

Masters of Didactics: Advanced Programme

The University of Groningen is pleased to offer the Masters of Didactics Advanced Programme on Teaching and Tutoring. This programme builds upon the knowledge and skills participants have gained in the Masters of Didactics Basic Programmes offered by University College London, Ghent University, University of Aarhus, University of Oslo or University of Groningen. The advanced programme allows participants to specialize in several key areas related to teaching in higher education by focusing on a specific project within their own context.

For the programme that starts with an Autumn school 2021, participants must choose *one* of the following tracks:

- Train the Trainer
- Advanced Teaching and Tutoring Qualification
- Educational Leadership
- Train the Trainer - Educational Leadership combination

Each track has specific requirements which are described in the track description below. More information on the *'Train the Trainer - Educational Leadership combination'* track can be found in the description of the Educational Leadership track and the appropriate combination will be made in consultation with your trainers.

Each of these **project-based** tracks will be supplemented by **electives**, which are short modules covering a current topic or trend in higher education. As such, it allows participants to keep up-to-date with the latest developments in higher education and deepen their knowledge of a topic that is particularly pertinent or relevant to their practice.

The application process is organized by the Ministry of Education and Science. Selection of the participants is done by the University of Groningen, based upon [application requirements](#) per track. The application documents for the University of Groningen have to be submitted by **August 1, 2021**. Selection of participants and initial intake meetings between participants and the lead trainers will take place approximately 4 weeks before the start of the track.

Train the Trainer

Partner with us to design, implement, and evaluate a research-informed professional development opportunity for your home university.

The “Train the Trainer” track prepares (future) professional development facilitators - teachers and educational support staff - who aim to: 1) begin a role as educational developers themselves, 2) plan to develop professional development opportunities at their respective universities, or 3) lead workshops on teaching and learning and other professional development activities for university teachers.

Successful completion

The 18-month “Train the Trainer” track is completed successfully by each participant after the design, implementation, and evaluation of a final ‘capstone project’ which will consist of professional development opportunities for staff within the participant’s own university.

Track overview

The “Train the Trainer” track guides participants in thinking through the various components of professional development for university teaching faculty. The core of the track focuses on the sustainable creation of professional development opportunities. Certain content and skills topics will be introduced in order to further apply research into practice as well as broaden both the knowledge and skill development of participants. These content and skill topics can be categorized into the following:

- **Theoretical knowledge** about effective teaching learning and academic development in higher education will contribute to evidence-informed capstone projects.
- **Workshop facilitation** skills and techniques (such as coaching and mentoring, promoting reflection, community building and group dynamics, and presentation skills),
- **Methods** for designing, implementing, and evaluating professional development opportunities.

In order to obtain the these skills and knowledge areas for effective application to the desired end result of creating professional development opportunities, the following elements will be utilized:

- **Integration with the workplace:** Beginning with a needs analysis of their home institution, participants will continue to reflect on their own teaching practice and translate what they’ve learned to their university’s context in order to maximise relevancy and learning.

- **Personalization:** When possible, individual learning outcomes will be created in order to effectively respond to both participant and institutional needs.
- **Peer Learning:** participants will be matched into "Professional Partnerships" which will be beneficial for knowledge-sharing, co-creation, and peer support.
- **Blended approach:** a combination of online, in-person, collaborative, and individual sessions will ensure ongoing and in-depth professional development.

Who can apply?

University teachers or educational support staff who are involved in or have a coordinating role designing, implementing, and evaluating professional development opportunities at their home universities. Alternatively, participants who have an educational leadership position and are planning to set up an academic development department within their university can participate in a tailored-track that combines elements of the 'Educational Leadership' and the 'Train the Trainer' track. All participants need to have completed the Masters of Didactics Basic Programme at one of the five European partner universities.

Schedule

The track requires a time investment of 15 ECTS (equivalent to 420 study hours) and is carried out over the span of 18 months and 4 in-person schools. Participants meet with their peers and trainer midway between each school to report, discuss and receive feedback. After these online meetings they will be able to incorporate feedback and continue working on their capstone project.

- **School 1:** Autumn School: October 5-8 2021
- **School 2:** Spring School: April 4-8, 2022
- **School 3:** Autumn School: October 3-7, 2022
- **School 4:** Spring School: April 3-7 2023

**All schools will take place in Warsaw*

Advanced Teaching and Tutoring Qualification

Did the Masters of Didactics programme leave you inspired to delve deeper into a topic of your interest? Do you want to redesign a cluster of courses through an innovation project? Further develop a tutoring system? Incorporate educational technology effectively? Improve student participation and engagement? Use formative feedback more consistently? Or address another challenge in your course? Then the Advanced Qualification might be for you.

Track overview

The Advanced Qualification allows participants to design an innovation project for their instructional/tutoring situation. Working together in a small group of peers and in close contact with their trainer, participants will analyse the specific needs and challenges of their courses or tutoring programs, and develop a detailed innovation plan on how to address this. Innovation projects can vary widely: it could be incorporating an online tool to introduce assessment for learning methods, flipping the classroom in order to create space for more interaction during face-to-face meetings, or implementing learning analytics to optimize the learning process, just to name a few.

Participants will familiarize themselves with current trends and topics in higher education and evaluate how these might affect their own universities and teaching contexts. They will develop and write their own teaching philosophy and connect these views and beliefs to their innovation project and higher education's directions more broadly.

Who can apply?

Anyone who has completed the Masters of Didactics basic training programme in teaching and tutoring and is interested in deepening their knowledge of and skills in a specific field relevant to teaching in higher education.

Outcome

The programme will be centered on an educational innovation project which is conducted using elements of the Scholarship of Teaching and Learning (SoTL) methodology. The innovation will be applied to an identified area of need where each participant would like to see improvement within their current instructional activities (ie: courses and/or tutoring).

Schedule

Participants meet midway between each school with their peers and trainer to report, discuss and receive feedback on ongoing projects and assignments. After these (online) meetings they

will be able to incorporate feedback and continue working on their project. The track requires a time investment of 10 ECTS (equivalent to 280 study hours).

- **School 1:** Autumn School: October 5-8 2021
- **School 2:** Spring School: April 4-8, 2022
- **School 3:** Autumn School: October 3-7, 2022

**All schools will take place in Warsaw*

Educational Leadership

Track overview

Managing a university or a department in a university is different from managing a business. An educational leader needs to have a vision on education, needs to understand the needs of students and works with highly qualified, creative and critical staff. The challenge of educational leaders is on the one hand to empower their academic staff and enable them to be creative and successful in their education and on the other hand to steer their own department (or other entity) in a consistent direction to assure the educational programme is coherent. This track aims to enable educational leaders of Polish higher education institutions to develop a vision and strategy on student-centered higher education with high quality teaching and tutoring. Topics to be included are curriculum development, leadership styles, the role of assessment, quality assurance in education, effectiveness of education and management skills.

Who can apply?

Senior academic staff who have a leading role in one or more educational programmes. Participants need to have completed the Masters of Didactics Basic Programme at one of the five European partner universities. Alternatively, participants who are planning to set up an academic development department within their university can participate in a tailored-track that combines elements of the 'Educational Leadership' and the 'Train the Trainer' track.

Outcome

To implement a large educational innovation project that involves a complete educational programme, like a bachelor or master programme. That could be for example developing a new bachelor program, a curriculum change involving a whole master program or setting up an academic development department. The role of the participant is to lead the team responsible for the innovation project. Such a team could be for example a working group where the participant is the chair or manager. When participants focus on setting up an academic development department, they will construct a comprehensive strategy including creating an organizational structure, designing a professional development portfolio, and embedding the department within their higher education institution. Participants will also develop a vision on education and their leadership.

Schedule

Participants meet midway between each school with their peers and trainer to report, discuss and receive feedback on ongoing projects and assignments. After these (online) meetings they

will be able to incorporate feedback and continue working on their project. The track requires a time investment of 15 ECTS (equivalent to 420 study hours).

- **School 1:** Autumn School: October 5-8 2021
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