

CHARM-EU



CHallenge-driven
Accessible
Research-based
Mobile
European
University

Co-funded by the
Erasmus+ Programme
of the European Union



Workshop Challenge Based learning

28th of September 2020

Márta Turcsányi-Szabó and Michele Gerbrands





- Introduction Marta and Michele
- Instruction miro board
- Case 1: Co-Challenge (30 min.)
 - Overview and characteristics of design challenge/questions
 - Student journey (activities)
 - Brainstorm Miro Board (participants collaborate in groups and collect design characteristics)
- Case 2: Interactive media and Design
 - Overview and characteristics of design challenge/questions
 - Student journey (activities)
 - Brainstorm Miro Board (participants collaborate in groups and collect design characteristics)
- Case 3: Research methodology
 - Overview and characteristics of design challenge/questions
 - Student journey (activities)
 - Brainstorm Miro Board (participants collaborate in groups and collect design characteristics)
 - Sharing results Miro board



Case 1: Co-Challenge





Characteristics of design Co-Challenge

Sharing knowledge and expertise to solve societal issues

- 3 ECTS
- English
- Ba, Ma, PhD, recent graduates
- All students Utrecht University
- Two weeks full-time

- Preparation for the professional world
- Focus on personal and professional skills
- Solving societal issues

- Client selects and introduces authentic problem:
- Loneliness, transportation in the city center, student stress





Characteristics of design Co-Challenge

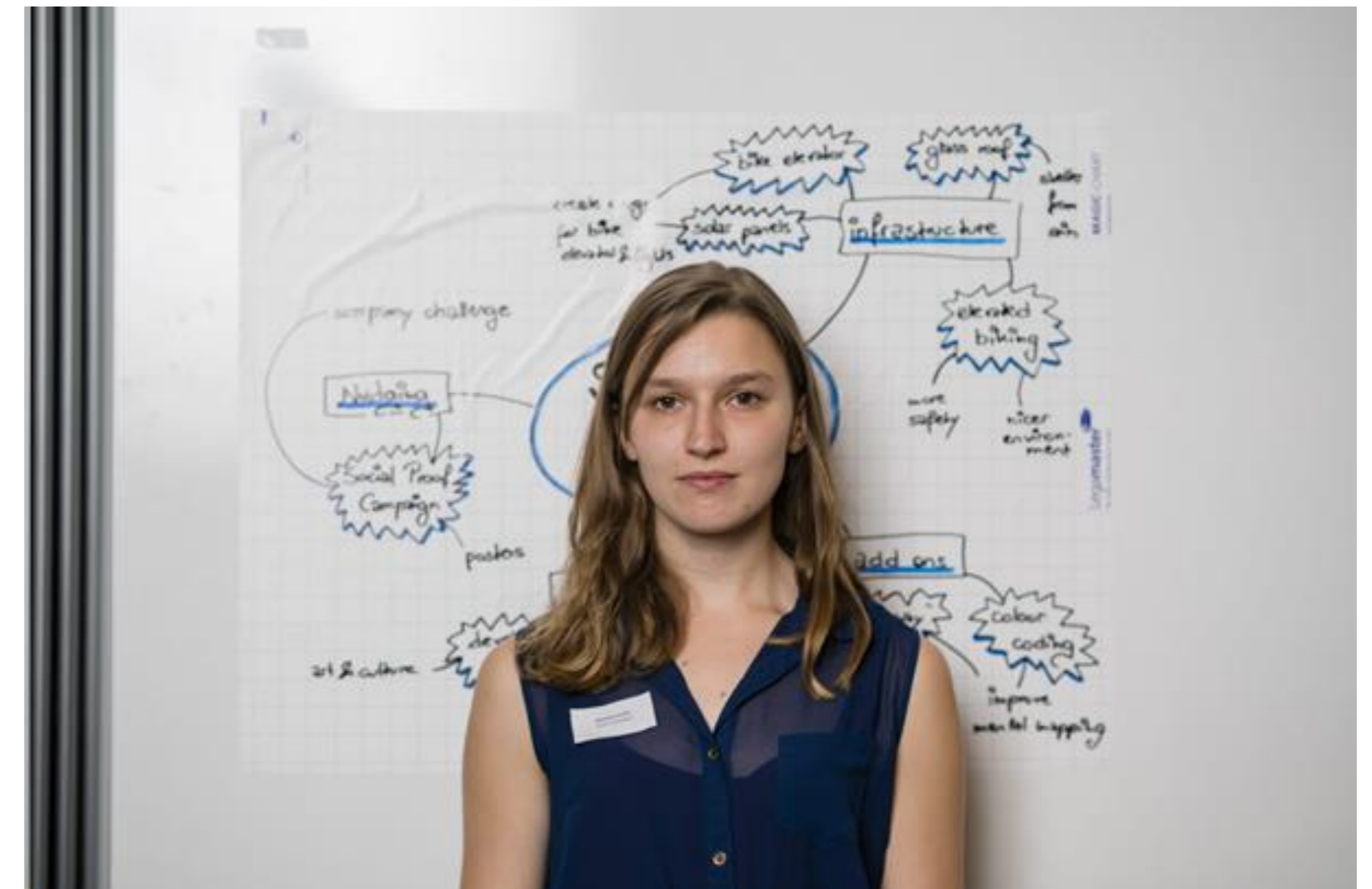
- The student is the director / self-directed
- No mandatory activities / own responsibility
- Three deadlines (problem definition, concept pitch, final pitch deliverables)
- Lecturers/ experts provide knowledge incentives
- Coaching on-demand
- Community of Practice
- Inspirational sessions (20 min)
- Workshops (focus on skills)
- Teamwork
- Communication with client

“Education is not the learning of facts, but the training of the mind to think.” - Albert Einstein



Conditions

- Well equipped room
 - Brainstorming materials
 - Coffee/tea/sandwiches
- Sharing knowledge (peerfeedback)
- Open and short communication lines (personal/active/on-demand)
- Online learning environment
- Exploration (uncertainty, being stuck, team issues)
- Facilitating learning process (create meaning)
(team + students = community+ everybody is equal)





Students Utrecht University

Bachelor Human Geography & Planning
Liberal Arts & Sciences (specialization: social geography)
Master Environmental Biology
Bachelor Game and Media Technology
BA History, ReMA Ancient, Medieval, Renaissance Studies
Biology of disease
Bachelor of science in medicine,
Social Geography en Planologie (BSc) & Urban Geography (MSc)
Science Education & Communication
Social Policy and Social Interventions
MSc Environmental Biology
Master Biology of Disease
Bachelor programme: BSc. Economics and Business Economics
Master Biology of disease
Bio Inspired Innovation
Master Environmental Biology
Sustainable Development (Joint programme with University of Graz, Austria)
Master Cancer, Stem cells and Developmental Biology
Master Urban Geography (UU)
Recently graduated in Applied Cognitive Psychology (TCP)

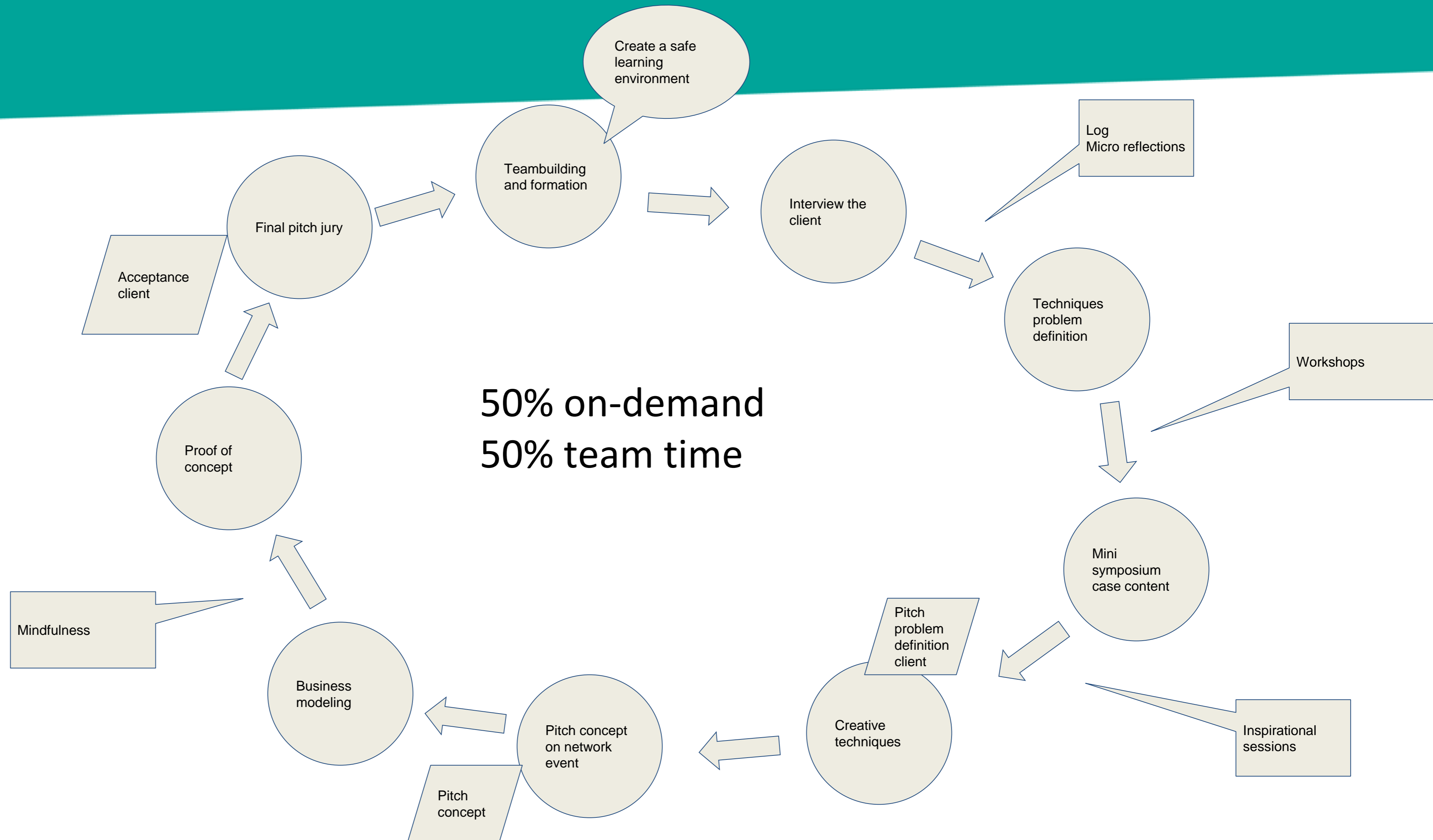
60% Dutch
40 % International





- Inspirational sessions:
- 20 min.
 - Expert knowledge
 - On-demand coaching

- Workshops:
Based on skills
- Pitching
 - Networking
 - Collaboration
 - Interviewing
 - Feedback
 - Design thinking
 - Reflection
 - Business modeling





	Day 1/May 6th/TLL	Day 2/May 7th/TLL	Day 3/May 8th/TLL	Day 4/May 9th/TLL	Day 5/May 10th/TLL		
9:00	Introduction	Day opening	Day opening	Day opening	Day opening	9:00	
9:30	Team building	Mini symposium: Case research methods	Mini symposium: Case modeling	Workshop: Feedback	Workshop: Competency scan	9:30	
10:00						10:00	
10:30		Teamwork	Teamwork	Teamwork	Break	10:30	
11:00					Course evaluation	11:00	
11:30					11:30		
12:00	Mindfulness & Reflection	Mindfulness & Reflection	Mindfulness & Reflection	Mindfulness & Reflection	Mindfulness & Reflection	12:00	
12:30	Break	Break	General info moment	General info moment	General info moment	12:30	
13:00	Sub-team formation	Workshop: Capture your client	Skype with client	Teamwork	Teamwork	13:00	
13:30							Practise pitches
14:00							14:00
14:30		Teamwork					14:30
15:00	Break			Network event set-up		15:00	
15:30	Mini symposium: Case content	Press conference: - Present your team - Interview the client				15:30	
16:00					Network event @Ruppert building	16:00	
16:30						16:30	
	General info moment	General info moment					
17:00				(until 18:00)		17:00	



Assessment

	Day 6/May 13th/UtrechtInc Learning Space	Day 7/May 14th/TLL	Day 8/May 15th/UtrechtInc Focus Room	Day 9/May 16th/TLL	Day 10/May 17th/TLL		
9:00	Day opening	Day opening	Day opening	Day opening	Day opening	9:00	
9:30	Individual development	Teamwork	Workshop: Writing a business plan	Teamwork	Teamwork	9:30	
10:00		Group coaching		Teamwork	Group coaching	Practise pitches	10:00
10:30		Skype with client	Mindfulness & Reflection				10:30
11:00							11:00
11:30		Mindfulness & Reflection		Mindfulness & Reflection		11:30	
12:00	Mindfulness & Reflection	General info moment	Mindfulness & Reflection	General info moment	Mindfulness & Reflection	12:00	
12:30	General info moment	Teamwork	General info moment	Teamwork	General info moment	12:30	
13:00	Teamwork		Break		Teamwork	Teamwork	13:00
13:30			Workshop: Your professional identity				13:30
14:00							14:00
14:30			Teamwork			14:30	
15:00					Final pitches set-up	15:00	
15:30						15:30	
16:00					Final pitches @Gemeente Utrecht	16:00	
16:30						16:30	
17:00					[After course evaluation and wrap-up until 19:00 with pizza!]	17:00	



Team track (70%, minimum grade 5.50)

Students will develop a (design of the) solution that will help students' mental wellbeing for the Municipality of Utrecht. On the first day, students will form groups of maximum five students (as diverse as possible) in which they will work on the solution during the course.

The final grade will consist of three parts:

- - Process report (60%)
- - 5-minute pitch (40%)
- - Individual contribution (+/- 0.5 points total grade)

Individual track (30%, minimum grade 5.50)

Personal growth

Maintaining daily reflections summarized in a reflection report.

Within this report, reflection on the learning activities of the course and academic and personal skills take a central role.

The report consists of:

- Personal learning goals that you defined at the start of the course and reflect on at the end of the course.
- -Continuous reflection during the course using the topics presented
- Free format (examples are: drawings, models, powerpoints, texts, and videos).

1. Korthagen cycle
2. Bateson levels



Learning objectives (detailed information)

Day	Learning objectives	Learning activities
1	Students know their role in a team and how to form an efficient sub-team for the assignment. Students gain insight in the case content.	Introduction to the course. Team building exercises and sub-team formation. Mini symposium on case content by the client.
2	Students learn practical skills to conduct applied research and are able to conduct an interview with a client.	Mini symposium on case research methods. Workshop: Capture your client. Press conference with client.
3	Students learn and can apply creative techniques to develop first concepts to pitch to a client.	Mini symposium on case modeling. Skype with client.
4	Students can apply the principles of giving and receiving feedback. Students can present their initial concept in an effective way to others.	Workshop: Feedback. Peer feedback on initial concept. Network event.
5	Students gain insight into their competencies.	Workshop: Competency scan.
6	Students work with a personal development coach to gain insight in their strengths, weaknesses, and skills and reflect on these aspects.	Individual development day.
7	Students understand how their team functions and can ask for help when needed.	Group coaching.
8	Students can get their ideas/ solutions on paper. Students know how to use their skills in professional environments.	Workshop: writing a business case. Workshop professional skills.
9	Students work with a group coach to finalize their concept.	Group coaching.
10	Students can present their final concept in an effective way to others.	Final pitches. Second weekly course evaluation.



Marta Turcsányi-Szabó

Interactive Media Design & Development

- 3-5 ECTs (2-4 hours weekly for 15 weeks)
- Mainly Computer Science MSc + BSc + PhD + other faculty + other university
- English

Developing competences:

- Preparing for collaborative learning and collaboration in the professional world
 - Personal soft skills and professional development
 - Solving authentic problems targeting enjoyable learning environments
- ... „Challenge-based learning”



Course dependent requirements

Basic level in three chosen themes through discussions on the theme - lecture.

Individual work: write updates in forum of chosen theme -new notion or tools in the field.

ASSESSMENT: (10-15)

Application skills in all semester projects through brainstorming + feedback - practice.

Individual work: give feedback to other groups project work in their project page area.

ASSESSMENT:(10-15)

Developer proficiency in a chosen area through the emerging project prototype -design.

Group work with individual role: contribute to group work.

ASSESSMENT:(30-70) distribute cumulative points to members depending on contributions.



TOOLS

Gather Town – synchronous ice-breaking, exploration of Interactive Media and team-building.

Miro – for asynchronous work: Highlighting tasks and starting collaboration till project establishment.f

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Teams – synchronous communication in class and out of class through group channels serving transparent group correspondance.

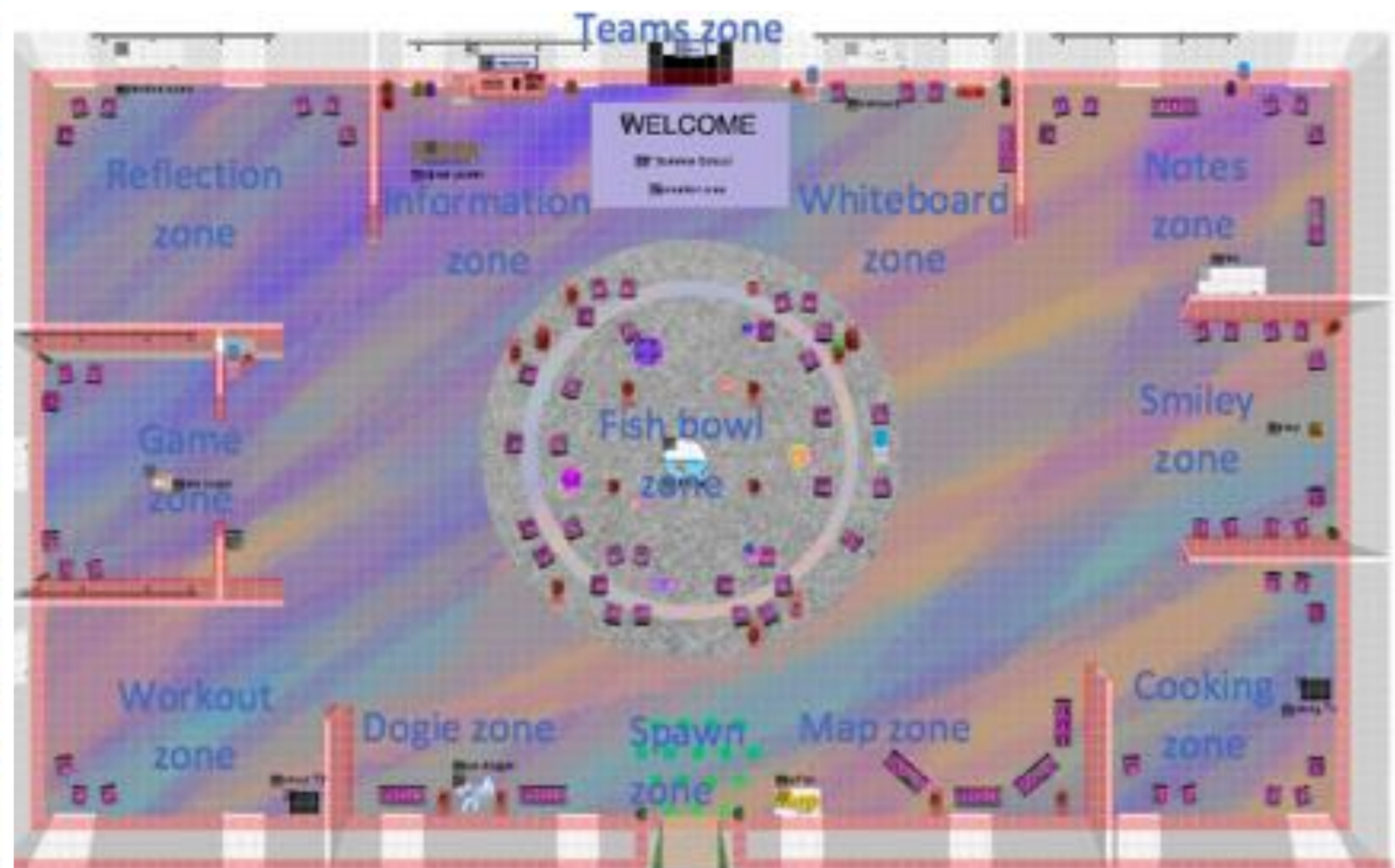
Lab - full of technology



Gather town - Exploration



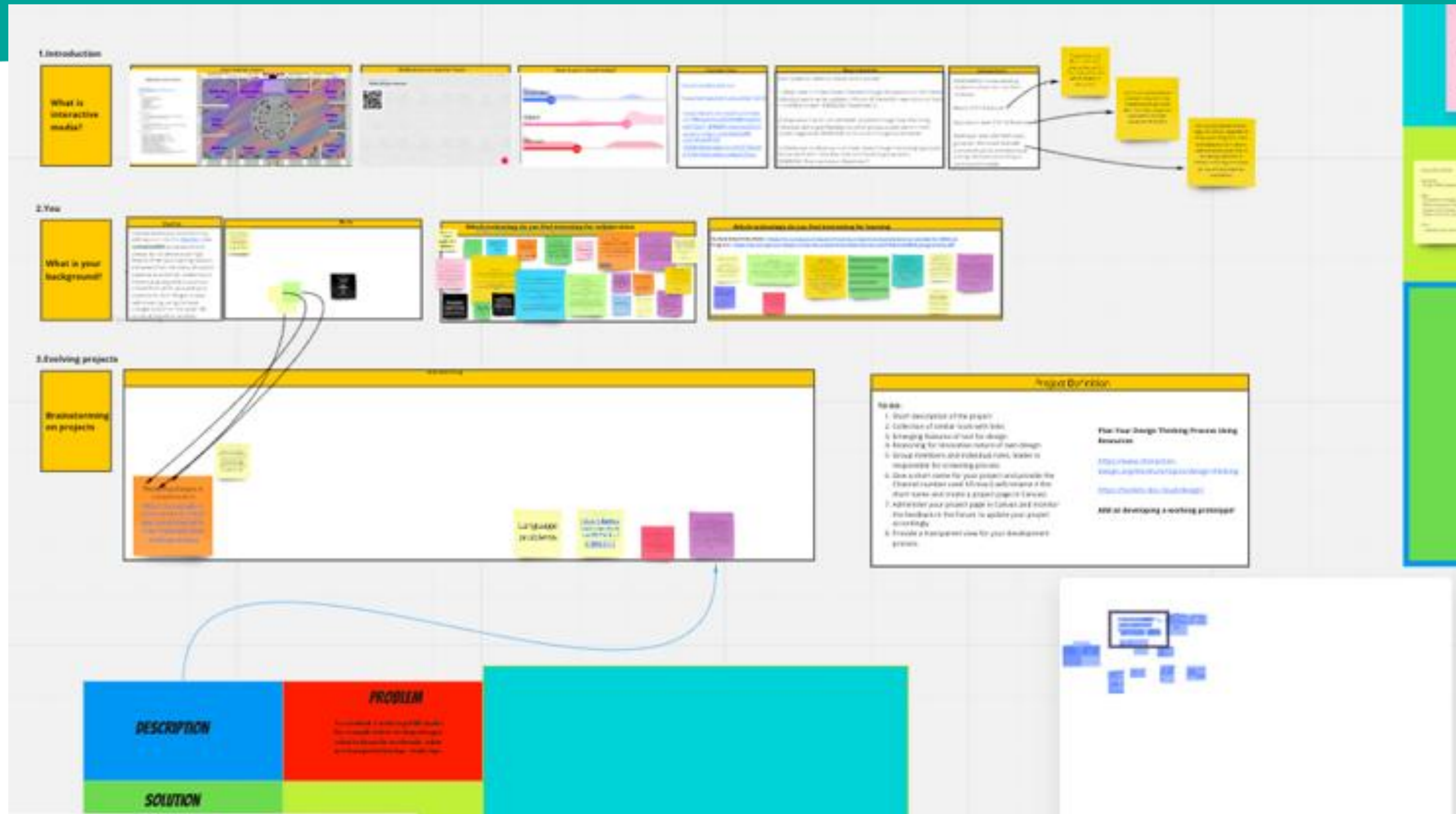
Campus external



Campus internal



Miro - White board





Lecture notes for flipped learning

Nem biztonságos | intmedia.elte.hu

Frissítés

Alkalmazások Bookmarks YouTube Google Sign In Office 365 Best News Source... Uni YouTube Térkép Egyéb könyvtárak

1117 Budapest, Pázmány Péter sétány 1/C +36 1 361 2298 tetabor@inf.elte.hu

Interactive Media Material
Eötvös Loránd University

Home About Chapters Feedback Contact

We made something for you
[Start exploring!](#)

What is Not Technology?

Data is Beautiful to Explore

User Interface Design

Introduction

Data visualization

Interaction design

User interfaces

Multimedia design



Canvas

Canvas LMS interface showing a course structure and an evaluation form.

BASIC TOPICS

- What to do ...
- Data visualization [↗](#)
- Upgrade - Data visualization (5 pts)
- Interaction design [↗](#)
- Upgrade - Interaction design (5 pts)
- User interfaces [↗](#)
- Upgrade - User interfaces (5 pts)
- Multimedia design [↗](#)
- Upgrade - Multimedia design (5 pts)
- Digital narratives [↗](#)
- Upgrade - Digital narratives (5 pts)
- Learning media [↗](#)
- Upgrade - Learning media (5 pts)

Project Topics

- P1. ELTE COMMUNITY
 - ELTE Community - Discussions
- P2. COVID-19 CAFE
 - COVID-19 Cafe - Discussion
- P3. ELTE MATES
 - ELTE Mates - Discussion
- P4. ELTE CENTRAL
 - ELTE Central - Discussion
- P5. HABIT BUDDY
 - Habit Buddy - Discussion
- P6. COMPETENCES
 - Competences - Discussion
- P7. PROJECT
 - Project - Discussion
- EVALUATION

EVALUATION OF PROJECT 1.

Please fill out the evaluation for every project!
***Required**

Short description of project *

Your answer

How interesting is this project for you? *

1 2 3 4 5

How wide do you think the scope of users could be? *

1 2 3 4 5

How innovative do you judge this project to be? *

1 2 3 4 5

How complex do you judge this project to be? *

1 2 3 4 5

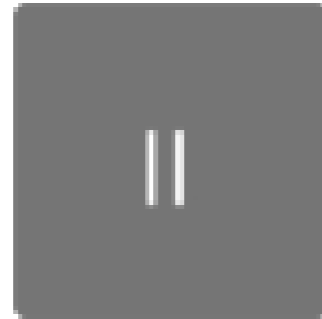
Free comments (negative/positive) ... *

Your answer



TEAMS

< All teams



Interactive media desig... ...

General

1. **ELTE Community**
2. **COVID-19 Cafe**
3. **ELTE Mates**
4. **ELTE Central**
5. **Habit Buddy**
6. Competences
7. **Project**



General Posts Files Class Notebook 2 more



Turcsányi-Szabó Márta 12/1/20 3:29 PM
Dear Students, Today I will be min. 5 - max. 10 m
channel. Please, be patient.
Those who have not yet made their few minutes
prepared to do so!

← Reply



Meeting ended: 2s

← Reply



General started

6 replies from you, Yarkan, Vatsa, and 2 others

← Reply



General started

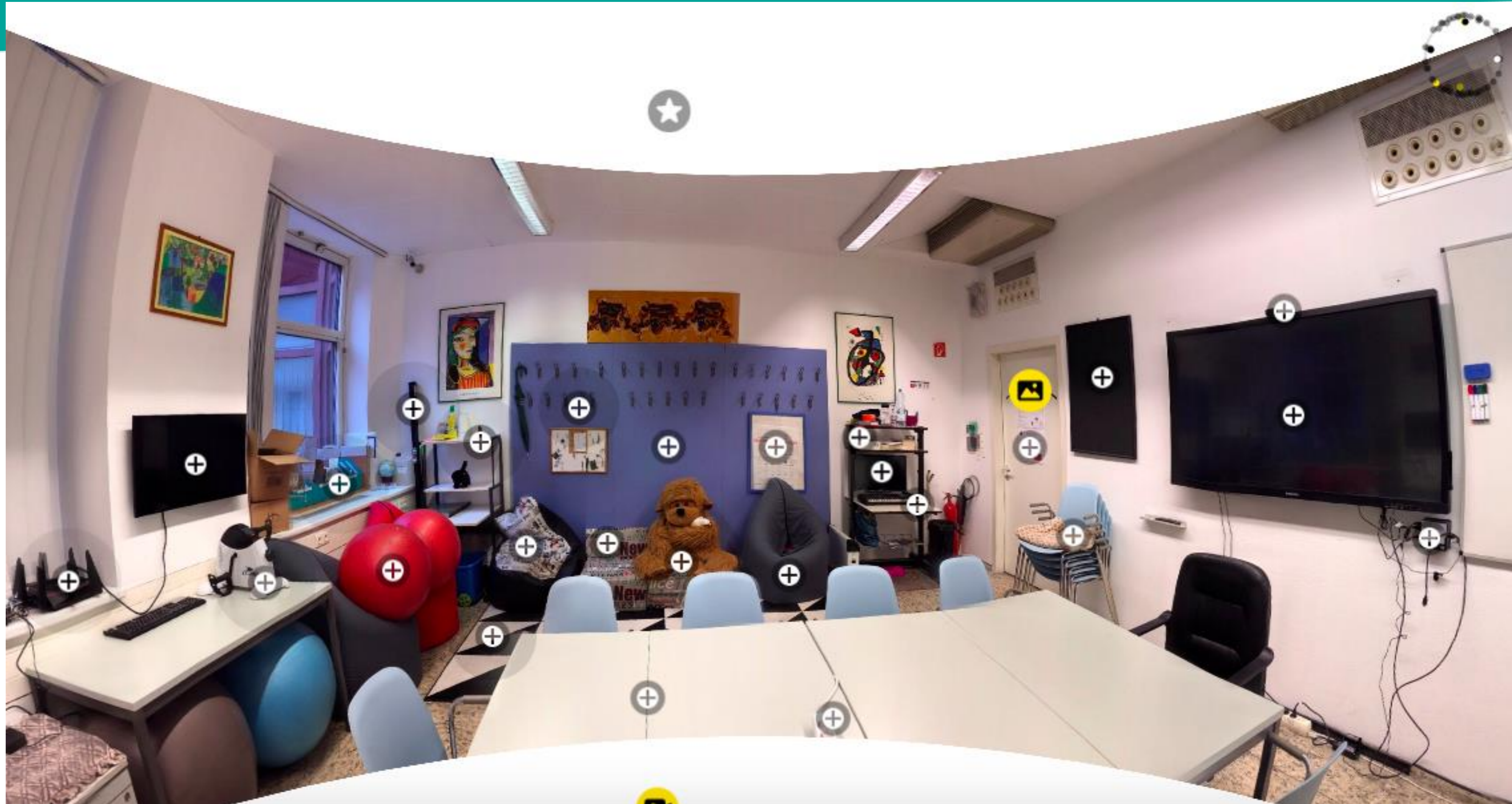
49 replies from you, Badawi, Yarkan, and 15 others

← Reply



LAB

<https://www.thinglink.com/mediacard/1387803061367341058>

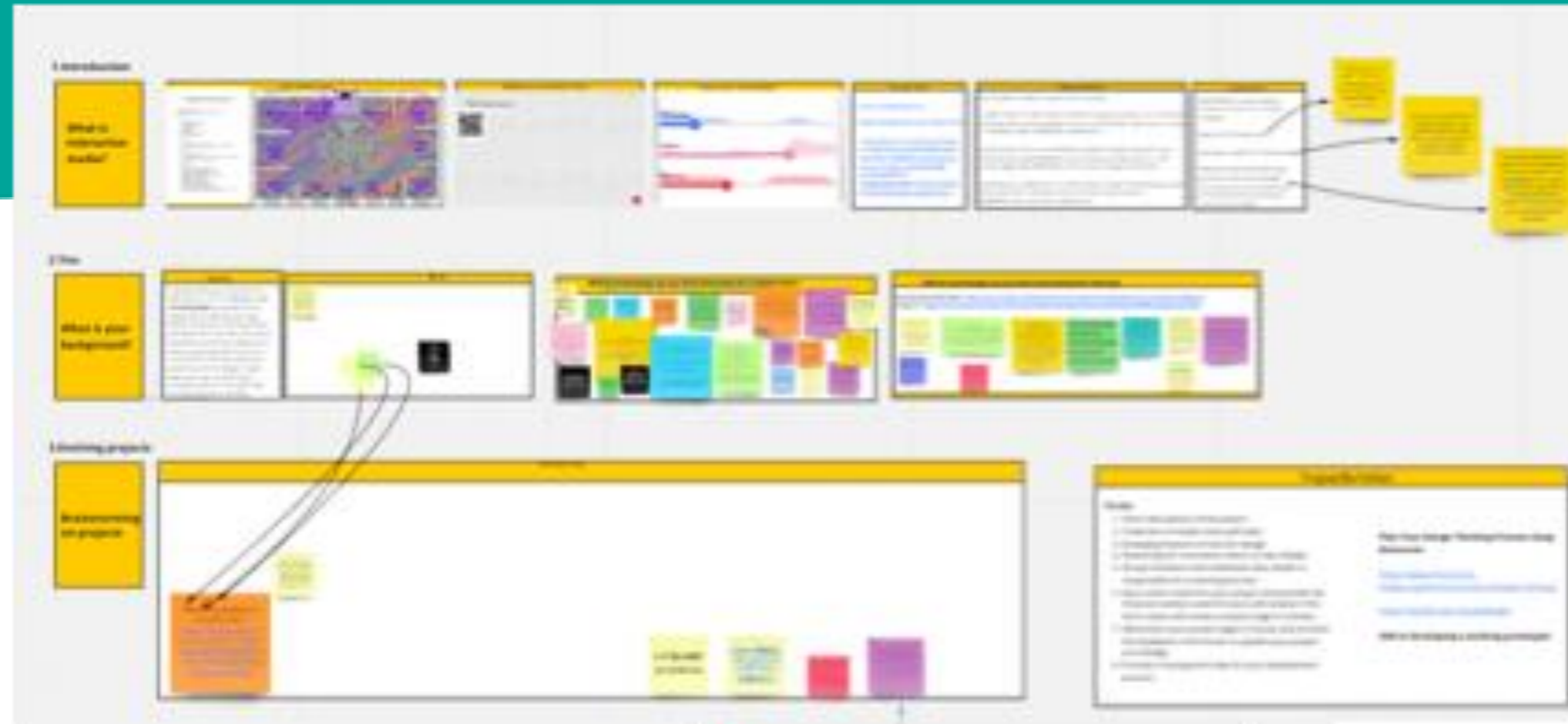




PROCESS



Campus external

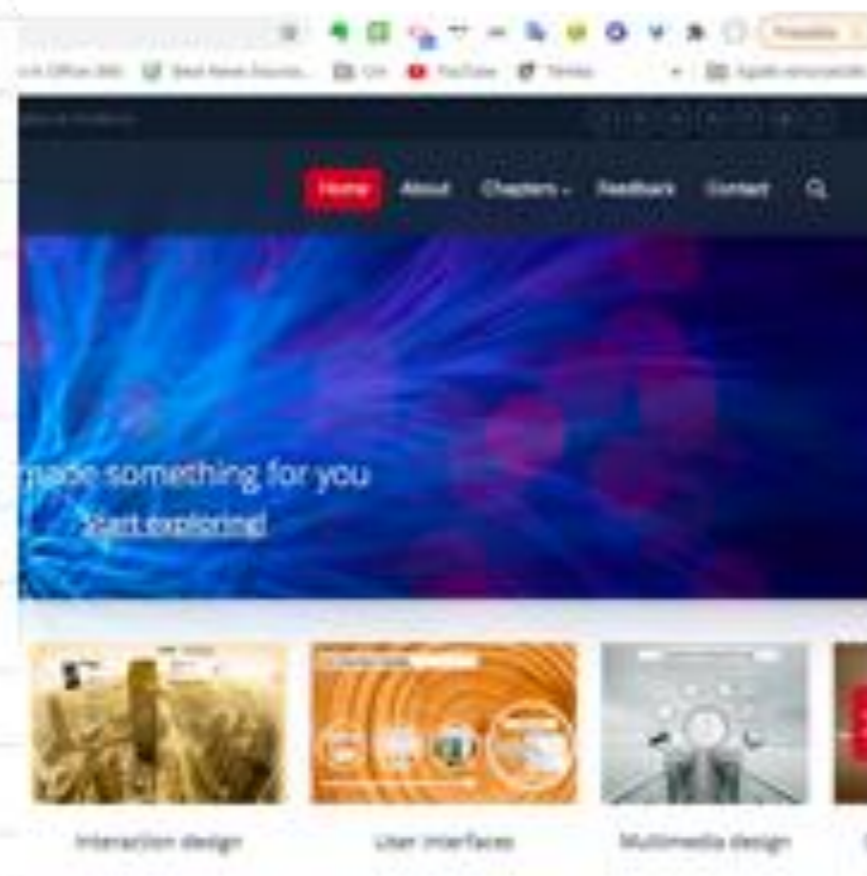


Interactive media design... ...

General

1. ELTE Community
2. COVID-19 Cafe
3. ELTE Mates
4. ELTE Central
5. Habit Buddy
6. Competences
7. Project

BASIC TOPICS	
What to do...	
Data visualization	
Upgrade - Data visualization	Learn
Interaction design	
Upgrade - Interaction design	Learn
User interfaces	
Upgrade - User interfaces	Learn
Multimedia design	
Upgrade - Multimedia design	Learn
Digital narratives	
Upgrade - Digital narratives	Learn
Learning media	
Upgrade - Learning media	Learn



CHALLENGE-BASED Design Thinking



P1. ELTE COMMUNITY
ELTE Community - Discussion
P2. COVID-19 CAFE
COVID-19 Cafe - Discussion
P3. ELTE MATES
ELTE Mates - Discussion
P4. ELTE CENTRAL
ELTE Central - Discussion
P5. HABIT BUDDY
Habit Buddy - Discussion
P6. COMPETENCES
Competences - Discussion
P7. PROJECT
Project - Discussion
EVALUATION

Pitch on Working prototype



EVALUATION OF PROJECT 1.

Please fill out the evaluation for every project!

Required

Short description of project 1

Your answer: _____

How interesting is this project for you?*

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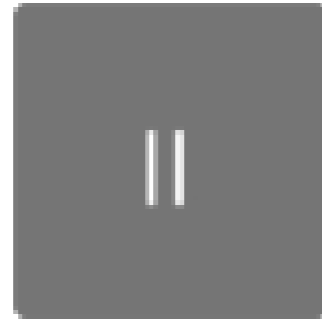
Please comment on your evaluation! ...*

Your answer: _____



TEAMS

< All teams



Interactive media desig... ...

General

1. **ELTE Community**
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RESEARCH METHODOLOGY COURSE - Competences

- **Intercultural communication, acceptance,**
- **Soft skills (communication, collaboration, creative self-development and group add-on),**
- **Understanding, analysing, synthesising, upgrading, communication knowledge creation,**
- **Exploring, using, collaborating with innovative tools,**
- **„Research design” using active learning methodology,**
- **Ability to abstract information, determine relevance/value of paper,**
- **Ability to design research, use relevant methodology, write up + present results, take part in peer-review.**



REQUIREMENTS

Process of semester:

1. Active work in class + input to class quizzes.
2. Group yourselves in class according to chosen research themes (3-5 students per group).
Describe research theme and members by editing course page and add link to Google file for emerging paper.
Each student searches for a scientific paper in relation to the chosen theme and gives input.
3. Choose a topic for presentation as your contribution to knowledge building, where you have to make a short presentation (max 15 minutes) in class and produce a concise pdf summary of topic in form of a link within "Themes/Tools useful in Research Methodology". Input your name beside the theme and present it at defined date."
4. Elaborate on your work-plan and link it into "Submit your work-plan".
This will be peer-reviewed!
5. Produce the draft research paper and link it into "Submit reserach presentation".
This will be peer-reviewed!

Final grade will be given according to points achieved through semester work.

Evaluation:

- Active involvement min. 7 - max. 11 pts.
- Summarizing and presenting chosen topic theme min 15 - max. 20 pts.
- Produce research work-plan min 15 - max 30 pts. (Team receives x pts. which should be distributed according to efforts.)
- Produce research paper min 20 - max. 40 pts. (Team receives x pts. which should be distributed according to efforts.)
- Take part in „peer review“ min. 5 - max 10 pts.

If in any category the minimum points are not achieved, then final grade can be withheld!



References

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PROCESS

Group work: identifying scientific papers

Groups get a link for a paper each. They have to read it and report on the topic to others on what it is.

- https://www.researchgate.net/publication/315031204_Software_Lifecycle_Editorial
- https://www.researchgate.net/publication/315031204_Software_Lifecycle_Editorial
- https://www.researchgate.net/publication/315031204_Software_Lifecycle_Editorial
- https://www.researchgate.net/publication/315031204_Software_Lifecycle_Editorial



Reflection:

- How important it is to be able to gather the most important information about an article?
- How many different ways results could be presented?
- How important it is to use creativity?
- How important it is to make sure about authenticity?
- How big should an effective group be?

Pair work: What we should know about scientific n

Pairs receive a chapter each to read and to report to others about topics to be covered.

<https://doi.org/10.1007/978-1-4939-9888-1>



Reflections:

- Did you learn anything new from what you read in your own part?
- Did you learn anything new from what you heard from others?
- Was the information enough as a summary about the chapters that others told you about?
- Do you understand what is collective wisdom, collective knowledge, collaborative knowledge building?

References:

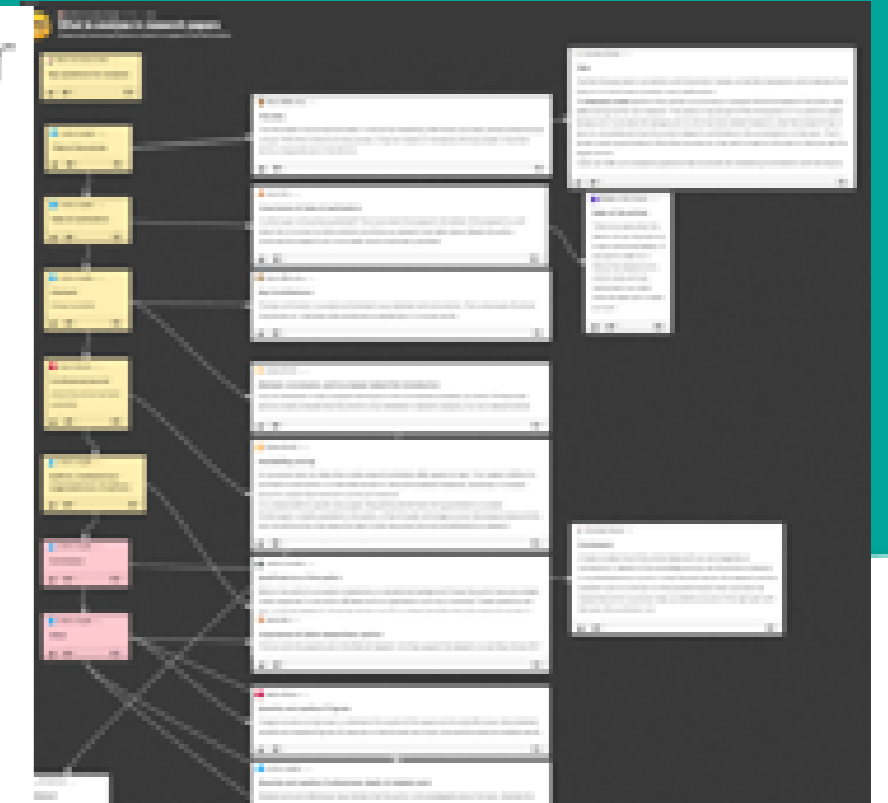
Flexi group work: summarize paper

Flexi groups choose papers and summarize for others its values and results.

<https://oaid.org/>



How can we judge the quality of a paper????



Please describe the evolving research theme and its participants

Make a link to your Google docs, showing your process of research in bibliography for each paper found.

1.) "Hallgatói szokások és teljesítmények közötti összefüggésel"

[Google docs](#)

[Work plan](#)

[Final paper](#)

2.) "Koronavírus hatása az internethasználatra"

Work plan: [link](#)

Google docs: [link](#)

Final paper: [link](#)

3.) "Statikus kódelemzési technikák összehasonlító elemzése"

Google docs: [link](#)

Work plan: [link](#)

Final paper: [link](#) , [edit](#) (overleaf)

4.) "Középiskolai- és egyetemi diákok preferenciái az online okt

google docs: [link](#)

work plan: [link](#)

final paper: [link](#)

RESEARCH DESIGN

Mock-up Conference with peer review

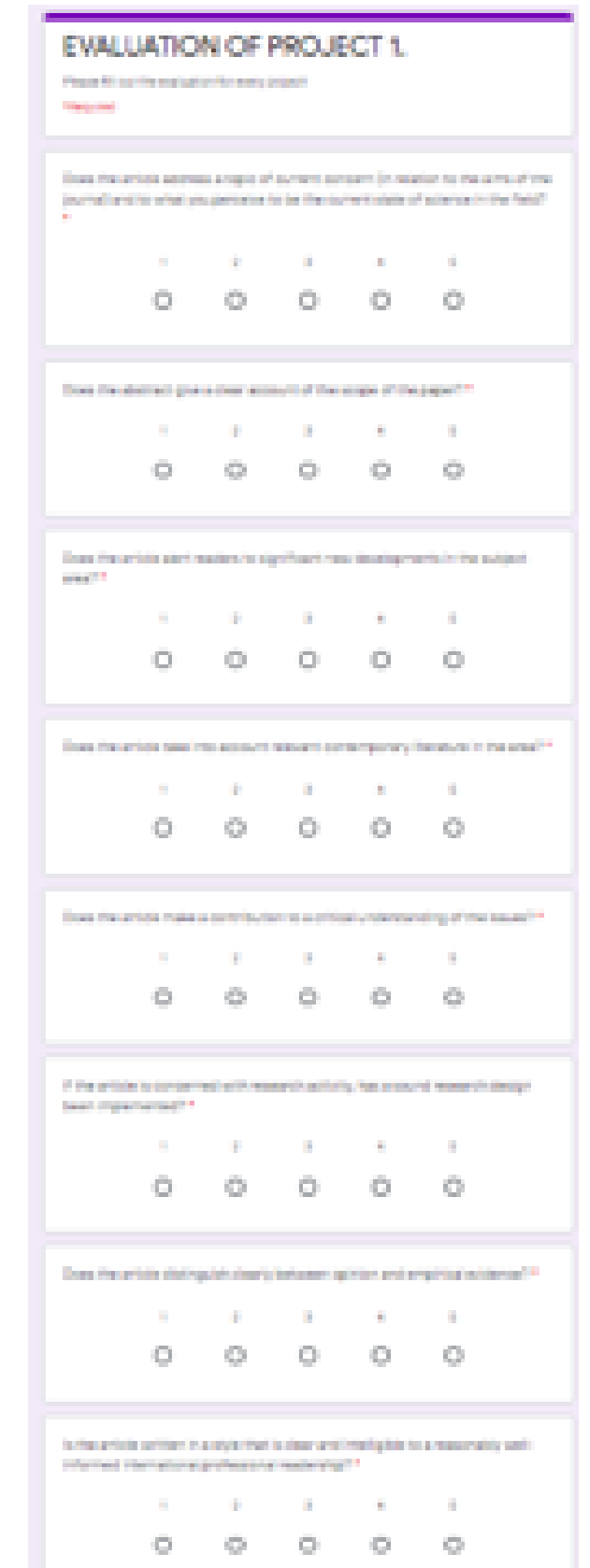
REVIEW

Review of:

[Paper 1](#)



[Paper 2](#)



< All teams



Kutatásmódszertan IP...

General

1. csoport

2. csoport

3. csoport

AI az öko. gyümölcsstermesztésben

AI ethics

Covid és az internethasználat

CSG optimalization

Diákok online oktatás preferenciái

Gamifikáció

Hallgatói szokások és teljesítmény

Home office - családi élet

Otthoni munkavégzés - termékenység

Programozási nyelvek minősége

Source Code Synthesis

Statikus kódelemzési technikák

Choose theme for presentation - please edit Resources can be

Please link your presentation after your name!

Please, choose dates according to this schedule:

Date	Activity	Topic
Oct. 5	Short presentations	Work-plan
Oct. 12	Short presentations	Research n
Oct. 19	Short presentations	Research n
Nov. 9	Short presentations	Tools 1.
Nov. 16	Short presentations	Tools 2.
Nov. 23	Short presentations	Tools 3.

Tools: (1-1ember)

[Latex](#) - [prezentáció](#)

[Beamer](#) - [prezentáció](#)

[TRAC](#) - [prezentáció](#)

[BibTex](#) - [prezentáció](#)

CHARM-EU



CHallenge-driven
Accessible
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**MOLTES GRÀCIES
MUCHAS GRACIAS
FÒRÇA GRÀCIAS
MANY THANKS
GO RAIBH MAITH AGAT
HEEL ERG BEDANKT
MERCI BEAUCOUP
NAGYON KÖSZÖNÖM
DANKE SCHÖN!**

Click to add
text

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