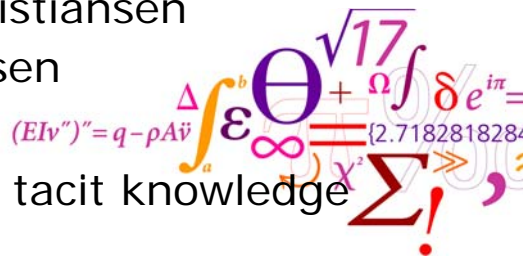


## Exploring Teachers' Thinking about Teaching and Learning

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How to articulate tacit knowledge  
about teaching?

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## The game consists of

- Cards with statements
- Game board and score board

When the students enter my  
course their pre-knowledge is  
insufficient



Of course, an engineer  
must be able to calculate

Priority	Player 1	Player 2
1		
2		
3		
4		
5		

## A game session

*What is good teaching in the course you are involved in?*

- 1: Individual reflection
- 2: Consensus round
- 3: Good teaching in the students' perspective

Played the game at more occasions

## What do teachers think?

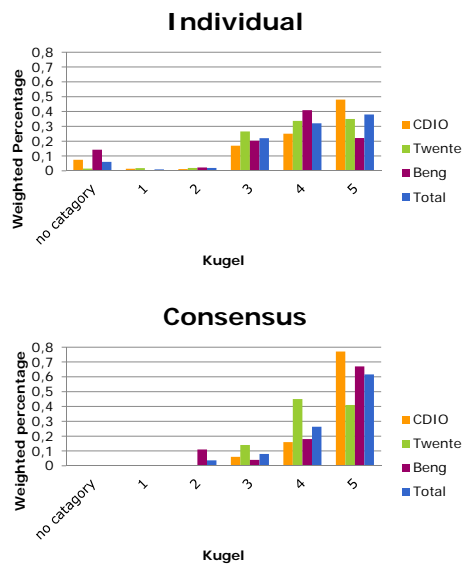
- Classified the cards after Kugel's model

Focus in various stages

- |                            |   |                      |
|----------------------------|---|----------------------|
| 5: Students as independent | } | Emphasis on Learning |
| 4: Students as active      |   |                      |
| 3: Student as receptive    |   |                      |
| 2: Subject                 | } | Emphasis on Teaching |
| 1: Self                    |   |                      |

*Kugel, P. (1993), How Professors Develop as Teachers*

## Selected cards



## Blank cards ...



... filled-in by game players. Examples:

- Learning to learn is more important than learning a particular content
- The assignments I write shall make students discuss and reflect
- Part of teaching and learning is character building

## First results

- Participating in a game seems to help players to a transition towards Kugel's upper stages
- Playing the game fosters new and interesting statements about teaching and learning

Questions and comments