

# CREATIVE COMMONS



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Samenwerkend leren in een online of blended vak – 25-03-2022**



**Versnellingsplan**  
Onderwijsinnovatie  
met ICT

# *The imprinted brain*

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# The imprinted brain

- International and interdisciplinary bachelor course
- Focus on autism and psychosis spectrum disorders (ASD/PSD)
  - a challenging theory
  - neurobiology
  - psychology
  - (epi)genetics
- Research question: Can and should we prevent or treat ASD/PSD?
  - health care
  - ethics
  - economics

interdisciplinary approach

international perspectives

# Collaborative online international learning (COIL)



connects accredited courses, linking the classrooms of two or more higher education institutions, each located in a different country or cultural setting

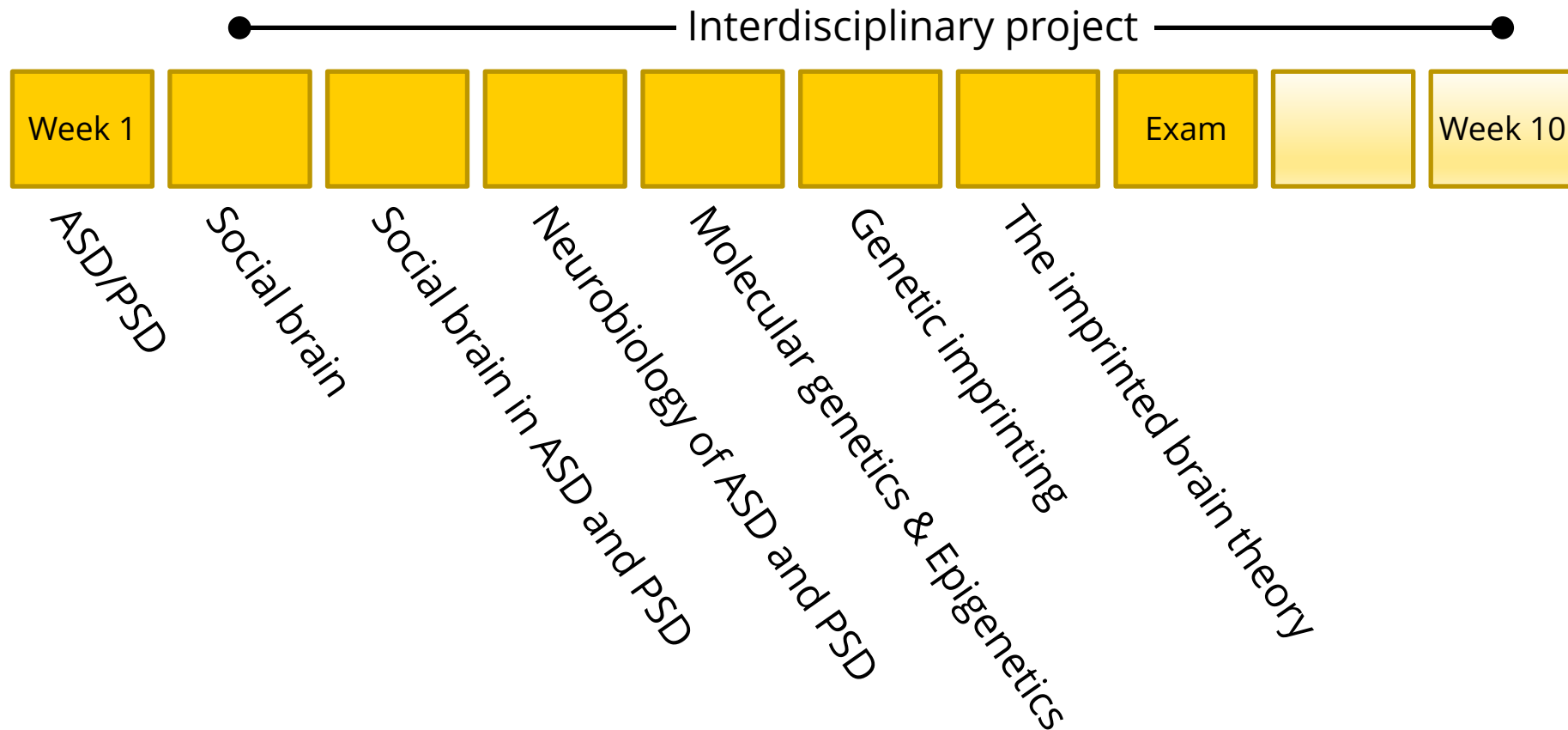
## Collaborative online international learning (COIL)

- Sustainable – internationalization at home (IaH)
- Online education – has taken off since Covid-19
- Collaborative learning – increases student involvement and sharing of ideas, improves understanding

## Utrecht University (UU) & University of Leeds (UoL)

- Interesting partner – Discovery Modules (theme Mind and Body)
- Expertise – neurobiology, epigenetics
- Suitable time zone – for synchronous collaborative learning

# The imprinted brain



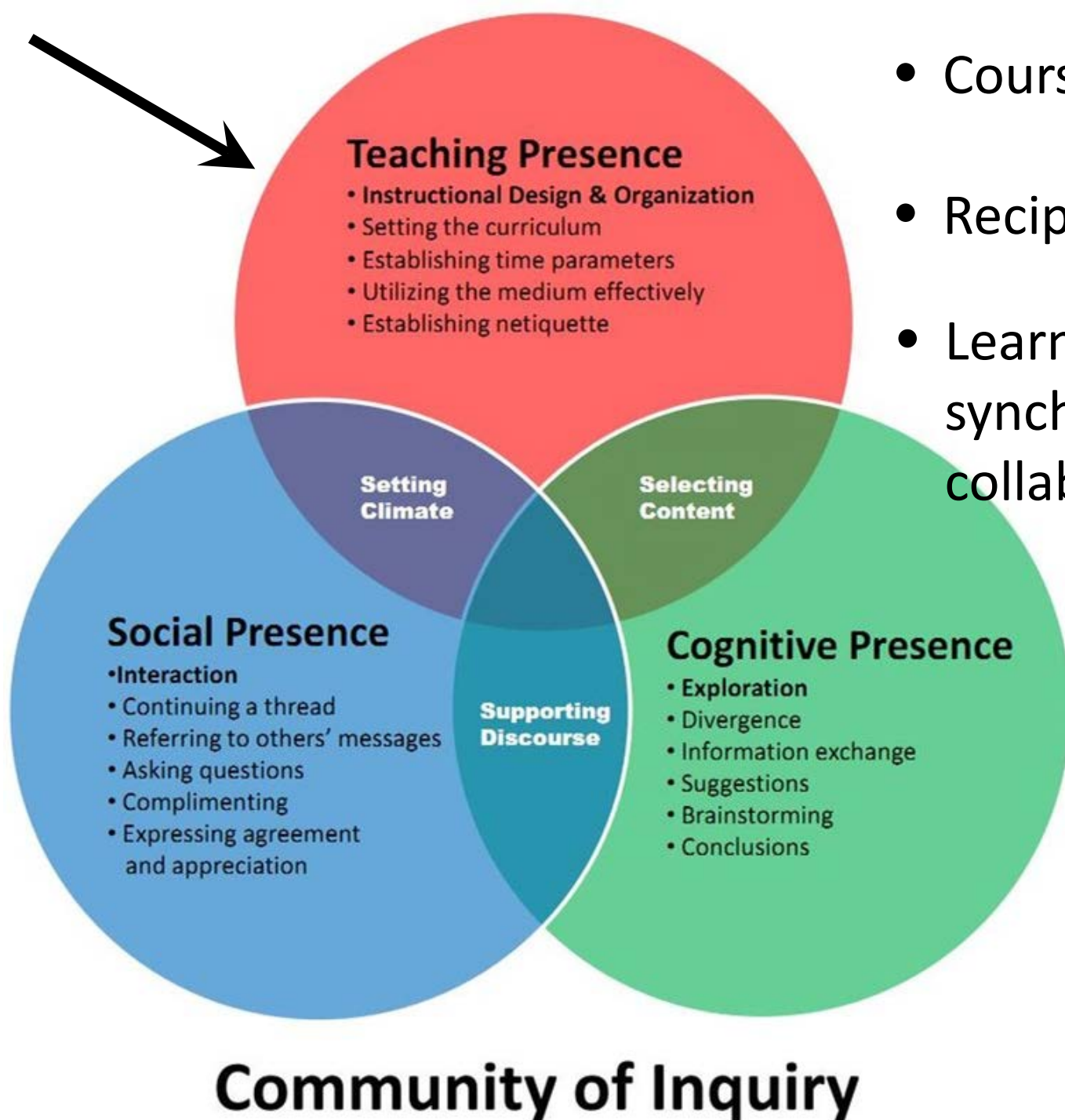
# Collaborative online international learning (COIL)

Collaborative learning in an online environment is more than.....  
..... putting students in MS Teams channels and hope for the best.

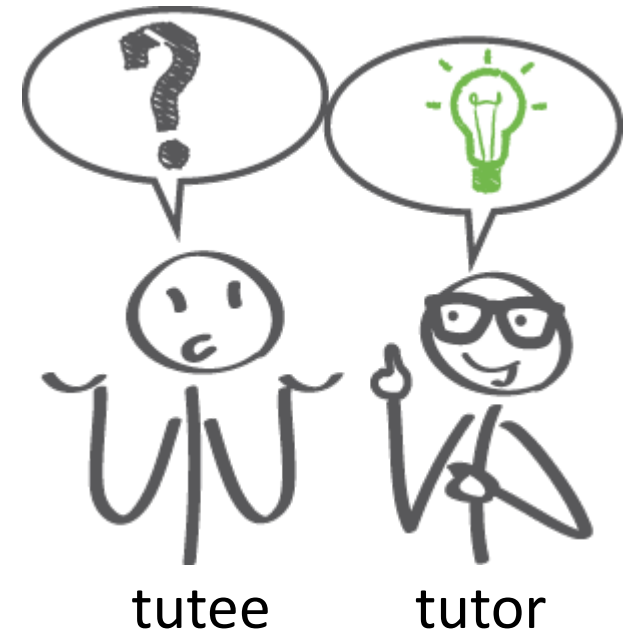
But how?

Community of Inquiry (Col) comes to the rescue -  
Framework for building online learning communities

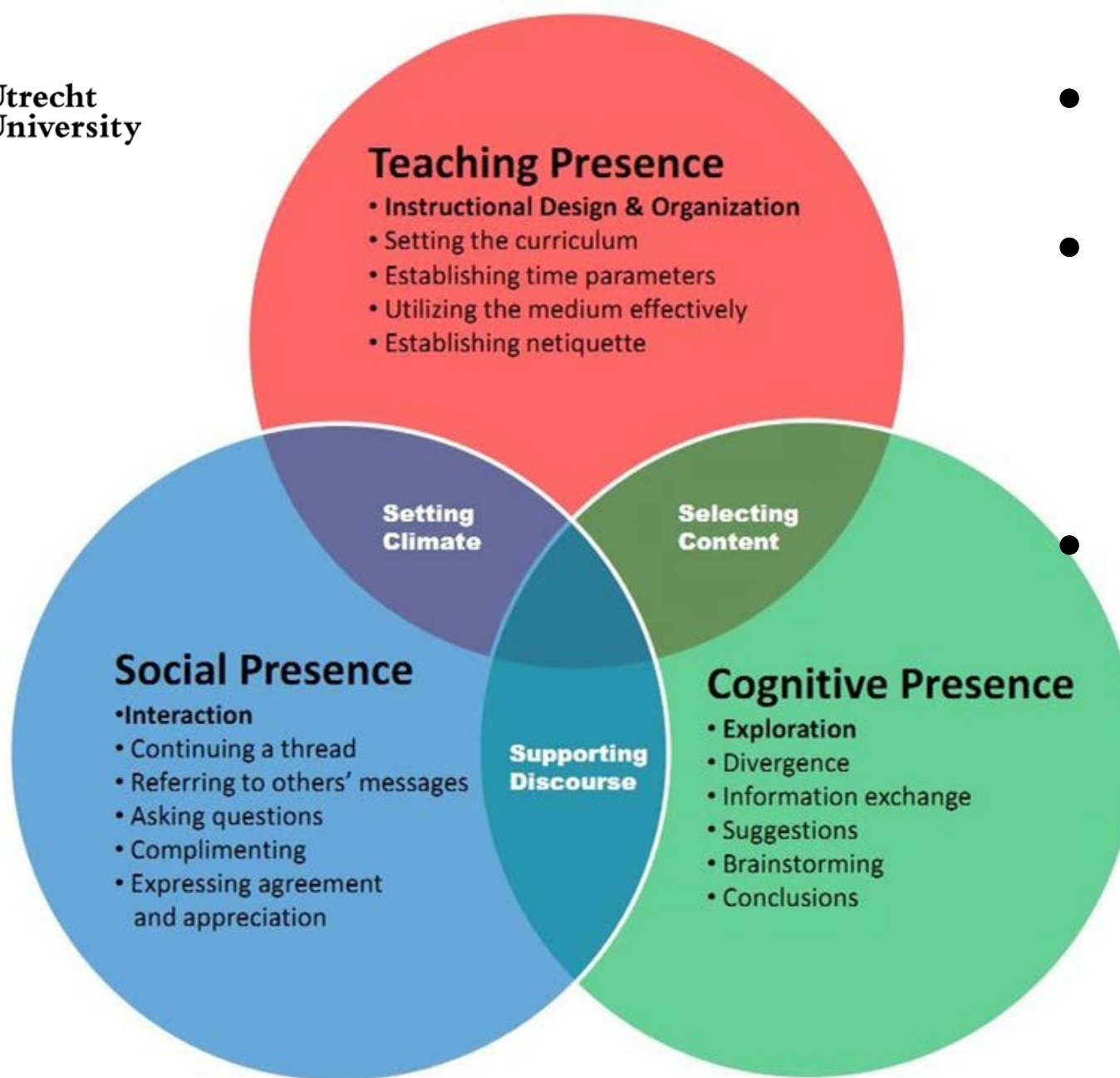
Col model offers research-informed retrospective justification  
and future guidance.



- Course content
- Reciprocal peer tutoring (RPT)
- Learning platform(s): synchronous & asynchronous collaboration

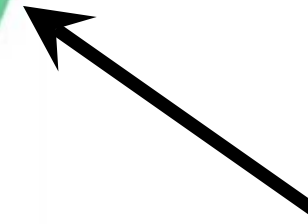






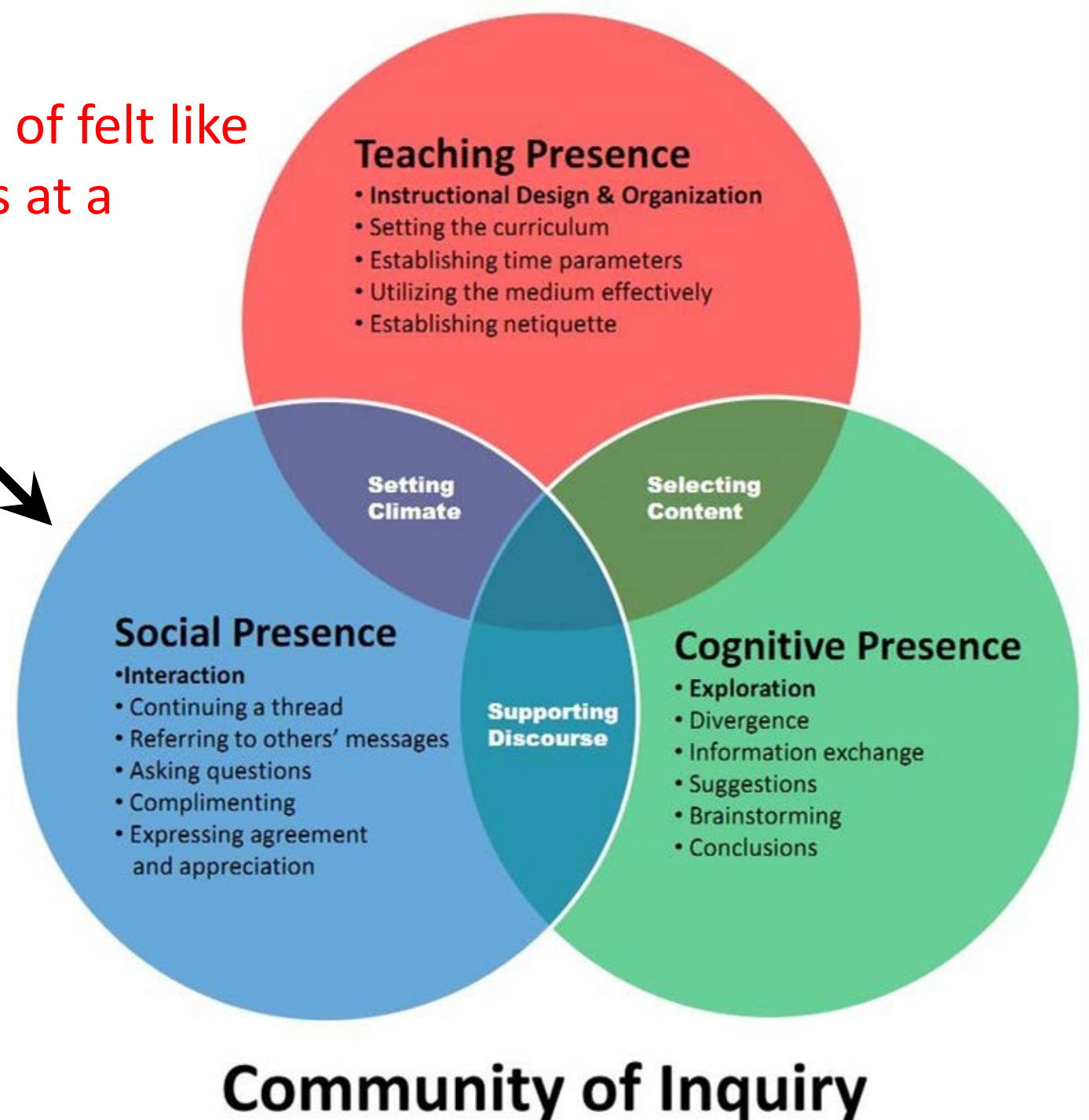
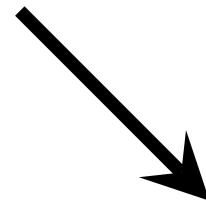
## Community of Inquiry

- Many group assignments
- Every assignment must result in a deliverable (presentation, mindmap, summary table, etc.)
- Final assignment: the battle



UoL student:  
“Sometimes we sort of felt like intruders, like guests at a UU party”.

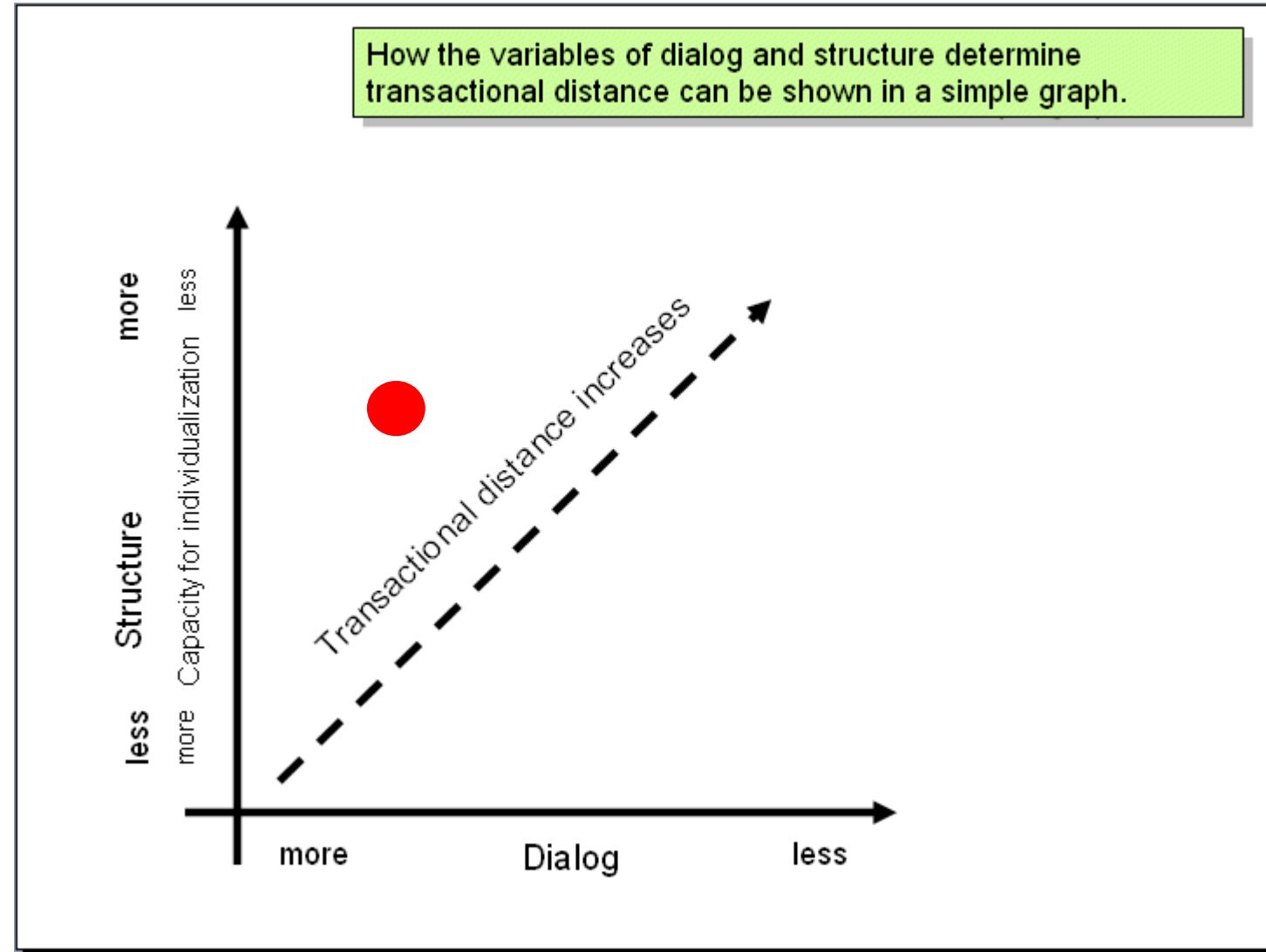
- More balanced UU – UoL participants
- Equal contribution UU – UoL staff
- Guided chit-chat: MAD sessions about UK – NL and UoL – UU matters of interest



# Transactional distance

Less structure leads to more dialog ..... and more collaborative learning?

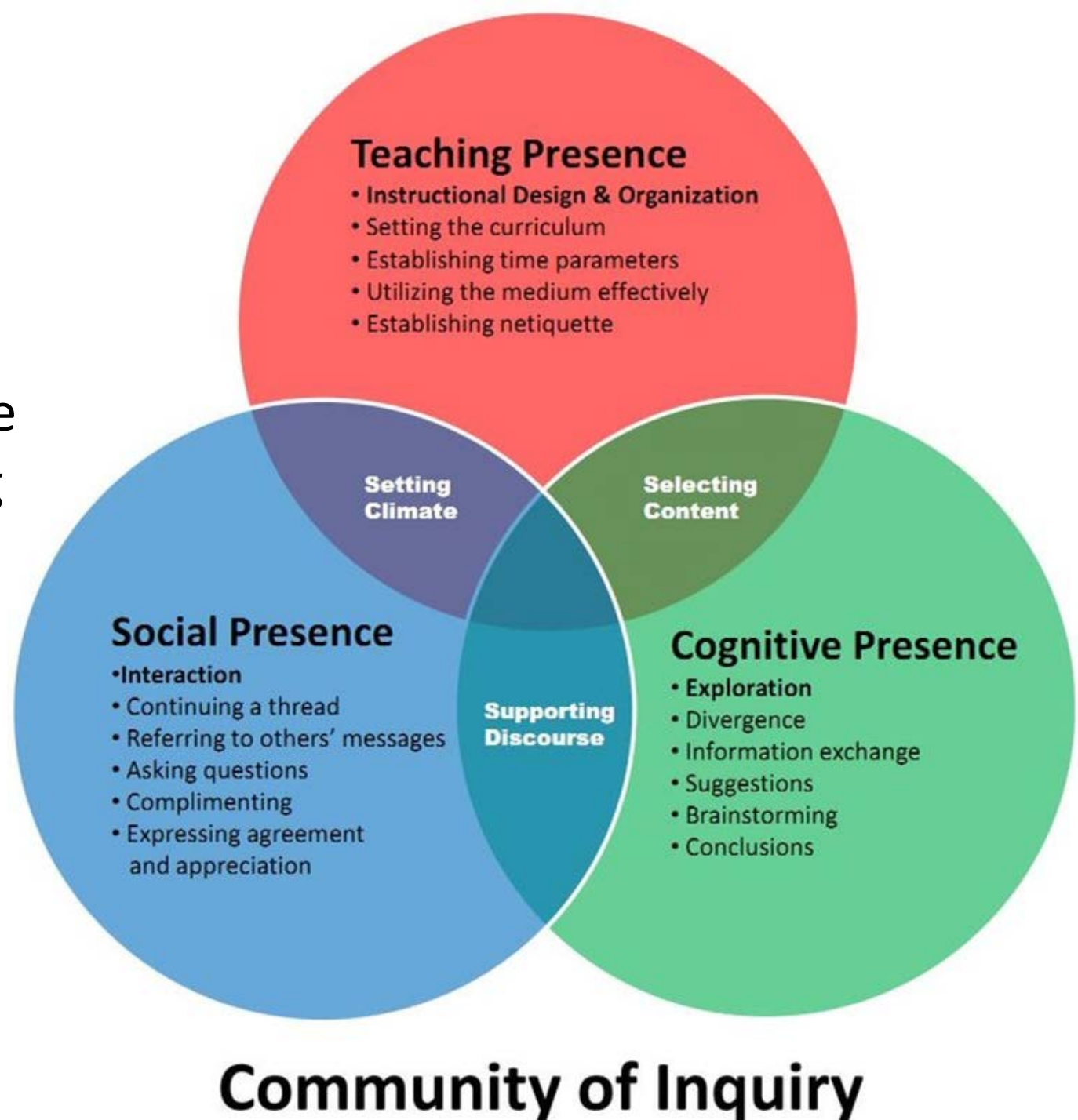
Offer ample structure with ample autonomy



# Three presences

Overlapping and interacting processes that determine the quality of the online learning experience (i.e. deep and meaningful learning)

Heavily researched and embraced, but also critiqued



## Further reading

- **The first decade of the community of inquiry framework: A retrospective**  
*DR Garrison, T Anderson, W Archer (2010) Internet and Higher Education 13: 5-9*
- **Designing a community of inquiry in online courses**  
*HS Flock (2020) International Review of Research in Open and Distributed Learning 21(1): 135-153*
- **Applying the Col framework** (*20 Ways to create Teaching/Social/Cognitive presence online*)  
<https://cte.virginia.edu/resources/applying-community-inquiry-framework>



**Utrecht  
University**

Sharing science,  
*shaping tomorrow*