

Session 7C – Free format

Dag 2: 12.50-14.35 Lokale: 301-302 ODEON

Teaching brought into play: The T-mind game to reflect on teaching and learning

Program text

We introduce the ideas with the T-mind game and guide the participants through a game session. The participants discuss their outcome of playing the game and its usability in their own practice.

Abstract

Background

Professional knowledge is to a high degree based on tacit knowledge [1]. For university teachers, tacit knowledge includes knowledge about what works (and what does not work) when teaching students a specific topic in a specific context. Making tacit knowledge explicit is important for two reasons: For the individual teacher it may support a more conscious linking of teaching experiences to general principles of teaching and learning, which could enable analysis and development of own teaching [2]. Secondly, it is beneficial to make one's tacit knowledge explicit in order to discuss teaching and learning with other persons, e.g. during peer coaching of less experienced colleagues, or collaboration on teaching development with colleagues leading to a community of practice [3].

We have developed the T-mind game (Teachers' mind about teaching and learning) for university teachers to articulate and share their reflections on teaching and learning in a collective process.

Content and structure

We will introduce the ideas and intentions of T-mind and guide the participants through a game session. Thereafter, participants will reflect on their outcome of playing the game and discuss its usability in their own practice.

Expected outcome

Although no award will be given and no winners will be appointed, all participants will potentially gain insight into their own and colleagues' values and preferences related to teaching and learning.

Prerequisites

Experience in teaching is required, but there is no preparation for the participants. The workshop is relevant for university teachers and for educational developers or study leaders, who might be interested in using T-mind to enhance dialogue among teachers on an education as a means to develop teaching.

Relevance

If you are interested in articulating and sharing your values and preferences related to teaching and learning with other university teachers or educational developers, you should participate.

Authors

Claus Thorp Hansen, DTU; Lars Bogø Jensen, DTU

Literature

Schön, D.A. (1983), *The Reflective Practitioner*, Basic Books Inc., New York.

Mcalpine, L. and Weston, C. (2002), *Reflection: Issues related to Improving Professors' teaching and students' learning* In Hativa, N., Goodyear, J. (Eds.), *Teacher Thinking, Beliefs and Knowledge in Higher Education*. Springer.

Wenger, Etienne (1998). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge: Cambridge University Press.