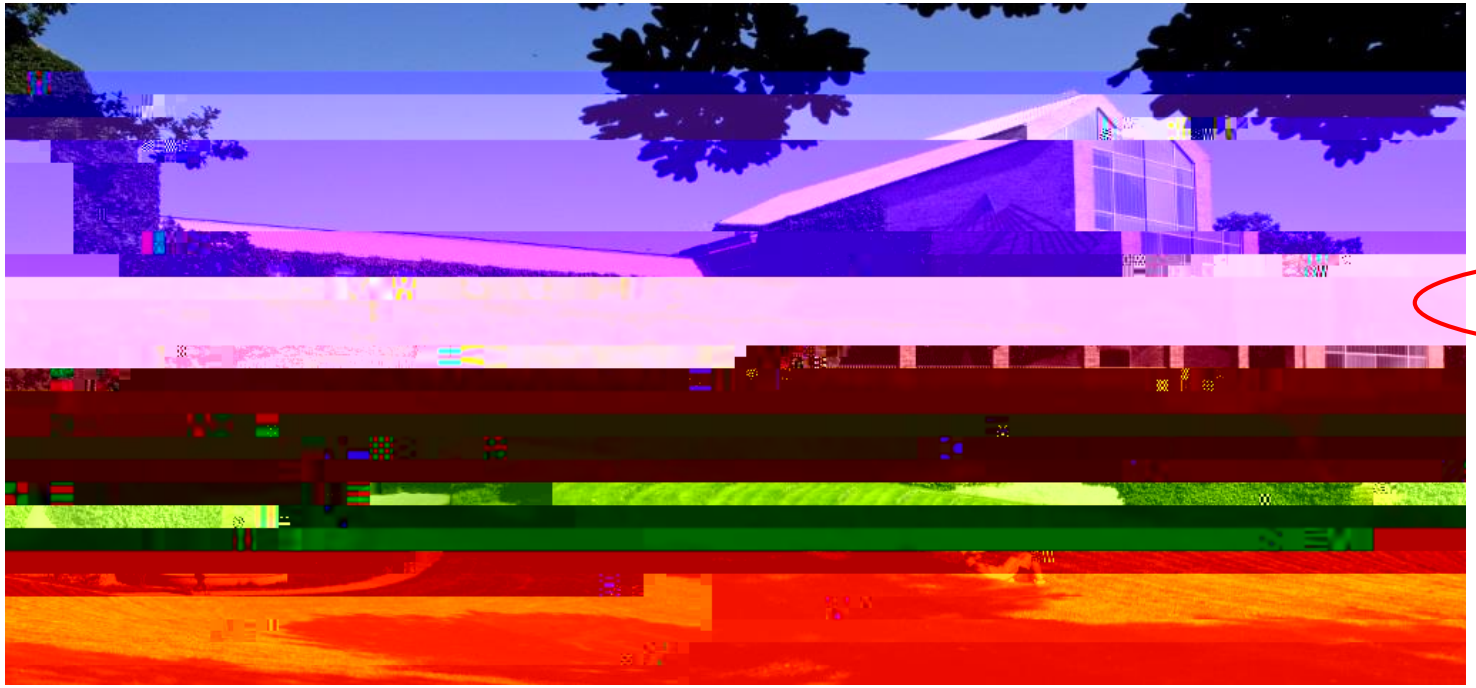
DISPOSITION

PRESENTATION:

AARHUS UNIVERSITY,
AARHUS SCHOOL OF BUSSINES AND SOCIAL SCIENCES,
CENTER FOR TEACHING AND LEARNING

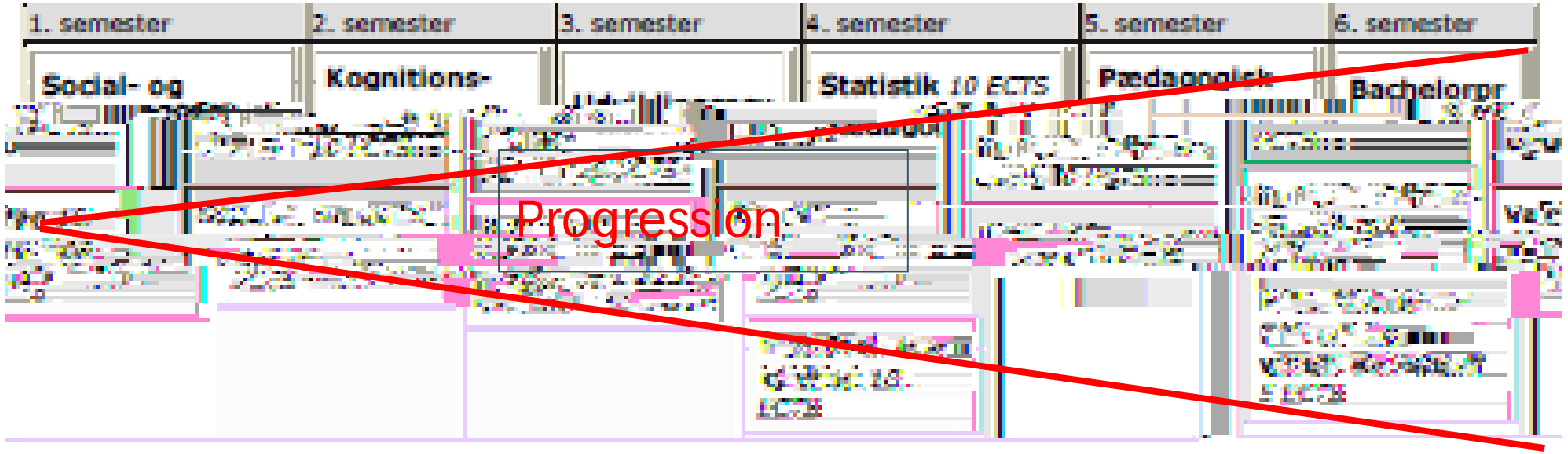
AARHUS UNIVERSITY (AU) HTTP://WWW.AU.DK/EN/



DIDACTIC IMPLICATIONS OF ‘RESEARCH-BASED’ TEACHING

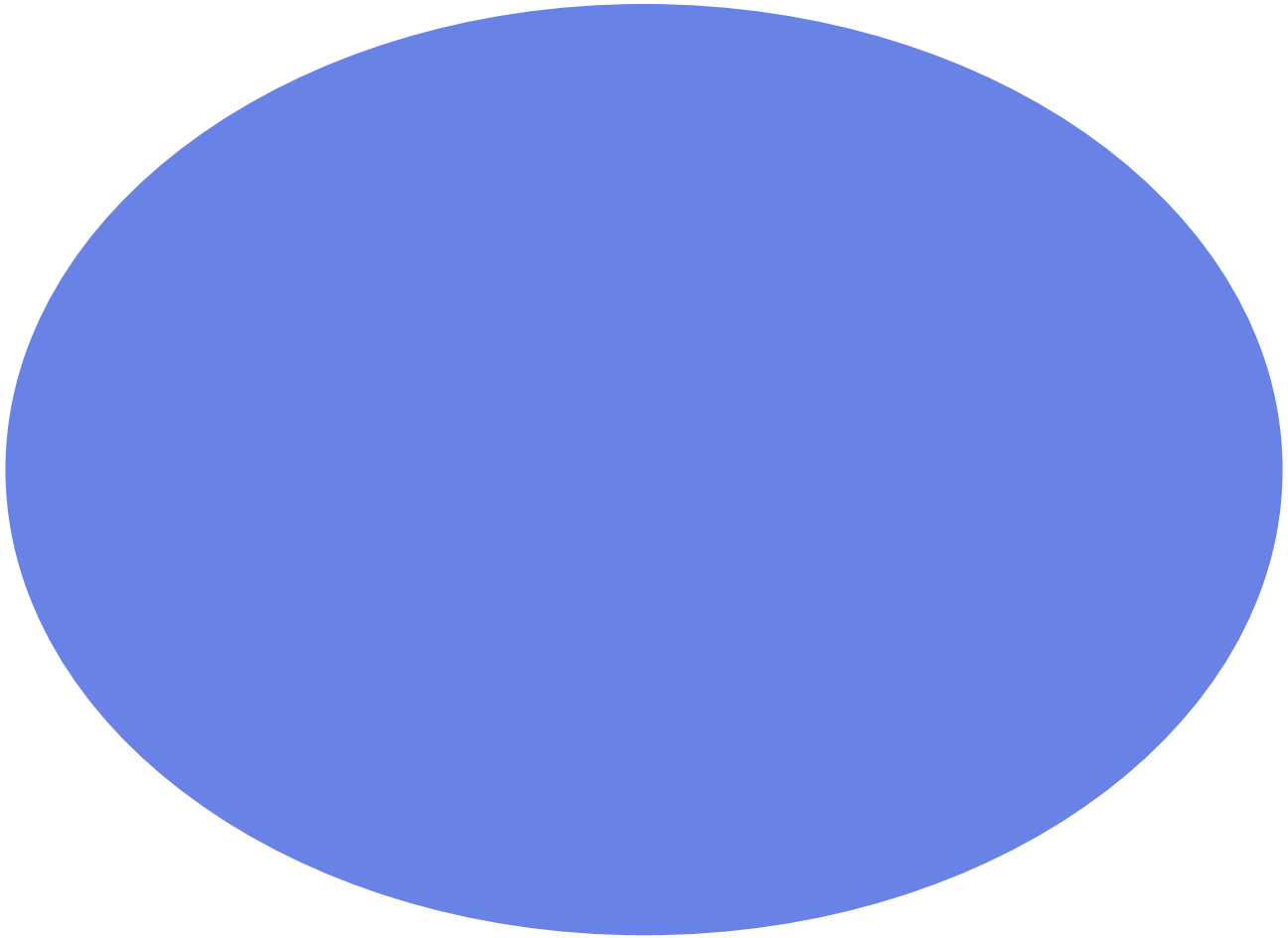
A SOCIALIZATION/TRAINING DURING FIVE YEARS, WHICH MUST SUCCEED

Progression: material, learning goals, material quantity, independence, research-type, academic competences



The overall purpose:
That the students increasingly through out the program work as a researcher

A MODEL FOR DIDACTICAL CHOICES AND EDUCATIONAL DEVELOPMENT



... a range of learning goals

Abstract/extended

apply (to unknown case), explore, criticize, test,
argue, predict, assess, discuss
reflect
(scientific studies as basis for understanding)
theorize, generalize, formulate hypotheses
(support, nuance, modify, criticize known theory)

Relational/related

analyze:
compare, relate, explain (similarities-differences,
strengths-weaknesses, causes-effects)

Multi structural/composed

Summarize (in own words)
describe

Structural/simple

enumerate
paraphrase, refer to
identify, name
memorize

Pre-structural: misunderstood

At what level of understanding should the student master the substance at the end of the course?

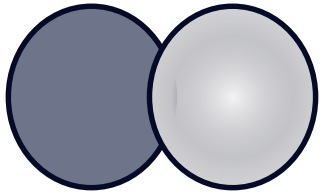
… A RANGE OF EXAMINATION FORMS AND TEST STRATEGIES

Oral exam

-

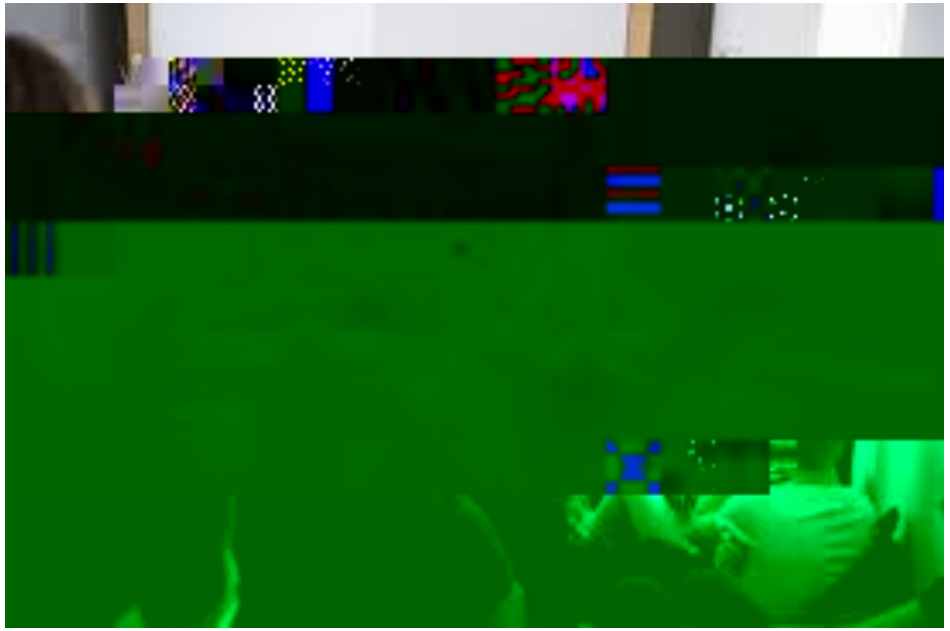
… A RANGE OG MEDIA:
PHYSICAL OR DIGITAL OR BLENDED LEARNING

-
-
    -
    -

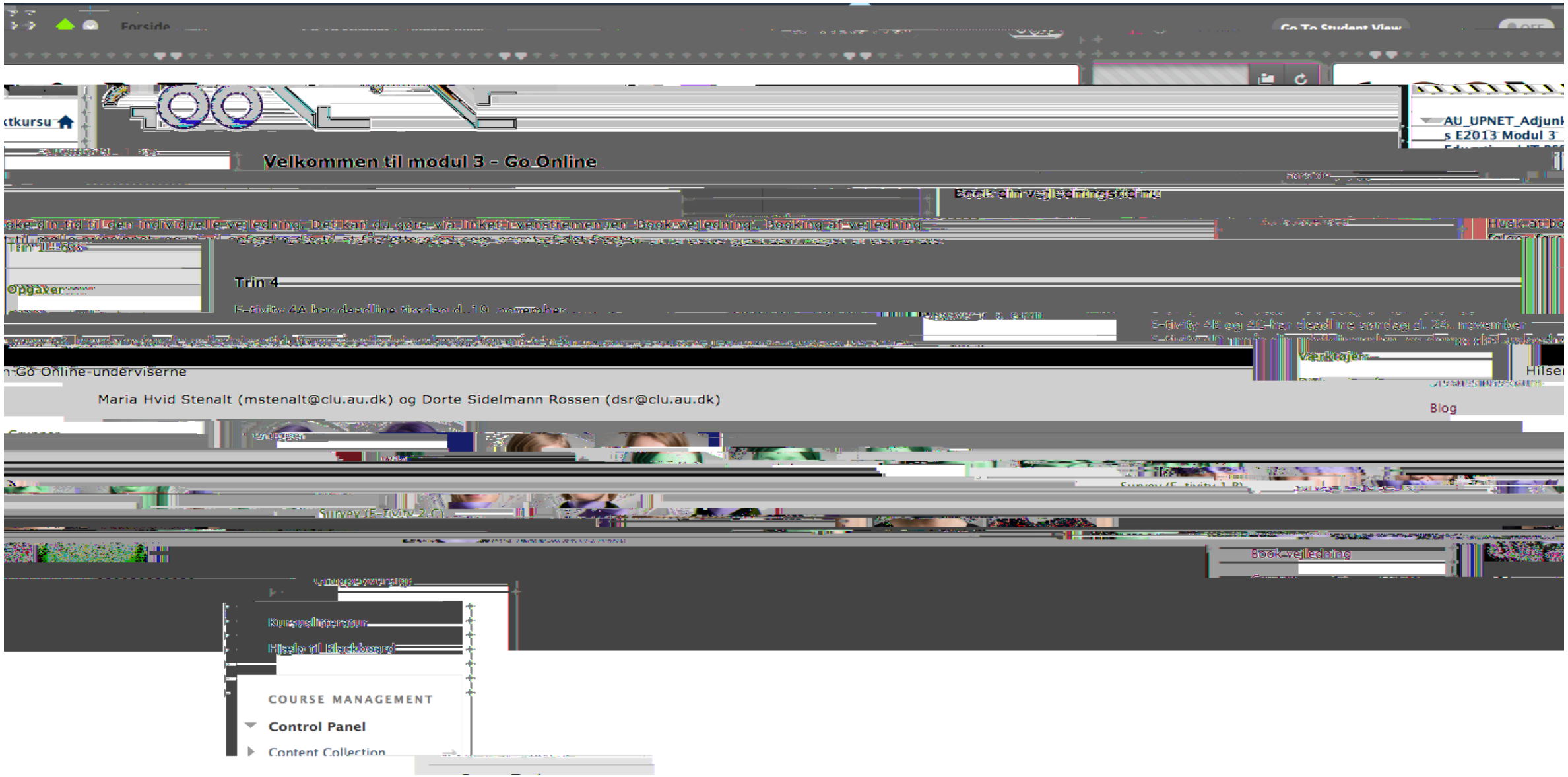


A historical new situation

PHYSICAL CLASSROOM

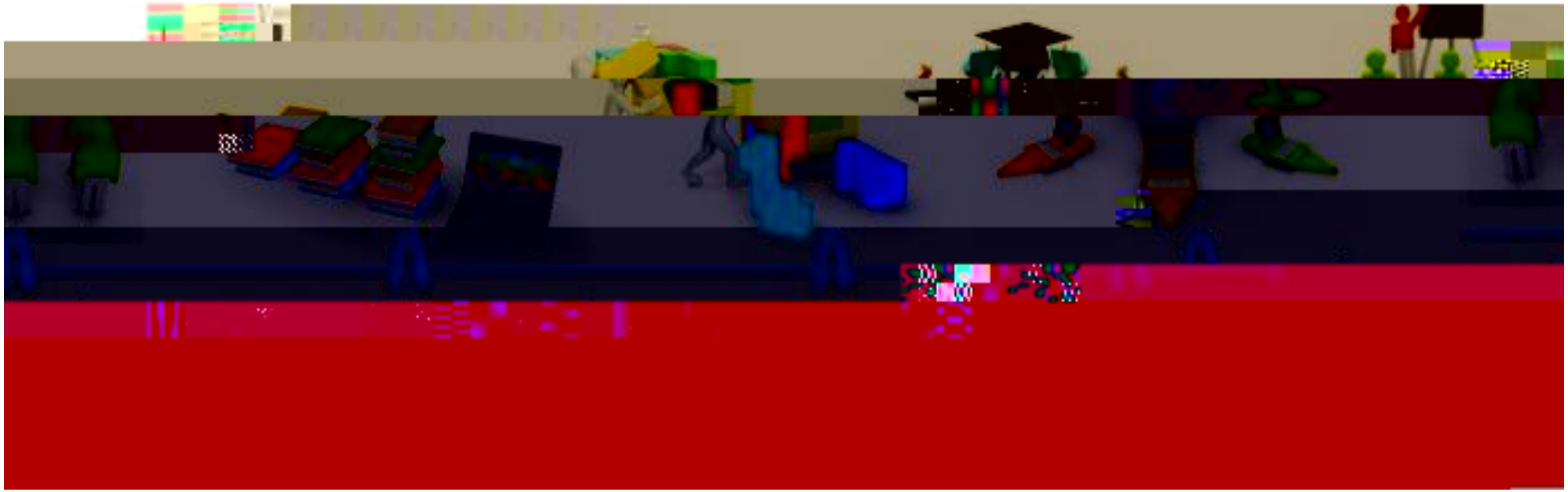


VIRTUAL CLASSROOM



THE TEACHING SYSTEM AND THE LEARNING SYSTEM (BSS)

EDU IT STRATEGY AT BSS



CURRENT SITUATION AT BSS

WHY DIGITISE THE EXAMS

REASONS FOR DIGITISING EXAMS

1. Learning objectives
   - The increased use of digital learning objects in and out of the classroom:
     -
     -
     -
     -
     -
     -

     Necessary to be able to use the same objects in the assessment activities

... REASONS FOR ...

2. Better test strategies and more authentic exams

Example 1:

Example 2:

... REASONS FOR ...

3. Handwriting and fairness

4. Feedback to students

CONCLUSIONS

CENTRE FOR TEACHING AND LEARNING