



## Unterrichten? Poučevati? Exchange of Teaching Experiences

### Program:

**9.00–9.05:** Welcome speech by the assist. prof. ddr. Joca Zurc (UM Faculty of Arts), member of Pedagogical Network UM

**9.05–10.35: Educational Assessment in an AI World: Online Exams and Assessment Tools (dr. Inge de Waard, EIT InnoEnergy)**

**10.35–10.45:** The University of Graz Teaching Award (Antonia Sendlhofer, UG Academic Services)

**10.45–10.55:** The University of Maribor Teaching Excellence Awards (dr. Natalija Špur, UM Department of Education and Study).

**10.55–11.10** Coffee Break ☕

### **11.10–12.00: Teaching Experiences – part 1**

- Integrating Large Language Models into Students' Coursework (Sandra Grinschgl, UG Psychology)
- Some Little Tricks to Support Principled Decisions in Working with Students (prof. dr. Alja Lipavic Oštir, UM Faculty of Arts)
- Alternative Assessment of Student Projects Using Elevator Pitches & Peer Feedback Methods (Sebastian Tassoti, UG Chemistry Education)
- Implementing Project-based Learning (assist. prof. dr. Gregor Jagodič, UM Faculty of Tourism)
- Discussion

**12.00–12.10** Coffee Break ☕

### **12.10–13.00: Teaching Experiences – part 2**

- Peer Mentoring Course (Beatrice Kogler, UG Competence Center for University Teaching)
- Extended Reality in Emergency Nursing (Nino Fijačko, UM Faculty of Health Sciences)
- Learning Through Storytelling and MOOCs (Lisa Scheer, UG Competence Center for University Teaching)
- Quizzes and Homework to Help Students Study with More Regularity (assist. prof. dr. Eva Klemenčič, UM Faculty of Natural Sciences and Mathematics)
- Discussion & Final Thoughts

## Abstracts:

### **1. Educational Assessment in an AI World: Online Exams and Assessment Tools (dr. Inge de Waard, EIT InnoEnergy)**

This talk will combine two topics: online exams options and AI assessment tools. The talk will give a first level overview of options that can be used for overall curricula or courses.

Online courses open opportunities for new learner strands (e.g., alumni support, professional learners, online masters), this means online assessments become more relevant as well. However, embedding online exams in curricula brings along additional strategic decisions: are the means and willingness present to invest in proctoring tools? What are the ways to limit the cost, for example by opting for group exams and open book exams? Why not simply use a straightforward audio-video solution using complex exam questions that test deep understanding?

However, there is a new factor to take into consideration: the emergence of AI across the educational board, e.g., AI-based proctoring systems (AIPS), and AI assessment tools. As a second segment, this talk will give a brief overview of the most common types of AI assessment, together with some examples.

To finish, the talk will focus on the need to update guidance and policies to offer transparency to both teaching staff as well as students. This last segment will only briefly be touched on, offering material for future reference.

### **2. Integrating Large Language Models into Students' Coursework (Sandra Grinschgl, UG Institute of Psychology)**

As part of coursework in my psychology lecture at the University of Graz, the students were encouraged to make use of available Large Language Models. More specifically, they were asked to create useful prompts, interact with the AI, and critically evaluate this interaction as well as the outcomes. I will present my teaching as well as students' experiences with this task.

### **3. Some Little Tricks to Support Principled Decisions in Working with Students (prof. dr. Alja Lipavic Oštir, UM Faculty of Arts)**

ENG: This paper presents some little tricks for working with students that can support principled decisions about how to teach and what attitudes to develop toward today's students. The tricks have proven effective in the field of linguistics and, with minor modifications, can be applied to other areas of study.

GER: In diesem Beitrag werden einige kleine Tricks für die Arbeit mit Studierenden vorgestellt, die prinzipielle Entscheidungen darüber unterstützen können, wie man unterrichtet und welche Einstellungen man gegenüber den heutigen Studierenden entwickeln sollte. Die Tricks haben sich im Bereich der Sprachwissenschaft bewährt und sind mit geringfügigen Modifikationen auch auf andere Studienbereiche übertragbar.



SLO: V prispevku bo predstavljenih nekaj drobnih trikov za delo s študenti, ki so lahko podpora načelnim odločitvam, kako poučevati in kakšen odnos razvijati do današnjih študentov. Triki so preizkušeni na področju jezikoslovnega študija in so z manjšimi modifikacijami prenosljivi na druga študijska področja.

#### **4. Alternative Assessment of Student Projects Using Elevator Pitches & Peer Feedback Methods (Sebastian Tassoti, UG Institute of Chemistry)**

For courses with high student activity, instead of exams students can be asked to develop and work on their own project. In my course, students have to present their project in an early phase in the format of an elevator pitch, as well as provide peer feedback on the pitch. Continuing in the project phase and for the finished project, to support students further peer feedback is not only helpful but the quality of the feedback can make up part of their grade as well. This short talk will report experience with this alternative assessment format, with student peer feedback and with project presentations held as elevator pitches.

#### **5. Implementing Project-based Learning (assist. prof. dr. Gregor Jagodič, UM Faculty of Tourism)**

By introducing project work to students, we improve our graduates' knowledge, skills and competencies, enabling them to come into contact with entrepreneurial situations they will encounter during their employment. At the same time, we enable companies to transfer their knowledge and skills to students by involving them in the study process and the possibility of developing their personnel during their studies. From our experience, we can guarantee that graduates with practical skills are more employable and, at the same time, more quickly promoted to management positions in companies.

#### **6. Peer Mentoring Course (Beatrice Kogler, UG Competence Center for University Teaching)**

In this talk, experiences and challenges with a course that peer tutors have to attend are shared. The course is designed to support the tutors in their activities and at the same time give them space and time to work out current problems and reflect on their activities. The reflection process is enhanced by the creation of a portfolio, which is also the main assessment technique in the course. Experiences with this kind of portfolio work will be presented.

#### **7. Extended Reality in Emergency Nursing (Nino Fijačko, UM Faculty of Health Sciences)**

By 2023, the most widely used extended reality approach to teaching adult basic life support content was virtual reality in various forms (e.g., 360-degree video in VR headsets). At the University of Maribor, Faculty of Health Sciences, we have developed and tested the usefulness of 360-degree video in virtual reality glasses to teach adult basic life support content to students. We have developed a useful, immersive, interactive, repeatable, evidence-based, and low-risk cybersickness educational tool for teaching and re-learning lay people adult basic life support.



#### **8. Learning Through Storytelling and MOOCs (Lisa Scheer, UG Competence Center for University Teaching)**

In this presentation experiences regarding a Massive Open Online Course (MOOC) will be presented: First, the focus will lie on how to foster student learning through storytelling by letting students write video scripts for a MOOC. Second, it will be discussed how to support student learning through flipped classroom using a MOOC. The talk will provide conclusions on how to integrate students in the creation of MOOCs and how to integrate MOOCs in courses.

#### **9. Quizzes and Homework to Help Students Study with More Regularity (assist. prof. dr. Eva Klemenčič; UM Faculty of Natural Sciences and Mathematics)**

ENG: We will explore tools for ongoing student assessment in the natural science field of study. Specifically, we will focus on quizzes and homework, which can be helpful in improving comprehension and reduce the workload before exams. Additionally, quizzes and homework provide valuable feedback to students and teachers.

SLO: Predstavljeni bodo pristopi sprotne delo študentov na naravoslovnih področjih študija. V ospredju bo uporaba kvizov in domačih nalog, ki lahko vodijo v boljše razumevanje in zmanjšajo obremenjenost študentov pred izpitnim obdobjem. Hkrati pa s kvizi in domačimi nalogami tako študent kot izvajalec dobi pomembne povratne informacije.