

**FEM
CON**

Empowering
Women in
Construction



Pedagogical guide & worksheet

MODULE 2

WORKING WELL IN CONSTRUCTION

www.femalesinconstruction.eu



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FEMCON Open Education Resources

FEMCON project

FEMCON develop innovative vocational education & training that assist women working in or considering a career in construction industry to progress to visible roles within the industry.

In so doing, FEMCON aim to increase the attractiveness of the industry for others, thus leading to a greater number of women choosing the sector.

The long term objective of FEMCON education is to impact female workforce in the construction industry across Europe, to become aware of their rights to equality in the industry & to utilize their skills in the industry towards their careers progression, thus creating conditions for positive change to happen, improving the industry outlooks & these groups' quality of life.

Open Education Resources

The FEMCON Open Education Resources (OER) aim to equip VET trainers to provide specialist learning content to women working or interested in a career in the construction to help career progression & development of females in this industry.

The resources target the needs of women in the industry but through VET organizations & wider education providers across Europe as an online resource.

They cover industry-specific issues putting attention to the needs and conditions to entering this field, role of women in construction industry, the career progression possibilities, communication and assertiveness, as well as understanding new technology solutions & trends in construction and opportunities to develop innovative businesses based on the knowledge and experience gained.

The TRIPPLE “I”

The course concept is based on the TRIPPLE “I” idea, which means that the materials aim to:

INSPIRE women to work in construction industry and businesses to hire women,

IMPROVE professional skills, managerial and soft skills,

INNOVATE within the working possibilities and in the construction business.

Each module was designed to inspire woman to take on new challenges in construction industry, improve personal skills and thinking about carrier in construction industry and create innovative attitude to start working and developing career in construction industry.

The course aims also to inspire business owners on how women can be better engaged in the industry and contribute to its development.

The course structure

The course covers the topics like new challenges in the construction, problems of managing construction projects, and soft skills needed to work effectively in construction.

Specifically there are 5 modules available:

MODULE 1: Stereotypes affecting woman in construction

MODULE 2: Working in construction industry)

MODULE 3: Assertive and workplace communication

MODULE 4: Future of construction

MODULE 5: Disruptive business (Innovation)

How to use

The resources are dedicated mainly for classroom learning to facilitate VET training sessions. They can be however regarded with flexibility for self-paced use or adapted to the needs of specific training programs.

Module introduction

The why

It is easy to overlook the transversable skills required to work well in any job. Empathy, Teamwork, Leadership, Negotiation, and Presentation skills are vital for any company to grow. This is why this module covers the fundamentals of

- Personal and professional development planning
- Reflective learning
- Core skills needed to succeed
- Support frameworks
- Networking

Learning objectives

At the end of this module learners will:

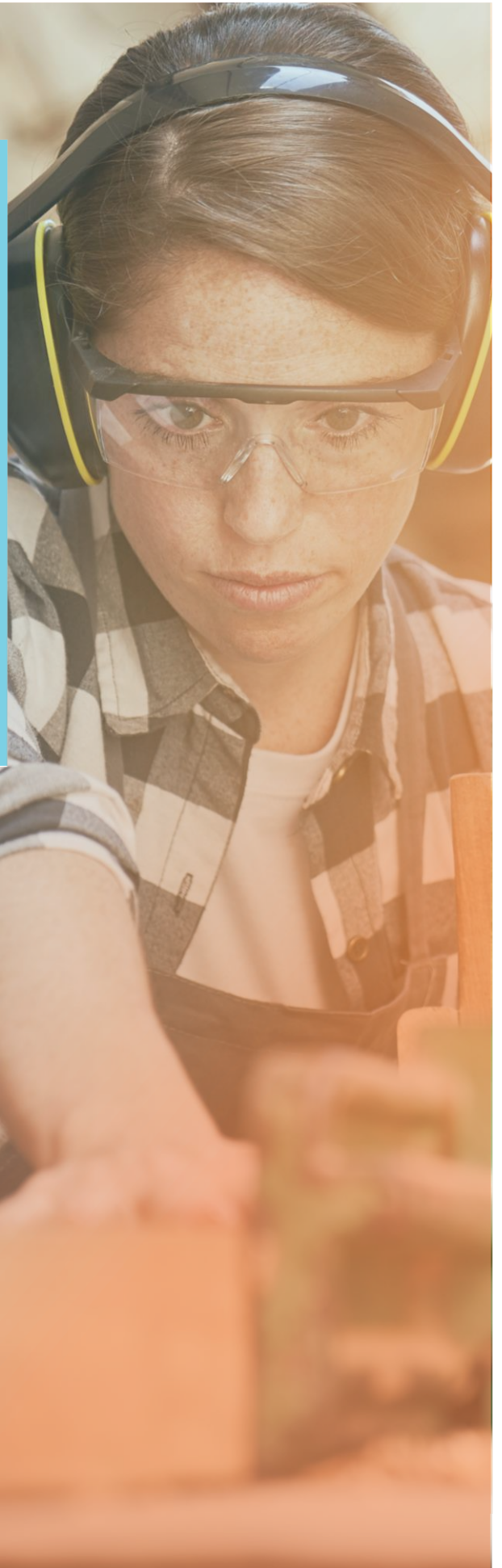
- Reflect on their own personal and professional development.
- Identify their development needs and put in place an action plan to address these needs.
- Integrate training needs assessment and planning with Personal Development Plans
- Cultivate a group dynamic through effective team-based learning activities.
- Key skills required to work well in construction
- Enhanced insight into coaching and mentoring
- Leverage your Network in order to advance your strategic goals.



“

“What good is an idea if it remains an idea? Try. Experiment. Fail. Try again. Change the world.”

Simon Sinek



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Module information

Time needed to deliver

Total: 4 hours

- theoretical introduction: 2 hours
- collaborative learning, workshop activities: 1,5 hour
- feedback and discussion: 0,5 hour

Delivery mode

Group learning (workshop-specific group size)
Relevant for women only, or mixed groups

Pedagogical methods

Teaching and learning activities: Fishbowl, Self-reflection

Assesment and feedback practices: Reflection, Peers sounding board

Educational technologies: -

Module resources

PPT presentation for class delivery

Reflection worksheets

Women in the industry can lay a solid foundation for those interested in pursuing a career in construction.



04 Facilitator's guide

The aim

In this module the aim is to engage learners in finding a smooth pathway to working well in construction; and in confidently building relationships with internal and external stakeholders; and leveraging their network in order to meet their work goals.

In a male dominated sector, it is important that women have the knowledge and awareness and attitude to confidently create, ideate and challenge existing work patterns and behaviour. The module is set up in such a way that users can create their own personal and professional development plan to meet their own career goals and build a pathway for this to succeed.

The module offers insights into core skills needed to succeed in any organisation.

Pedagogical methods explanation

In this module the following pedagogical methods will be facilitated:

- **Self-reflection:** learners reflect by themselves on the issues raised after trainers introduction to the phenomenon based on guiding questions or diagnostic questionnaires provided.
- **Fishbowl:** Allows the entire group to participate in a dialogue/conversation around the topic.
- **Peers sounding board:** learners share their reflections, insights, results to receive constructive feedback from their peers; trainer can be an active member of a group or act as facilitator only .

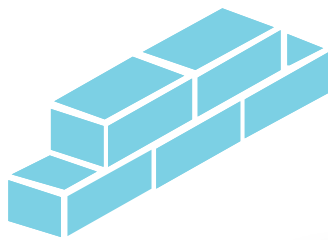
Women in the industry can lay a solid foundation for those interested in pursuing a career in construction.



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Training scheme

1. An introductory video is offered up to inspire the class on women in the industry.
2. Based on the PPT materials the trainer introduces the concept of working well in construction & theoretical frameworks underpinning the module.
3. Trainer invites learners to complete Worksheet 2.1 **My Employer research Worksheet**
4. Learners are provided with information and tools on **Working well in construction**. This is structured in six parts
 - **Job preparation**
 - **Working well for you**
 - **Training**
 - **Support**
 - **Networking**
5. Each section has an activity for the learners to complete, that engages them to think more deeply about the topic.
6. Learners will follow worksheets which provide instruction on the activity. Some activities are individual, while others employ jigsaw, fishbowl and group activities.
7. They are also encouraged to go to social media (particularly construction-related)
8. Working well for you, learners are required to complete a Learning style questionnaire. Using Activity worksheet 2.2.
9. In the Training section, learners engage in a fishbowl activity which challenges their active listening skills. They are presented with a discussion topic and split into the inner group who discuss the topic and the outer group who actively listen and observe. They are required to feedback their experiences individually and collectively.
10. In the support section, learners are provided with information on mentoring and coaching. Students are split into groups to discuss
 - Key skills required for coaching
 - Knowledge required for coaching
 - Attitude required for coachingOne member is assigned to each topic, each student learns about the topic and feeds it back to the group.
11. In section 6, Networking a quick-fire networking session with prompt questions is used to engage learners in networking. Through key questions, they can find out commonalities, differences and how important it is to know people in the class. This is an active learning exercise.



INTERACTIVE AND INNOVATIVE

- Training materials are developed in PowerPoint. They can be adjusted to the particular training needs, as they are editable.
- Videos and external articles are used to explain certain sections of the training content and to present case studies for discussion
- Exercises encourage both group and individual learning and give a practical tone to all the context
- Activities invite learners to investigate certain content such as articles, podcasts, books and more
- Case studies help bring thematics to life
- All of these can be replaced with the suitable, localised examples, by the educators, that best suit the needs of a particular target group, making these resources highly transferable.

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Links to additional resources

Mentoring

Baugh, S. G., & Fagenson-Eland, E. A. (in press). Formal mentoring programs: A “poor cousin” to informal relationships? In B. R. Ragsin & K. E. Kram (Eds.), *Handbook of mentoring: Theory, research, and practice*. Thousand Oaks, CA: Sage.

Chao, G. T. (in press). Mentoring and organizational socialization: Networks for work adjustment. In B. R. Ragsin & K. E. Kram (Eds.), *Handbook of mentoring: Theory, research, and practice*. Thousand Oaks, CA: Sage.

Chao, G. T., Walz, P. M., & Gardner, P. D. (1992). Formal and informal mentorships: A comparison on mentoring functions and contrast with nonmentored counterparts. *Personnel Psychology*, 45, 619–636.

Filstad, C. (2004). How newcomers use role models in organizational socialization. *Journal of Workplace Learning*, 16, 396–409.

Higgins, M. C., Chandler, D. E., & Kram, K. E. (in press). Relational engagement and development networks. In B. R. Ragsin & K. E. Kram (Eds.), *Handbook of mentoring: Theory, research, and practice*. Thousand Oaks, CA: Sage.

Johnson, W. B., & Huwe, J. M. (2003). *Getting mentored in graduate school*. Washington, DC: American Psychological Association.

Kram, K. E. (1985). *Mentoring at work: Developmental relationships in organizational life*. Glenview, IL: Scott, Foresman & Company.

Ragsin, B. R., Cotton, J. L., & Miller, J. S. (2000). Marginal mentoring: The effects of type of mentor, quality of relationship, and program design on work and career attitudes. *Academy of Management Journal*, 43, 1177–1194.

Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Counseling Psychology*, 2, 95–103.

Wanberg, C. R., Welsh, E. T., & Hezlett, S. A. (2003). Mentoring research: A review and dynamic process model. *Research in Personnel and Human Resources Management*, 22, 39–124.

Young, A. M., Cady, S., & Foxon, M. J. (2006). Demystifying gender differences in mentoring: Theoretical perspectives and challenges for future research on gender and mentoring. *Human Resource Development Review*, 5, 148–176

Coaching

Coaching – What Really Works – Jenny Rogers, 2021. *Excellence in Coaching* by Jonathan Passmore – 4th edition, 2021. *Coaching for Performance* by Sir John Whitmore. 5th edition, 2017. *Coaching & Mentoring* by Parsloe & Leedham, 2016. *The Solutions Focus – Making Coaching and Change Simple*. Paul Z Jackson & Mark McKergow (2007).

[The 10 Most Powerful Coaching Questions \(Infographic\) | The Launchpad - The Coaching Tools Company Blog](#)



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Links to additional resources

Marianne Dainton, Elaine D. Zelle 2005, Applying communication theory for professional life, SAGE Publications Thousand Oaks, Calif. [ISBN: 0-7619-2914-2]

Fournies, Ferdinand., F. 2000, Coaching for improved work, Revised Ed., McGraw Hill

Fisher, R., Ury, W, Patton, B. 1991, Getting to Yes – Negotiating an agreement without giving in, Random House Books

McClave, H. 2008, Communication for Business, Gill & Macmillan [ISBN: 9780717144556]

Bolton, G 2005, Reflective Practice: Writing and Professional Development, Sage, London

Em Griffin, Looseleaf for A First Look at Communication Theory, McGraw-Hill Humanities/Social Sciences/Languages [ISBN: 0077527461]

Dominic A. Infante, Andrew S. Rancer, Deanna F. Womack, Building Communication Theory, Waveland Press [ISBN: 1577662709]

Sky Marsen 2007, Professional writing, Basingstoke; Palgrave Macmillan, 2007. [ISBN: 0230542980]

Warren A 1997, The Great Connection, The Catalyst Group
Quinn, F. 2006, Crowning the Customer, O'Brien Dublin [ISBN: 9781847174505]

Suzanne Twomey 2007, Customer Service in Ireland, 3rd Ed , Gill & Macmillan Ltd [ISBN: 9780717152605]

Hill-Wilson, M. and Blunt, C 2013, Delivering Effective Social Customer Service: How to Redefine the Way You Manage Customer Experience and Your Corporate Reputation.

Jobber and Lancaster 2015, Selling and Sales Management, 9 Ed. Ed., Pearson

Diana Woodburn, Malcolm McDonald 2012, Key Account Management, 3 Ed. Ed., Wiley [ISBN: 9780470974155]

<https://www.themuse.com/advice/the-ultimate-interview-guide-30-prep-tips-for-job-interview-success>

<https://ie.indeed.com/career-advice/cvs-cover-letters/is-a-cv-a-cover-letter>

<https://resources.workable.com/hr-terms/what-are-soft-skills>

[The APA's Ethical Principles of Psychologists and Code of Conduct](#)

<https://www.indeed.com/career-advice/career-development/peer-to-peer-learning>

<https://hbr.org/2015/01/get-the-boss-to-buy-in>

[Coaching Defined - Association for Coaching](#)

<https://www.forbes.com/sites/biancamillero/2019/03/20/why-networking-should-be-at-the-core-of-your-career/?sh=611075b71300>

<https://www.forbes.com/sites/theyec/2014/07/28/how-to-network-the-right-way-eight-tips/?sh=6b2679f06d47>



07 Worksheets



Individual activities

Worksheet 2.1. My Employer Research worksheet

Part 1

Part 2

Worksheet 2.2. Learning Style Questionnaire

Group activities

Worksheet 2.3. Fishbowl activity – active listening

Worksheet 2.4. Share-back activity – Coaching

Worksheet 2.5. Networking – Quick Fire Questions





Worksheet 2.1. My Employer Research Worksheet – Part 1

It is important that you work in a company where you feel you belong. To do this, it is imperative that you understand the company's mission, vision, values to see if they align with yours. Please complete the following questions.

Name of Company

Company website

What product/services does the company provide?

What is the mission statement of the company?

Who is the head of the Company? What do you know about her/him?

What is the corporate culture of the company?



Worksheet 2.1. My Employer Research Worksheet – Part 2

It is important that you work in a company where you feel you belong. To do this, it is imperative that you understand the company’s mission, vision, values to see if they align with yours. Please complete the following questions.

Where is the company located?

How many locations does it have?

What is the reputation of the company?

What are the company’s plans for the future?

What are the company’s strengths, weaknesses, challenges?

Why are you interested in working for this company?



Worksheet 2.2. Learning style questionnaire

There is no time limit to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick. If you disagree more than you agree put a cross by it. Be sure to mark each item with either a tick or cross. When you have completed the questionnaire, continue this task by responding to the points that follow.

- 1. I have strong beliefs about what is right and wrong, good and bad.
- 2. I often act without considering the possible consequences.
- 3. I tend to solve problems using a step-by-step approach.
- 4. I believe that formal procedures and policies restrict people.
- 5. I have a reputation for saying what I think, simply and directly.
- 6. I often find that actions based on feelings are as sound as those based on careful thought and analysis.
- 7. I like the sort of work where I have time for thorough preparation and implementation.
- 8. I regularly question people about their basic assumptions.
- 9. What matters most is whether something works in practice.
- 10. I actively seek out new experiences.
- 11. When I hear about a new idea or approach I immediately start working out how to apply it in practice.
- 12. I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine etc.
- 13. I take pride in doing a thorough job.
- 14. I get on best with logical, analytical people and less well with spontaneous, "irrational" people.
- 15. I take care over the interpretation of data available to me and avoid jumping to conclusions.
- 16. I like to reach a decision carefully after weighing up many alternatives.
- 17. I'm attracted more to novel, unusual ideas than to practical ones.
- 18. I don't like disorganised things and prefer to fit things into a coherent pattern.
- 19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.
- 20. I like to relate my actions to a general principle.
- 21. In discussions I like to get straight to the point.
- 22. I tend to have distant, rather formal relationships with people at work.
- 23. I thrive on the challenge of tackling something new and different.
- 24. I enjoy fun-loving, spontaneous people.



Worksheet 2.2. Learning style questionnaire

- 25. I pay meticulous attention to detail before coming to a conclusion.
- 26. I find it difficult to produce ideas on impulse.
- 27. I believe in coming to the point immediately.
- 28. I am careful not to jump to conclusions too quickly.
- 29. I prefer to have as many sources of information as possible -the more data to mull over the better.
- 30. Flippant people who don't take things seriously enough usually irritate me.
- 31. I listen to other people's point of view before putting my own forward.
- 32. I tend to be open about how I'm feeling.
- 33. In discussions I enjoy watching the manoeuvrings of the other participants.
- 34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.
- 35. I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc.
- 36. It worries me if I have to rush out a piece of work to meet a tight deadline.
- 37. I tend to judge people's ideas on their practical merits.
- 38. Quiet, thoughtful people tend to make me feel uneasy.
- 39. I often get irritated by people who want to rush things.
- 40. It is more important to enjoy the present moment than to think about the past or future.
- 41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.
- 42. I tend to be a perfectionist.
- 43. In discussions I usually produce lots of spontaneous ideas.
- 44. In meetings I put forward practical realistic ideas.
- 45. More often than not, rules are there to be broken.
- 46. I prefer to stand back from a situation and consider all the perspectives.
- 47. I can often see inconsistencies and weaknesses in other people's arguments.
- 48. On balance I talk more than I listen.
- 49. I can often see better, more practical ways to get things done.
- 50. I think written reports should be short and to the point.
- 51. I believe that rational, logical thinking should win the day.
- 52. I tend to discuss specific things with people rather than engaging in social discussion.
- 53. I like people who approach things realistically rather than theoretically.
- 54. In discussions I get impatient with irrelevancies and digressions.



Worksheet 2.2. Learning style questionnaire

- 55. If I have a report to write I tend to produce lots of drafts before settling on the final version.
- 56. I am keen to try things out to see if they work in practice.
- 57. I am keen to reach answers via a logical approach.
- 58. I enjoy being the one that talks a lot.
- 59. In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations.

- 60. I like to ponder many alternatives before making up my mind.
- 61. In discussions with people I often find I am the most dispassionate and objective.
- 62. In discussions I'm more likely to adopt a "low profile" than to take the lead and do most of the talking.
- 63. I like to be able to relate current actions to a longer-term bigger picture.
- 64. When things go wrong I am happy to shrug it off and "put it down to experience".
- 65. I tend to reject wild, spontaneous ideas as being impractical.
- 66. It's best to think carefully before taking action.
- 67. On balance I do the listening rather than the talking.
- 68. I tend to be tough on people who find it difficult to adopt a logical approach.
- 69. Most times I believe the end justifies the means.
- 70. I don't mind hurting people's feelings so long as the job gets done.
- 71. I find the formality of having specific objectives and plans stifling.
- 72. I'm usually one of the people who puts life into a party.
- 73. I do whatever is expedient to get the job done.
- 74. I quickly get bored with methodical, detailed work.
- 75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events.
- 76. I'm always interested to find out what people think.
- 77. I like meetings to be run on methodical lines, sticking to laid down agenda, etc.
- 78. I steer clear of subjective or ambiguous topics.
- 79. I enjoy the drama and excitement of a crisis situation.
- 80. People often find me insensitive to their feelings.



Worksheet 2.2. Learning style questionnaire

Scoring

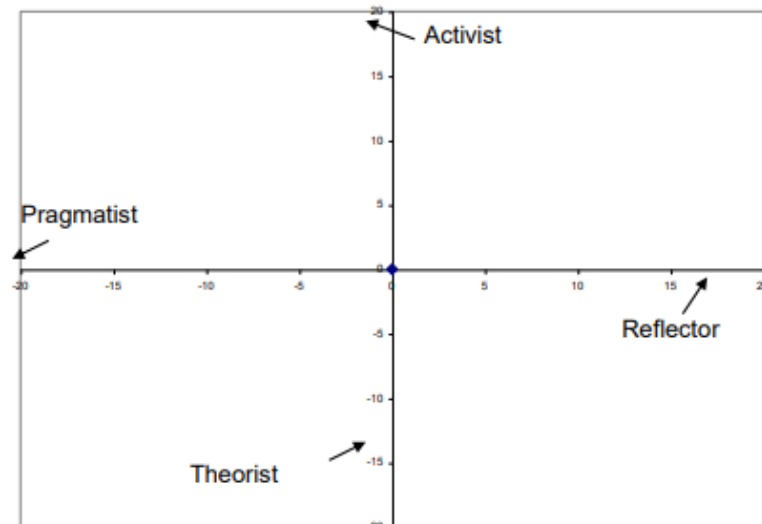
You score one point for each item you ticked. There are no points for crossed items. Circle the questions you ticked on the list below:

2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80
Totals			
	Activist	Reflector	Theorist
			Pragmatist



Worksheet 2.2. Learning style questionnaire

Plot the scores on the arms of the cross below:



Your result may show that you have a particular learning style. It may be useful to bear this in mind as you approach tasks. Was the approach you adopted the best one in the circumstances? Would adopting another learning style have improved your performance?

At this point you may also find it helpful to read through *Characteristics of the Four Learning Styles*, which follow. This provides more detail and should help you clarify your sense of your own preferred style(s)

Honey, P. and Mumford, A. (1986b) Learning Styles Questionnaire, Peter Honey Publications Ltd

Worksheet 2.3. Fishbowl activity –active listening

The inner circle sits the fishbowl participants. They will be actively engaged in the conversation. They are accountable to each other in building and listening and connecting. They must complete their accountability sheet as evidence of their active participation. Someone outside their circle has been assigned to observe them.


The facilitator sits back and allows them to proceed without any direction unless necessary.

The outer circle are the observers. They are assigned to observe one student in the fishbowl. They are accountable in writing down each point that their fishbowl partner addresses in the discussion along with the evidence they present. The observer only acts as an active listener and cannot participate in the discussion.

Although the activity seems as though each student is only accountable for certain parts of the discussion, everyone must pay attention to the whole conversation. The class wrap up requires that everyone readdresses the topic, and makes conclusions of their own using evidence from the entire discussion. There is accountability for the group and individual work.



[This Photo](#) by Unknown Author is licensed under [CC BY](#)

A photograph of several wooden blocks with letters and numbers on a wooden surface. The blocks are arranged in a way that suggests they are being used for a game or activity. The letters 'H', 'I', 'W', 'D', 'C', 'A', 'B', 'D' and numbers '1', '4', '3' are visible on the blocks. The background is a light-colored wooden surface.

Worksheet 2.4. Share-back activity - Coaching

Students are split into groups to discuss

Group 1: Key skills required for coaching

Group 2: Knowledge required for coaching

Group 3: Attitude required for coaching

One member is assigned to each topic, each student learns about the topic and feeds it back to the group

Worksheet 2.5. Networking - Quick Fire Questions

Quick Fire Questions

This is a quick, easy-to-set-up networking game. Simply have your learners find a partner (anyone in the room) and give them 1 minute to fire off questions.

To make it easier, consider displaying sample questions on a screen in the area in case they run out of ideas.

This type of networking is also fast-paced, without any of the pressure to force a conversation or to keep it going longer than necessary.

With quick-fire questions, it is essentially just a fast-paced Q&A. After you've given enough time for each learner to meet with 10-15 people, give them some

time to seek out the people they want to learn more about.

Now that the room is warmed up and learners have a better idea about who to approach, they'll feel much more confident.

Questions could include things like:

- What is your job title?
- What company do you work for?
- How would you describe it in one sentence?
- Is this your first time attending?
- What types of people do you want to network with? What is your number one networking goal?





Stay creative and purposeful in your training!

Add new methods to your training scenario. Here some useful and interesting examples are proposed.

Teaching and learning activities

Carousel brainstorm: Small groups of students rotate around the classroom, stopping at various "stations" for a designated period of time (usually 1-2 minutes). At each station, students activate their prior knowledge of a topic or concept and share their ideas with their small group. Each group posts their ideas at each station for all groups to read.

Pretest: To activate students' prior knowledge, a pretest can be given to students that consists of questions related to new content for the students. The students are instructed to make the test without preparation. The test can contain one or two comprehension questions or a number of multiple choice questions.

Focused freewriting: Focused freewriting is writing about a particular subject or question which has been posed. It simply means putting pen to paper and writing whatever comes into your head. It is a useful tool for generating ideas and discovering attitudes. A pre-lesson brain dump: Writing-to-learn activities can be used before a learning experience to get students to 'warm up' by thinking about what they know or think they know or feel about a new topic.

Fishbowl discussion - A fishbowl conversation is a form of dialog that can be used when discussing topics within large groups. The advantage of fishbowl is that it allows the entire group to participate in a conversation. Several people can join the discussion. Four to five chairs are arranged in an inner circle. This is the fishbowl. The remaining chairs are arranged in concentric circles outside the fishbowl. A few participants are selected to fill the fishbowl, while the rest of the group sit on the chairs outside the fishbowl. In an open fishbowl, one chair is left empty; any member of the audience can, at any time,

occupy the empty chair and join the fishbowl. In a closed fishbowl, all chairs are filled. The moderator introduces the topic and the participants start discussing the topic. The audience outside the fishbowl listen in on the discussion.

Assessment and feedback practices

Intervision sessions - Smaller groups of participants with similar backgrounds exchange experiences without the guidance of a facilitator

Supervision sessions - A group session after a training where a (large) group of participants are able to exchange experiences with each other. This happens under the guidance of a facilitator who has the required expertise in that field.

Peer assessment - Activities that require students to assess their peers' performances against applicable criteria; extend to offer specific suggestions for improvement.

Co-assessment - Both the lecturer and the students have a role in the assessment process.

Educational technologies

Mobile response systems - In order to actively involve all individuals of a group of students during class, you can ask questions by means of personal response systems. Students are able to respond simultaneously and individually with digital (e.g., Mentimeter, Kahoot) or analogue clickers.

Wiki - A collaborative tool that allows students to contribute and modify one or more pages of course related materials. Essentially, a wiki is a web page with an open-editing system.



Do the best you
can until you
know better.

