

|  |
| --- |
| Maastricht University FHML |
| Hybrid Education |
| Suggestions |

**Preface and reading guide**

Over the last months, the O&O taskforces have offered tailored advice to several course coordinators. The lessons learned from these collaborations and previous course evaluations have been combined into this file. We hope this document can support you in designing your courses. We deliberately re-included some of the more general, previously distributed information in the file too, offering you a more complete overview of all information currently available.

.

This document will also be uploaded to the [O&O website](https://www.maastrichtuniversity.nl/research/institutes/educational-development-research/faculty-development).

Maastricht University created general websites with information about online learning: [Roadmaps and Tools for Teaching Staff](https://www.maastrichtuniversity.nl/education/online-education-um/roadmaps-and-tools-teaching-staff) and [Online education at UM](https://www.maastrichtuniversity.nl/online-education-um). Should you require help creating online lectures or tutorial meetings, you can contact the UM helpdesk via [Helpdesk-onlinelearning@maastrichtuniversity.nl](mailto:Helpdesk-onlinelearning@maastrichtuniversity.nl)

Index

[**CHAPTER 1: Practical tips for course coordinators** 4](#_Toc60931134)

[Communication between course coordinator, students tutors and trainers within the course 4](#_Toc60931135)

[Course Structure 5](#_Toc60931136)

[Planning of Online educational sessions 5](#_Toc60931137)

[Tutorials 7](#_Toc60931138)

[**CHAPTER 2: Suggestions for tutor for guiding online tutorials (FHML)** 8](#_Toc60931139)

[Preparing an online tutorial meeting 8](#_Toc60931140)

[Scenario 1: PBL meeting online synchronously 9](#_Toc60931141)

[Steps for pre- and post-discussion with breakout rooms 11](#_Toc60931142)

[**CHAPTER 3: Roles in an online tutorial** 14](#_Toc60931143)

[**CHAPTER 4: Recording and designing online lectures** 15](#_Toc60931144)

[**4.1 Prerecorded lectures without audience** 15](#_Toc60931145)

[Recorded full lecture for on-demand watching 15](#_Toc60931146)

[Recorded (short) video clips for on-demand watching 16](#_Toc60931147)

[**4.2 Recorded full lecture for on-demand watching in combination with an online Q&A session** 16](#_Toc60931148)

[**4.3 Interactive lectures with audience** 16](#_Toc60931149)

[**4.4 Interactive lectures with face -to-face and online audience (hybrid lecture)** 17](#_Toc60931150)

[General suggestions for lectures online 18](#_Toc60931151)

[**CHAPTER 5: Suggestions for assessment using mini test** 19](#_Toc60931152)

# **CHAPTER 1: Practical tips for course coordinators**

These tips are based of comments made by FHML-students during the course evaluation of period 1 and 2.

## Communication between course coordinator, students tutors and trainers within the course

* Frequency of communication with tutors and trainers via zoom
* Give regular (weekly) updates about what can be expected in the coming week
  + Be pro-active in your communication and look ahead
  + Ask tutors to appoint a student representee to attend student zoom meeting (see next bullet)
* Frequency of communication with students via zoom
* Schedule a weekly zoom meeting for a small group of students. Each tutor group sends one student (can be the same student for the whole course or every week another student). In this meeting you can discuss progress but also clarify deadlines etc. Realize in online PBL student have less opportunities to meet each other and miss the small talk moment where all kind of course activities and deadlines are discussed.
* Format/platform for communication with students and staff.
* Put announcements on CANVAS
* Use ONE platform/conduit throughout the course (i.e., only student portal or only e-mail)
* Consider recording a mini lecture per week to share an overview of the week and what can be expected
* Make sure to cluster information within announcement
* Make an overview of where what information can be found
* Content of communication with staff and students
* What is important during this week
* What are expectations regarding the assessment (this is the most anxiety provoking aspect of any course, communicate about it carefully and clearly)
  + When is the exam scheduled? Provide date and exact time, as well as duration of the exam(s)
  + How many (sub)questions will there be? Will there be open or closed questions? In which order will they be?
  + When the deadlines are
* Changes within the program/course/assessment
* When to sign-up for practical
* Whether a lecture is ‘live’ online or recorded
* Organize weekly question hours for students and staff about practicalities within the course (this reduces e-mail load!)
* Organize regular meetings for students to strengthen social cohesion, especially for first year students

## Course Structure

Alignment

* Point out the alignment within the course to students so they can form an overview in their heads
  + i.e., indicate whether a lecture provides addition information or in-depth explanation compared to practical or tutorials

## Planning of Online educational sessions

* Optimally 1,5hrs max 2hrs at a time – schedule breaks if you need longer.
* Reconsider the size of tutorial groups as smaller groups stimulate discussions
* Lectures can easily be organized online, (see chapter on lectures). Tutorials only online seems to work less effective than a mixed of tutorials on campus and tutorials online. Of course, it is depending on the Covid rules if on campus activities are allowed. If possible: on campus session alternated with online meetings are advisable, the face-to-face contact is positive for group interaction. Try to move practical offline when possible.
* Realize for all on campus activities some student may not be able to join due covid and covid related rules. Organize always some online tutorials groups for students who cannot join the on-campus session for several weeks
* If a student only once or two times cannot join an on-campus meeting, he/she can join the on-campus meeting via zoom or WhatsApp video. Accept that interaction with this student will limited. It is really hard and not advisable to combine face to face discussions and online discussion. It is easier to make the online students in the position of audience who can add something only on request. **Note**: you can pick up a conference speaker at UNS40 reception to improve the sound quality.

Tutorials

* OI will plan all on campus activities in the student time tables and in the timetable of the staff.
* The online zoom tutorials and trainings have to be planned by the tutor and training themselves. They are already visible in the timetable but there is no zoom link added yet.

Assessment

* Indicate time and date of the exam on time. Also indicate length of exam
* In case of multiple exams.
  + provide opportunity for inspection after interim exam
  + consider spreading deadlines for assignments and exams

Lectures (see also chapter 4)

* Timing of lectures
* If lectures were recorded previously, place them all online at the beginning of the course
* Schedule a lecture shortly after a post-discussion
* Other option: ask students to watch for self-study an online lecture which is already placed in Canvas and organize via a Question-and-Answer session. Questions can be sent via email before the Q&A meeting, or just put in the chat box during the Q&A meeting. Most students feel more comfortable in writing down a question instead of raising a question orally.
* Planning for online lectures can be done via zoom (number of students < 300) of zoom webinar (number of students > 300). See chapter 4.

Practical when online

* Organization & communication
* Communicate the procedure around practical early
* Ensure sufficient timeslots for students to sign-up
* Limit the number of students per group/timeslot
* Ensure guidance during the practical

If there is no guidance or supervision during practical, enable students to share their screen in zoom

* Be mindful of organization of practical and other deadlines and coordinate them with exam dates

Format of session

* Ensure that a ‘question hour’ also provides additional information and depth to the topic by pop-quizzes, looking at videos together etc.
* Ask students to send in their questions ahead of the session
* Consider whether a practical can be given in form of a practical or a tutorial if it cannot be done offline

## Tutorials

ZOOM use

* Ensure that all tutors have an UM-account with which they can use the professional version of ZOOM
* Share a word document to double as ‘whiteboard’ during the discussion
* Make use of breakout rooms

Attendance

Discuss mutual expectations regarding attendance

* Emphasize the importance of attending tutorials
* Follow-up with students who remain absent
* Consider combining two tutorial groups when attendance is low

Stimulate interaction and depth of discussion

* Prepare some discussion questions for students
* Share examples from (clinical) practice to kick-start more in-depth discussions
* Consider making the pre-discussion more structured (more direction towards learning goals) but ensure a critical and deep discussion in the post-discussion phase.
* Ask questions to link content of a task to previous tasks, lectures, and practical
* Ask a student to give a summary of what has been discussed and what the key aspects are. Elaborate only if key features were missed.
* Ask students to make a mind-map in both the pre- and post-discussion (ask them to share screen)
* Prepare a multiple-choice practice test in PowerPoint and share your screen or use the polling option in zoom
* Ask students to prepare mock exam questions to pose to each other (let them work in teams)
* Set clear ground rules about participation to avoid ‘free-riders’ who just listen
  + - Enable quiet students to participate by using break-out rooms so students can discuss in a smaller group
    - Break the silence by addressing students directly
    - Requiring students to leave the camera on stimulates active participation
    - ‘Unmute’ students if possible, to facilitate a flow in the discussions
* Evaluation
* Regularly evaluate within the tutorial group
* Ask students for suggestions for yourself
* Schedule time in the final tutorial to let students fill out the evaluation questionnaires
* Social Aspect of the tutorial
* Ask students how they are doing – especially first year students will need help adjusting
* Allow students to socialize before or after the tutorial by leaving the zoom room or opening it earlier
* Organization & Communication
* Get an overview of the course and what is expected of students so you can address their questions and help students make links between content of the course
* Underline coherence and the underlying relation of tasks, practical and lectures
* When tutoring for first year, consider modelling the discussion leader role during the first session(s)
* Forward information from the course coordinator
* Forward questions from the students to the course coordinator

# **CHAPTER 2: Suggestions for tutor for guiding online tutorials (FHML)**

## Preparing an online tutorial meeting

Setup a Zoom-meeting and send your students the session link. Prepare the case as per usual and prepare content and process related questions.

When working in Zoom, you can prepare polls (sets of questions that pop up on demand) in advance. You can create **process related questions:** like ‘*Is this discussion so far clear to everyone: yes / no / I have a question*’ or **content related questions** to stimulate deep learning or integration of knowledge. The advantage of using a poll is that all participants are stimulated to reply virtually. You, as host, can see all answers, which provides a quick overview, without talking. It is also an effective way to trigger attention of the student.

Of course, you can also ask question orally. You can also ask the course coordinator during the tutor meetings to help you to formulate some triggering questions. Realize that some students tend to be silent in an online session. It sometimes helps to ask student to type some key words in the chat box, later you can invite a student to elaborate his keywords.

Using breakout room (see zoom instructions) are also positively affecting interaction and active participation. In breakout rooms you can put 2-3 students together to discuss a certain topic in brainstorm or in post discussion. Students when working in breakout rooms can share documents. As host you can easily ‘visit’ the subgroups. Afterwards the output of each subgroup can be discussed in the main group. It is possible to create breakout groups during the online session.

## Scenario 1: PBL meeting online synchronously

*In online sessions everyone needs to be explicit on what they contribute (and depending on the communication channel used, who contributes what).* *For most people, a two-hour online session is too long. Break this up into a session of 45 minutes pre-discussion, 15 minutes obligatory break, 45 minutes post-discussion.*

*Please note that structure and time management are as crucial in online groups as in face-to-face tutorials. In both Blackboard Collaborate and Zoom you can organize breakout sessions; small breaks for working in subgroups (breakout rooms) or individually.*

#### The first tutorial session of a new block

Welcome and test (5 -10 min): In the first tutorial you’ll have to plan time for a test session. You have to check whether all students have their cameras on, and microphones on muted. Also, discuss that students, if possible, use their cameras, since it is hard to interact with persons who are not visible. To have an overview of all students put your screen in Gallery view (Upper-right corner) instead of speaker view. In Blackboard Collaborate you will see max 6 students on your screen, and you can scroll to see the others.

Have an introduction round (5-10 min): Offer all members the option to introduce themselves; maybe it is nice to share where they are staying; student room / parents / which city/ how they are doing/ what activities they do at home etc. You may consider using breakout rooms to include exchanges in small groups.

Divide roles: Divide roles as usual (e.g., who is chair, who is scribe). In Zoom you can make the chair your co-host (blue button, upper-right corner)

Table: Ground rules

|  |  |
| --- | --- |
| Technical rules | Process related rules |
| Talk one by one. When you are not speaking put microphone on mute (left lower corner), this prevents background noise during the session. | Be on time |
| Indicate how to raise questions or take turns: virtual hands or raise personal hand visible for the camera. | Rules for arriving to late (no cake rule, what else can be thought of) |
|  |  |
| Point to icons in the chat box, below the list of participants (these are not visible when you use full screen) to quickly check yes, no, etc. | Inform tutor and group when you cannot be present (in particular now participation is voluntary) |
| Discuss with students whether they want to work in subgroup (a breakout room). Depending on group dynamics the tutorial can be split in small groups. | Prepare the meetings, if you did not prepare, be honest and share this. |
| Be opened to share screens (see appendix 1, how to do this in zoom and collaborate). |

## Steps for pre- and post-discussion with breakout rooms

Table: Process of 7 jump alternating online and face to face /small groups/ breakout rooms

|  |  |  |
| --- | --- | --- |
| Step | Activities | Tutor additional action |
|  | **PRE-DISCUSSION** |  |
| Plenary  0-10 min | ***Welcome***  **Online meeting** check if all students can use cameras and microphones. To optimize communication, the camera should be switched on during the whole meeting. Microphones should be muted as much as possible when not speaking (spacebar can be used to quickly (un)mute).  Invite students to interact by raising their hand use of chat box  **Online and face to face**:  Tutors ask students to make a WhatsApp group, so they can easily reach each other.  It is optional for tutor to be member of the *WhatsApp* group.  Tutor ask one student to make a *google doc or google drive* for whole group  Tutor appoints chair (in first meeting tutor can act as role model) and scribe  Tutor discuss role of chair and scribe | List which students are missing, and which are present  List who is scribe and chair  Appoint which has to present a learning goal (in each post discussion one learning goal is presented by one student to practice presentation skills)  Check if Google docs document is prepared by students (the whiteboard function of Zoom is not recommended because it is less flexible than a Google document) |
| Plenary  Step 1  10-15 min | ***Case reading* (whole group) exploring if case has any difficult concepts** |  |
| Plenary  Step 2  15-20 min | ***Formulation of Problem statements***  One complex Problem statement can be split into several sub-problem statements  Problem statements are written down in Google-docs document  **Online:** scribe can show the problem statements by sharing screen  **Face to Face:** scribe can show the problem statements by connecting the laptop to the white board or use whiteboard to write | Tutor may choose to switch of his/her camera at some point to promote self-reliance of the students during the discus |
| Sub-groups  Step 3  20-35 min | ***Brainstorm, Cluster, Suggestions for learning goals***  **Face to face**: Tutor divides students in subgroups of 3-4 students. This is to intensify the discussion and get every student involved. In the case of multiple problem statements, splitting up may make the process more efficient.  If you have time you can work in subgroups seen below. Otherwise keep the brainstorm short, make sure you have enough time for post discussion  **Online:** Tutor divide students in subgroup in breakout rooms of 3-4 students.  Each subgroup takes one part of problem statement. In case of one problem statement only, all subgroups take the same problem statement.  In subgroups:  A scribe for the subgroup is appointed, he / she makes notes in Word / (PowerPoint works well for making concept maps and the like), which can be shared later in the plenary group and also can be uploaded in google drive.  In subgroup students brainstorm about their problem statement, discuss how output of brainstorm can be integrated and clustered and formulate a concept learning goal. | **online**: Optional: create3 breakout rooms with 3-4 students in each break room, “walk around” Change composition of students in breakrooms every meeting so students meet all other students in breakout rooms. Stimulate Brainstorm, Clustering, and ideas for learning goals. Stimulate a subgroup scribe to take notes in Word or another program which can be presented easily  **Face to face**: Split students in subgroups of 3-4 students and walk around: Stimulate Brainstorm, Clustering, and ideas for learning goals. Stimulate a subgroup scribe to take notes in Word or another program that can be presented easily and students prefer/are familiar with  (PowerPoint works well for making concept maps and the like) |
| Plenary  Step 4  35 -45 min | ***Exchange and discussion***  **If you have work in subgroups, then”**  **Online and face to face**: chair invites each subgroup to **briefly** present their notes by share screen: one member of subgroup presents.  Concept learning goals are written down by scribe of plenary group  Scribe of subgroup uploads his notes in google drive  Relation and integration with other sub problem statements and other presentations is discussed |  |
| Plenary  Step 5  45-50 min | ***Final learning goals***  Discuss concept learning goals and adjust if needed  Scribe take cares final learning goals are in Google docs document. |  |
| 50-60 min | **Online and Face to face: break** | **Short break** |
|  | **Post discussion** |  |
| Plenary  60-65 min | ***Self-study reflections***  **Online and face to face**: Tutor checks if students were able to prepare learning goals.  Optional: One assigned student presents one learning goal followed by a short discussion | Good to choose a complex learning goal for this plenary part |
| Sub-groups  Step 6  65-80 0f 85 | ***Exchange outcomes of learning goals in subgroups***  **Face to face**: Tutor divides students in subgroups of 3-4 students.  **Online**: Tutor divides students in subgroups in breakout rooms of 3-4 students.  In subgroups:  Student discuss learning goals one by one and write down questions (not the learning goal which is already presented) | **Online and face to face:** Walking around and already focusing on learning goal which same to be harder for the subgroups, also make mental notes on participation for Multi Source Feedback forms. |
| Plenary  Step 7  85-120 | *Summary of outcomes of leanings goals and discussion on raised questions* Online and face to face: Tutor invites students from subgroups alternately to summarize a learning goal and discuss with whole group raised questions related to this learning goal and discuss integration and relations between learning goals | Tutor structures the discussion, invite students to share concerns and unclear issues.  also makes mental notes on participation for MSF forms. |

# 

# **CHAPTER 3: Roles in an online tutorial**

Guiding a tutorial in an online setting requires a more specific interaction script. It’s more difficult to make use of informal body language and facial expressions to guide the interaction. Also, group dynamics are different compared to face-to-face tutorials.

The roles and tasks in an online tutorial are slightly different. A short description of each role is provided. In the outline (table) different phases of the tutorial meeting are described including suggested actions for each role.

**Tutor:**

* Opens the sessions online, depending on the program (Zoom or Collaborate) students are already connected to the group or must sign in.
* Is responsible for the interaction process
* Is responsible for time management, in an online tutorial it is hard to stay concentrated for 2 hours. The tutor can create short breaks, just checking if everyone is still around, if everyone is on the same page.
* The tutor should pay attention to whether everyone understands what has been discussed, and prompt questions in-between or at specific times to actively check understanding.
* Closes the session

**Chair:**

* Helps the tutor group to analyze and discuss a case in a constructive way.
* Invites the members to speak.
* Can use the chat function during the session to ask for contributions.
* The chair should be prepared to be more guiding with structured turn taking as opposed to a more open discussion flow.
* Is strict with time management and, when necessary, summarize the contributions
* Collaborates closely with the scribe.

**Members:**

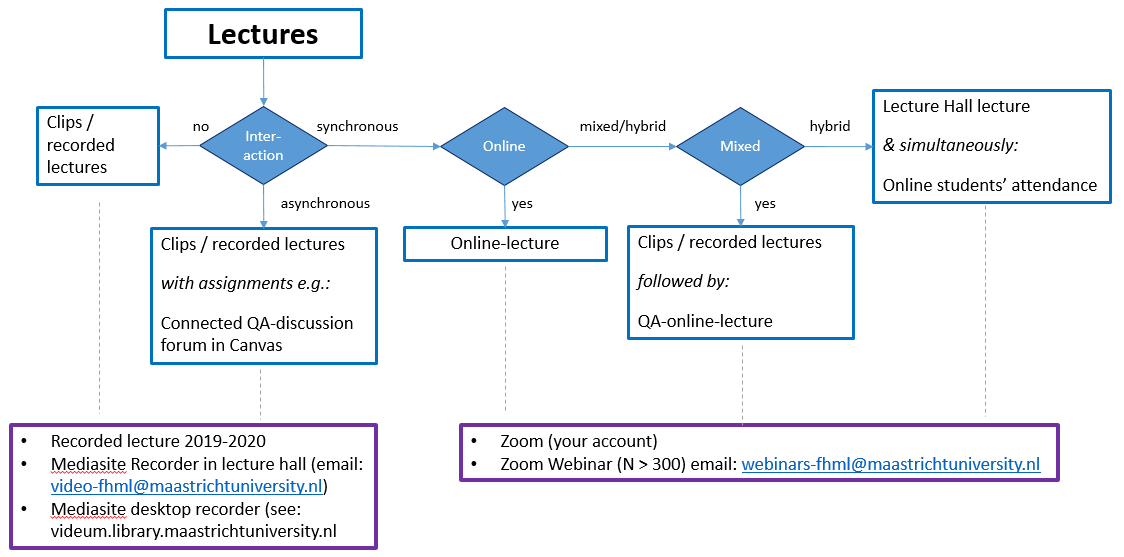
Listen, chat, and talk when invited and prepare the session in self-study time.

**Scribe:**

Makes digital notes e.g., on the whiteboard or in Word or another program, so they can be shared and discussed.

# **CHAPTER 4: Recording and designing online lectures**

There are multiple ways of having lectures. The figure below shows a number of options. Part of them are elaborated upon in this chapter.

****

For questions and support contact [video-fhml@maastrichtuniversity.nl](mailto:video-fhml@maastrichtuniversity.nl)

Information about lectures on the website: <https://www.maastrichtuniversity.nl/lectures>

## **4.1 Prerecorded lectures without audience**

### Recorded full lecture for on-demand watching

Option 1: Use an old recording: if the quality is ok and the content is up to date.

Option 2: Record one in advance (<https://www.maastrichtuniversity.nl/education/online-education-um/teaching-staff/i-want-create-video-lecture>) using software such as:

* Media site Desktop Recorder (see these videos for guidance: One has a [shorter explanation](https://youtu.be/fzrgvZ-RrhY) and the other one is [more detailed](https://youtu.be/45q1OAgeQcs)). Media site is the video platform of the UM and it is linked to Canvas. It is recommended to store your course videos on Media site (reuse easier; restricts Canvas course size, etc.). You can create a link to Media site videos by clicking the link Media site Videos in a course in Canvas. This creates in Canvas a link to the videos.
* Collaborate Ultra
* PowerPoint Recording
* Lecture hall software on campus

On request we ([doc-prof-fhml@maastrichtuniversity.nl](mailto:doc-prof-fhml@maastrichtuniversity.nl)) can organize a training session and/or support on what/how to record.

Please note: if you use guest lectures be aware that you need to ask for consent.

### Recorded (short) video clips for on-demand watching

Replace the lecture with a set of video clips and connected assignments: <https://www.maastrichtuniversity.nl/education/online-education-um/teaching-staff/i-want-create-video-knowledge-clip>

## **4.2 Recorded full lecture for on-demand watching in combination with an online Q&A session**

Ask students to watch for self-study an online lecture in which is already placed in Canvas and organize via zoom a Question-and-Answer session. Questions can be sent via email before the Q&A meeting, or just put in the chat box during the Q&A meeting. Most students feel more comfortable in writing down a question instead of raising a question orally

## **4.3 Interactive lectures with audience**

1. **Record a lecture** (see 4.1.1)
2. **Create a Canvas activity** for the video. Examples:
   1. Via “Discussion”. Write an instruction to study the lecture, prompt for questions and how the answers to these questions should be formatted. Optionally, create multiple threads for different categories or topics of questions. Set a timeslot [from time: to time]. It’s important to have a clear deadline; also enable the lecture to read and prepare). Option: set a timeslot “from” when the activity is available (important if you want to have a structured timeline for your activities.
   2. Give a task to the students related to viewing the lecture and connect it to the tutorial group task
3. **Host a ZOOM Q&A Session**. Select and prepare the questions for the Q&A and optionally also prepare a poll to test and/or engage the students. Assign a moderator to moderate the live part of the QA. Alternatively: give assignments to students to moderate follow-up questions of their thread in the chat during the QA.  
   To optimize the selection of questions for a Q&A session:
   * 1. Use multiple threads for different categories or topics of questions and give assignments to students to read a thread and select x questions and report this in advance in PowerPoint.
     2. Ask students to respond to questions of their peers.
     3. Ask students to ‘like’ questions to prioritize questions for the QA-session.

Currently, there is only license for Zoom Webinar at FHML. Contact: [webinars-fhml@maastrichtuniversity.nl](mailto:webinars-fhml@maastrichtuniversity.nl). Zoom Webinar has a QA feature. A separate window supporting three tabs Question – Answered – Dismissed. A question can be answered live or in text. In text, you can answer to all or privately. Zoom Webinar has an option ‘Zoom Webinar Practical’ to practice with your co-hosts before starting your actual Zoom Webinar. **Note**: There is a short manual for Zoom-Webinar (ask docprof or blocksupport).

## **4.4 Interactive lectures with face -to-face and online audience (hybrid lecture)**

If the situation allows that only part of the students attends in person, you might consider a ‘hybrid’ lecture. This means part of the students attends the lecture in the lecture hall and part of the students attends online via Zoom (or Zoom Webinar). You will find detailed instruction how to set-up a hybrid lecture in the Zoom Webinar manual (ask docprof or blocksupport).

You will have to set-up a registration list to assure that only the allowed number of students is present. You can either support questions through Zoom/Zoom Webinar or (more easily) ask the online students to ask their questions through a peer in the audience with for instance WhatsApp. Be aware to repeat the questions aloud for your online audience!

**Alternative scenarios**

Plan a timeslot and use a recorded lecture (use an old recording: if the quality is ok and the content is up to date *or* record one in advance), and:

Have a limited lecture time slot only for questions (you can also ask student to post questions in advance e.g., on a forum/ wiki/ email).

Have a forum for questions or discussion for a predefined period

Create an assignment connected to the lecture.

## General suggestions for lectures online

* Mind the sound quality of lectures
* Eliminate background noises
* If a lecture is picture heavy, make sure that the lecturer uses the mouse (*or the Zoom pointer*) to indicate something in a picture and not a pointer, or include short videos
* If a lecture is previously recorded (last year), also provide the slides of the lectures alongside it, and perhaps indicate in picture heavy bits what students should be looking at (e.g., with anatomy pictures).
* If the recording from last year also includes questions and answers, make sure that the questions are audible so that the answers provided make sense.
* Try to limit the number of platforms for lecturers – maximum two different platforms (one for live, one for recorded)
* **Format / Goal of the lecture:**
* Consider organization of a plenary, live kick-off lecture for your course
* Consider the purpose of the lecture in deciding whether it should be ‘live online’ or can be recorded
* Live online when interaction and questions are crucial
* Recorded when there are a lot of details which students need to study
* Organize an ‘integration’ lecture at the end of the course to tie the different parts of the course together
* **Giving/recording a lecture**
* Make sure to allow a bit longer for students to ask their questions intermittently (initial silence does not always mean there are no questions).
* Be mindful of your use of language and tone of voice. Don’t speak too fast, especially when you record a lecture.
* When recording a lecture, make sure that it is both a picture of the slides and of the speaker.
* When recording a lecture, listen back to the recording to check if the sound quality is good and whether the sound matches the slides (pause speaking briefly when moving between slides).
* When recording a lecture, indicate how the content of the lecture relates to the course overall and/or to a specific task.
* **Interaction**
* Formulate questions clearly structured in your presentation, this will stimulate interaction.
* Invite students to write an answer in keywords in the chat box when lecturing online.
* Don’t be afraid for silence, student need time to think.
* When a student answers a question, ask other students for feedback and missing information instead of offering your feedback immediately.
* Always repeat a question from a student, make it a shared problem for the whole group, maybe a peer student can answer.

# **CHAPTER 5: Suggestions for assessment using mini test**

Several course-planning groups adapted their assessment procedure and format. In some courses, instead of one course exam at the end of the course, three mini tests were organized.

Evaluation showed this structure was motivating for students. The advantage of having several small tests is it support students in their learning process. In general, the combination of summative and formative assessment is also strong and motivating.

There are several ways to structure a course with mini tests:

1. Part testing: Split a course into 2 or 3 parts, which are tested independently. Students study part of the course make a mini- test and then this part is finished, and students start working for next mini test. In this setting, all tests can be of similar length and complexity.
2. Cumulative testing: For when you want the student to study the block content cumulatively. In this case the content of the first mini test is repeated in the later mini-tests. You have to carefully formulate questions, choose the length and complexity of the different tests and complexity of test. When you repeat the content studied for the first mini-test in every later mini-test, then the ‘weight” of the first part on the final grade is heavier than that of parts that are assessed in later mini-tests.

The assessment advisor of your program can offer support in this.

**Blueprint of assessment with mini tests**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Topics/ learning goals** | **Format** | **Indication of weight on final grade** | | | |
|  | *example* | *Reproduction* | *Application* | | **Total** |
| **Mini-test 1** | *Mcq* | *X%* | | *X%* | **X%** |
| **Mini-test 2** | *Mcq plus open answers* | *X%* | | *X%* | **X%** |
| **Mini-test 3** | *Mcq plus open answers* | *X%* | | *X%* | **X%** |
| **Total** |  |  | |  |  |