Methodology. Introduction

The program is an immersive experience on active teaching and learning methodologies. Participants will be exposed to the fundamentals of active teaching and learning methodologies, why are they are important, their implementation in the classroom, and how to evaluate the learning that results from this methodology.

The program will be comprised by four modules, each module will have synchronous and asynchronous content. For the synchronous content, each of the four modules will have two live webinars that will consist of three-hour sessions with a 15-minute break in each. In the webinars, participants will complete activities, engage in discussions, and work in groups.

The program has a "learning by doing" approach, it is a theoretical and practical immersion into the pedagogy of active teaching, exposing participants to a "flipped classroom" model. With the flipped classroom approach, participants have access to preparatory materials—readings, videos, and exercises that contextualize the topics of each module-- a week prior to the synchronous components of the program, the webinars. This way, the synchronous webinars of the program, become a productive exchange of ideas and professors will mediate the learning experience, rather than merely sharing information. With this model, participants share their questions and challenges during the live portion of the modules and solve them collaboratively, using co-creation tools, focused on building pedagogical excellence.

The methodology also includes a teacher needs assessment and check-ins after each module, providing personalized and effective support, and serving as a tool to identify challenges in the learning and performance of participating professors.

The program begins with a one-hour Opening Forum with a keynote speaker to set the context and begin to define objectives. To conclude the program, a two-day Forum for Pedagogical Excellence in Teaching and Learning will be held to present the results of the program.

The program pursues the following objectives:

1. Promote the development of key pedagogical competencies for today's university teaching practice.

2. Generate a space for collaboration and the development of international networks linked to quality university teaching.

3. Empower university professors to implement effective and innovative university teaching and learning processes.

Key competencies developed by the program:

The program focuses on the development of the following competencies:

1. The use of scientific evidence for university learning to guide teacher practice.

2. The design of a course from the learning outcomes, considering active learning situations and scenarios.

3. The generation of evaluation methodologies, coherent and pertinent to the learning and characteristics of the students and the discipline.

4. The elaboration of proposals for collaborative learning among peers and in teams, as a relevant and impactful means for the achievement of learning.

The program is designed to allow for group cohesion and, at the same time, for each participant to have the opportunity to take ownership of the training process with a natural and intuitive progression.

Content outline

Module title	Synopsis	Professor	Learning outcomes
The Practice and Science of Learning	Introductory module to update pedagogical trends, recognize, and analyze success factors in higher education learning. This module introduces learning theories and practices in relation to current scientific bases, at university teaching level, to transfer them to the participants' own practices.	Dr. Julie Schell, The University of Texas at Austin, USA	Poster-summary of the topics covered in the module
Thinking About and Activating My Course	Organizing and thinking about the course is key when teaching at the university level. Likewise, understanding what it takes to successfully implement active teaching methodology in the classroom is crucial. In this sense, the purpose of the module is to help professors rethink their courses from the results they wish to achieve and the integration of active learning.	Dr. Oscar Jerez, Universidad de Chile, Chile	Brief proposal for the organization and implementation of a pedagogical innovation.
The Power of Evaluation	The evaluation of learning and the impact of educational innovations or practices are key when it comes to	Dr. Anastassis Kozanitis, Université du	Design of an evaluation plan that reflects the

Module title	Synopsis	Professor	Learning outcomes
	making any type of changes in the teaching practices. This module guides professors in the design and implementation of evaluations with greater relevance for their teaching practices. Especially in regards to the importance of the evaluation of teaching practices, , the evaluation of active , and evaluation by competencies.	Québec, Canada	elements of the module.
Peer Instruction	In order to learn, accompany, and provide effective feedback, the new paradigms in quality teaching are based on collaboration between peers. Thus, by collaborating by interest groups, such as STEM or Service Learning, and at the disciplinary level, we generate networks of good educational practices and give way to innovative educational projects. This module will be divided into two parts. The first part will address the theory of Peer Instruction, its benefits, and examples of successful implementation in different contexts: universities of different sizes, in different countries, and levels of educational practice and innovation. The second part will be teamwork, experimenting the actual learning under this methodology, exploring exercises for	Dr. Eric Mazur, Harvard University, USA Dr. Pablo Valdivia, University of Groningen, Netherlands	Catalog of interest groups or disciplinary groups interacting in the Laspau Co-Lab. Working with Mentors of Trainers and teams through the use of Co-Lab.

Module title	Synopsis	Professor	Learning outcomes
	implementation in the contexts of each institution. Tools will be shared to complement peer learning, including the use of technology. In addition to the teacher's facilitation, each team will work with a Mentor of Trainers, who will moderate the work, model the steps for the implementation of peer teaching, and answer questions during both parts of this module.		
Forum for Pedagogical Excellence in Teaching and Learning	Participants will showcase the summary of their learnings through a video that will compile the results and reflections of the collaborative work that they will do with their teams during the certificate. The Forum will have a Keynote speaker who will motivate the participants and will close the program, unifying concepts and giving a sense of continuity to the community of teaching practice.	Dr. Fernando, Reimers, Harvard University, Graduate School of Education (HGSE) *Keynote speaker*	Virtual forum in which participants will present a video and/or poster summarizing their experience and learning.

FLOW FOR EACH MODULE

Week 1 Prior to synchronous components	Week 2 Monday	Week 2 Tuesday, Wednesday, and Thursday	Week 2 Friday
Pre-work: Participants access Co-Lab to view the material, watch the recorded webinar and complete the pre-certificate evaluation.	**Day one:** Live interactive webinar, three hours long.	Community participation through the online platform: A review of the information, questions, information sharing, community building. Participants will also have access to the Training Mentors' Service Offices to resolve any doubts about the content that is presented during the live components.	**Day two:** Live interactive webinar, three hours long.

FACULTY

The faculty and professors have a wide range of international experiences and come from globally relevant institutions such as Harvard University, Université du Québec à Montréal (UQAM), or University of Groningen, all of which are members of the Laspau network:

Dr. Julie Schell

Dr. Julie Schell is the Assistant Dean of Instructional Continuity and Innovation at the College of Fine Arts (COFA), at the University of Texas at Austin.

Dr. Eric Mazur

Eric Mazur is the Balkanski Professor of Applied Physics at Harvard University. Dr. Eric Mazur is the Area Chair of Applied Physics at Harvard University and Member of the Faculty of Education at the Harvard Graduate School of Education.

Dr. Pablo Valdivia

Pablo Valdivia is Chair – Full Professor European Culture and Literature / Academic Director Netherlands Research School for Literary Studies (OSL).

Dr. Pablo Valdivia is a Professor of Culture and Literature at the University of Groningen, and Researcher in Applied Physics at Harvard University.

Dr. Anastassis Kozanitis

Dr. Anastassis Kozanitis holds a PhD in Education Science from the Université du Québec à Montréal (UQAM) and a PhD in Education Sciences from the Université de Montréal-Laval.

Dr. Oscar Jerez Yañez

Dr. Jerez Yañez is the Director of the Teaching and Learning Center of the Faculty of Economics and Business from the Universidad de Chile, and adjunct researcher at the Center of Advanced Research in Education from the same university.

The role of a mentor

Mentors help with the follow-up, motivation, and support of the assigned group of participants. Mentors will also facilitate the running of the synchronous components in the modules from the certificate. They encourage and promote participation from the students in the discussion forums and attend to any queries that may arise. Additionally, mentors will also help in the correcting of activities and tasks from the participants and will monitor their progress.

Mentors will be available to participants for 2 hours a week during office hours where group mentoring will take place.

After each webinar, mentors will be present to share the highlights from the webinar and propose the most important conclusions.

Is there an age limit?

There is no age limit in the program.