

Teaching with Integrity

Responsible Course Roadworks to teach RCR

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Let me introduce...



- The Netherlands Research Integrity Network
 - www.nrin.nl
- The INSPIRE project
 - www.nrin.nl/about/inspire-project
- The VIRT2UE project
 - Training trainers to train trainers in RI
- Courses / workshops / lectures on Research Integrity

Why a new course?

- Student evaluations
 - Critique on online module
 - Assignments too vague
- Teachers experiences
 - Variety between teachers
 - Wish for instructions
 - Variety in methods
- What was good? Work from there...
- Don't reinvent the same wheel, make use of what is already there
 - ... but don't let existing course decide what you are going to teach!

Teaching with Integrity?

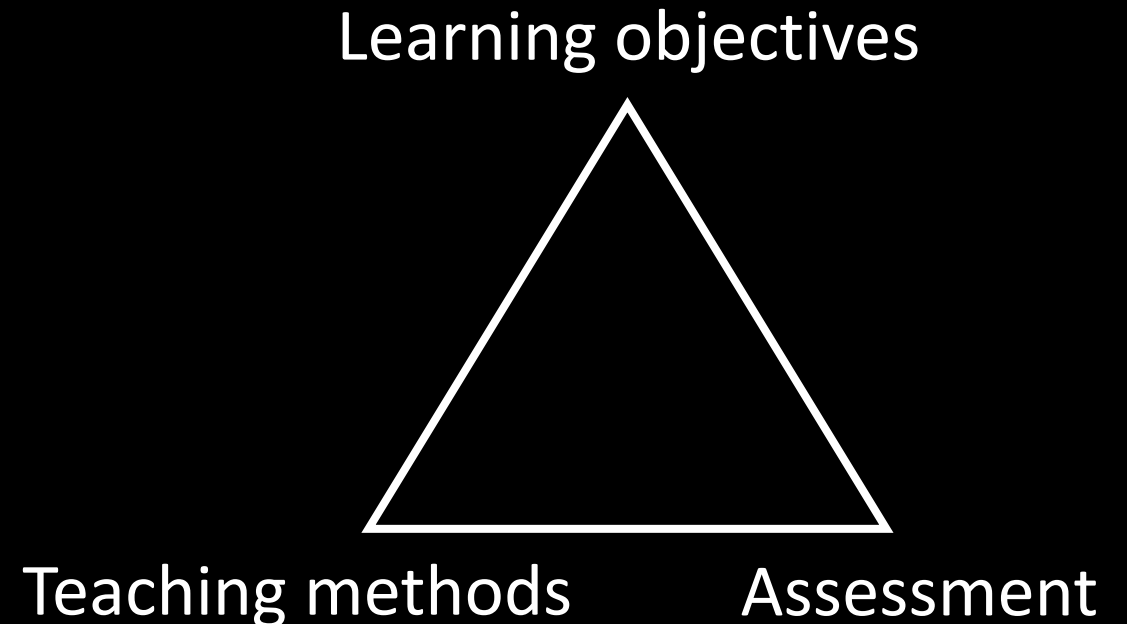
Teaching with integrity is all about...

Mentimeter



Teaching with Integrity?

- Finetuned, *not led* by restrictions
 - Time restrictions
 - Money restrictions
 - Motivational restrictions
 - Practical issues
- Constructive alignment
(Biggs)



Central to this RCR approach

- What do we want to teach them?
 - Knowledge
 - Skills
- How can we best do that?
 - For the learning objectives
 - For the students
 - For the teachers

From the start

Starting point

Not 'what is already there' (in the current course)

But the question

'What do we want to teach them?'

Formulation of learning objectives

Knowledge and skills

Collection of topics

Course parts: different objectives

- Online course
 - Knowledge
 - Awareness
 - Arouse enthusiasm?
- Face-to-face teaching
 - Some knowledge but mainly skills!
- Assignments
 - Skills
 - Include supervisors

And assessment..?

Topics

- Which topics should be addressed in the online part, and in the face-to-face program (again)?
 - Why should it be?
 - Important
 - Difficult
 - Relates to audience
- How can we best do that?
 - For the learning objectives
 - For the students
 - For the teachers

Now,
...what is already there

- Which learning objectives and topics are addressed in which part?
- Where are the gaps?

Now, what is already there

- Which learning objectives and topics are addressed in which part?
- Where are the gaps?
- Using existing texts, video's, cases, interviews, assignments etc.
- Adding
 - Texts to connect the dots
 - Assignments
 - Interviews with colleagues

Discussion points

- What should be mandatory, recommended or optional?
- Requirements to participation
- How about assessment?
- Best teaching methods?
 - For the learning objectives
 - For the students
 - For the teachers