpose of each idea** to address the change you want to make.For example, *to better meet a specific learning goal* or *to provide more time for X* in your course.
* **Think of one or more digital tool(s)** that could help you address the need/challenge. Consider how might this new tool **affect the learning environment** of your course. For example, *providing more space for collaboration* or a *better communication flow*.

Pick the **three most important ideas** to be addressed at Workshop 2, where we move to the development and planning of your actual teaching experiment. Describe them in the **worksheet template** below and **upload the template by Noon May 5th in your group folder:**  
  
**Group 1:** [**https://drive.google.com/drive/folders/1XDwO3zWtQ9apqHHHz13A-a6sRSRp6QCL?usp=sharing**](https://drive.google.com/drive/folders/1XDwO3zWtQ9apqHHHz13A-a6sRSRp6QCL?usp=sharing)

**Group 2:** [**https://drive.google.com/drive/folders/1oCzSn\_ycI9QnN0uIMWtaLRT7QGtHjtic?usp=sharing**](https://drive.google.com/drive/folders/1oCzSn_ycI9QnN0uIMWtaLRT7QGtHjtic?usp=sharing)

**Group 3:** [**https://drive.google.com/drive/folders/1\_q065yiPvGzF4DswwicgguMd9TCPPny8?usp=sharing**](https://drive.google.com/drive/folders/1_q065yiPvGzF4DswwicgguMd9TCPPny8?usp=sharing)

**Group 4:** [**https://drive.google.com/drive/folders/1ZRwMVO7JtJqEfNo89F8Md95PNxkmUvAF?usp=sharing**](https://drive.google.com/drive/folders/1ZRwMVO7JtJqEfNo89F8Md95PNxkmUvAF?usp=sharing)

**Group 5:** [**https://drive.google.com/drive/folders/1KEjhL6ZqXt-tHsUP2-lWIFMActngdSr3?usp=sharing**](https://drive.google.com/drive/folders/1KEjhL6ZqXt-tHsUP2-lWIFMActngdSr3?usp=sharing)

**Your template** (se example for inspiration below)

|  |  |
| --- | --- |
| How might I..... |  |
| Your name |  |
| Institution |  |
| Course title |  |
| ECTS |  |
| Number of students |  |
| Exam form |  |

|  |  |
| --- | --- |
| Idea #1 |  |
| Purpose |  |
| Digital tool(s) to support the idea |  |
| Changes in the learning environment |  |

|  |  |
| --- | --- |
| Idea #2 |  |
| Purpose |  |
| Digital tool(s) to support the idea |  |
| Changes in the learning environment |  |

|  |  |
| --- | --- |
| Idea #3 |  |
| Purpose |  |
| Digital tool(s) to support the idea |  |
| Changes in the learning environment |  |

**Example for Inspiration**

|  |  |
| --- | --- |
| How might I..... |  |
| Your name | Henriette Moos |
| Institution | IT-University of Copenhagen |
| Course title | Concept Development with Industry |
| ECTS | 15 |
| Number of students | 65 |
| Exam form | Group project + oral group exam |

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| Idea #1 | Break 6 x 2 hour hour lectures into several independent, but yet connected, videos bites. |
| Purpose | To accommodate a more flexible learning path for groups working with independent challenges. |
| Digital tool(s) to support the idea | Video lectures recorded with Zoom and made available onthe learning platform |
| Changes in the learning environment | ‘Flipped classroom’ approach: More flexibility and customization to each groups’ actual project process and timing of the lecture subjects into that process. |

|  |  |
| --- | --- |
| Idea #2 | Turn ‘class lecturing’ into collective 'drop in' supervision |
| Purpose | To accommodate a more flexible learning path for each groups by offering a more a informal supervision format with no set agenda and no deliverables - while still maintaing the idea of a class. |
| Digital tool(s) to support the idea | Weekly Zoom meetings (in the timeslot of the previous lecture), if needed by the groups or individual students. |
| Changes in the learning environment | ‘Flipped classroom’ approach: More time with the supervisor (if needed) to address individual group problems and questions from individual students about curriculum etc. |

|  |  |
| --- | --- |
| Idea #3 | Provide students with instant (automatic) feedback |
| Purpose | To better support them in solving mandatory assignments? |
| Digital tool(s) to support the idea | Moodle: 'Quiz' functionality |
| Changes in the learning environment | Giving the students the opportunity to check and improve their skills before solving graded mandatory assignments |