Inclusiveness

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Modern War and Philosophy

Description

The course consists of a MOOC combined with face-to-face on-campus course. In the MOOC students are introduced to different philosophical reactions to the first world war through discussion and analysis of texts, documents, images, artworks, film and music. In class the students reflect on the material and discussions in the MOOC. The in-class students brought topics that were discussed in class back into the discussions in the MOOC.

Objectives

After successfully completing the MOOC student learns:
- Basic knowledge of important philosophical reactions to the first world war;
- Conceptual understanding of philosophical and literary texts;
- Historical understanding of the war and its cultural impact;
- A clearer grasp of the complex ways in which philosophy and the great war intersected.

Structuring

The physical classroom activities are intertwined with the online activities:
- Three hour lecture per week – consulting MOOC for readings
- MOOC lectures – discussions in the MOOC – physical discussion

Tools

MOOC on EDX platform:
https://www.edx.org/course/great-war-modern-philosophy-kuleuvenx-graphx-0

The MOOC consists of texts, video, discussion assignments and peer-to-peer assignments.

This is complemented by recordings of the in-class lectures (both for the enrolled face-to-face students and for other MOOC participants):
https://www.youtube.com/watch?v=Um4iqbi-Nc8&list=PLIuIRSariuij_EiYvlpEt8N61Z1S021gA

Face-to-face sessions: Lecture and discussion about what is happening in the MOOC (material, discussions, etc.)

Transition

The course used to be a traditional course (face-to-face lectures). In 2014 the university's policy makers were looking for MOOC pilots. They launched a call for proposals. The course was then submitted and chosen. The course designer received a budget to develop the MOOC. In the academic year 2015-2016 the MOOC was introduced in the course.

Architecture and Modelling of Management Information Systems

Description

The goal of this course is to familiarize the students with modern methods and techniques of software engineering for Business Information Systems, to let them understand the relation between an information system and the organizational aspects of an enterprise, and to let them acquire sufficient skills to enable them developing an enterprise model as basis of a business information systems

Objectives

Upon completion of this course, the student:

- understands the role of RE in the software development process
- is capable of organizing requirements in a layered architecture
- is capable of performing a requirements analysis to create an enterprise model
- is able to evaluate alternative enterprise models against their impact on the (work) organization and their impact on information system services
- is able to create a high level view of information system services
- is able to relate the enterprise model and the information system services to a business process model.
- knows about modern software development techniques to transform analysis models into working code.

Structuring
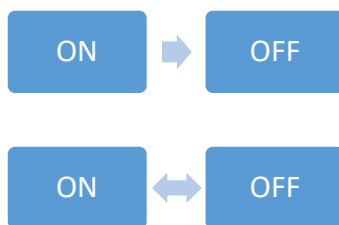
As well as being structured as a duplication (in casu face-to-face lectures are recorded and made available as web lectures). The course can also be seen as an example of flipping the classroom where the online activities precede the physical classroom activities.

Tools

Recordings of the in-class lectures are available online (Youtube), use of Videolab and a MOOC on EdX that precedes the course. Students without the necessary prior knowledge can, in preparation of the course start of by following this MOOC. https://www.edx.org/course/uml-class-diagrams-software-engineering-kuleuvenx-umlx-1

Half of the course is online – students make exercises in an online environment (JMermaid). It's a tool where students can draw a plan for an enterprise information systems according to user requirements. Then students can generate code according to the drawn plans and can as such immediate see the result of their modeling. The tool generates automatically feedback to students.

Face-to-face sessions: Theoretical sessions
Lab sessions: Practical assignments in a computer lab

Transition

This course represent the ongoing process of reflection of the teacher on her teaching. Students were facing difficulties in making the exercises, because they weren't able to 'see' what they had designed. In 2005 the course designer started with the development of a tool that 1) would include feedback on the quality of the created models and 2) could simulate the work of the students by generating code, so they could actually see what they had designed. Since 2011 the tool also generates feedback in the generated code in an automatic way, thereby improving a student's interpretation of the simulation and stimulating reflection on the cause-effect link between the drawn model and the application's behavior.

The tool also logs the student's modeling process, and these processes have been analyzed by means of process mining techniques for discovering modeling patterns associated to good and bad model quality.

As an added step to this continuing process the course designer started a SPOC (containing the web lectures) as a step up to a MOOC.

Global Transaction and Intercultural Competence

Description

The course is particularly focussing on the intercultural challenges deriving from global transactions and the intercultural insights and competences needed to act in these challenging contexts. To develop these competencies it works with real cases from the international business world.

On the basis of theories and methods developed within intercultural communication, cross-cultural interaction and ethnography, the course provides analytical competencies, skills and tools.

Objectives

The objective of this course is that you develop:

• knowledge about global transactions in a changing world
• knowledge about theories on cultural encounters and intercultural communication
• ability to apply appropriate theories and methods to real cases involving intercultural complexities
• intercultural competencies to propose solutions to cases and situations characterized by a high degree of cultural complexity

Structuring

ON ➡ OFF

Due to the fact that students attend the course from all over the world the actual face-to-face on-campus time is limited to two weeks. The course has online activities as preparatory activities for the face-to-face activities and, as such, is an example of a flipped classroom approach. After two weeks of face-to-face contact the students go home with assignments (as well home as exam assignment) that are mentored and supervised online.

Tools

Blackboard as a learning management tool (communicator, discussion board, Short 8 minutes videos with lectures, on-hour online sessions uses video and chat function), e-mail, blogging.

Transition

It is a new course and it ran for the first time in 2017.