German Jordanian
Applied University Teaching
International Conference
German Jordanian University, Amman, June 13, 2022

Workshop 3:
Getting to Know Your Students (better) – Learning-oriented Initial Situations

GJU
الجامعة الألمانية الأردنية
German Jordanian University

h²
Hochschule
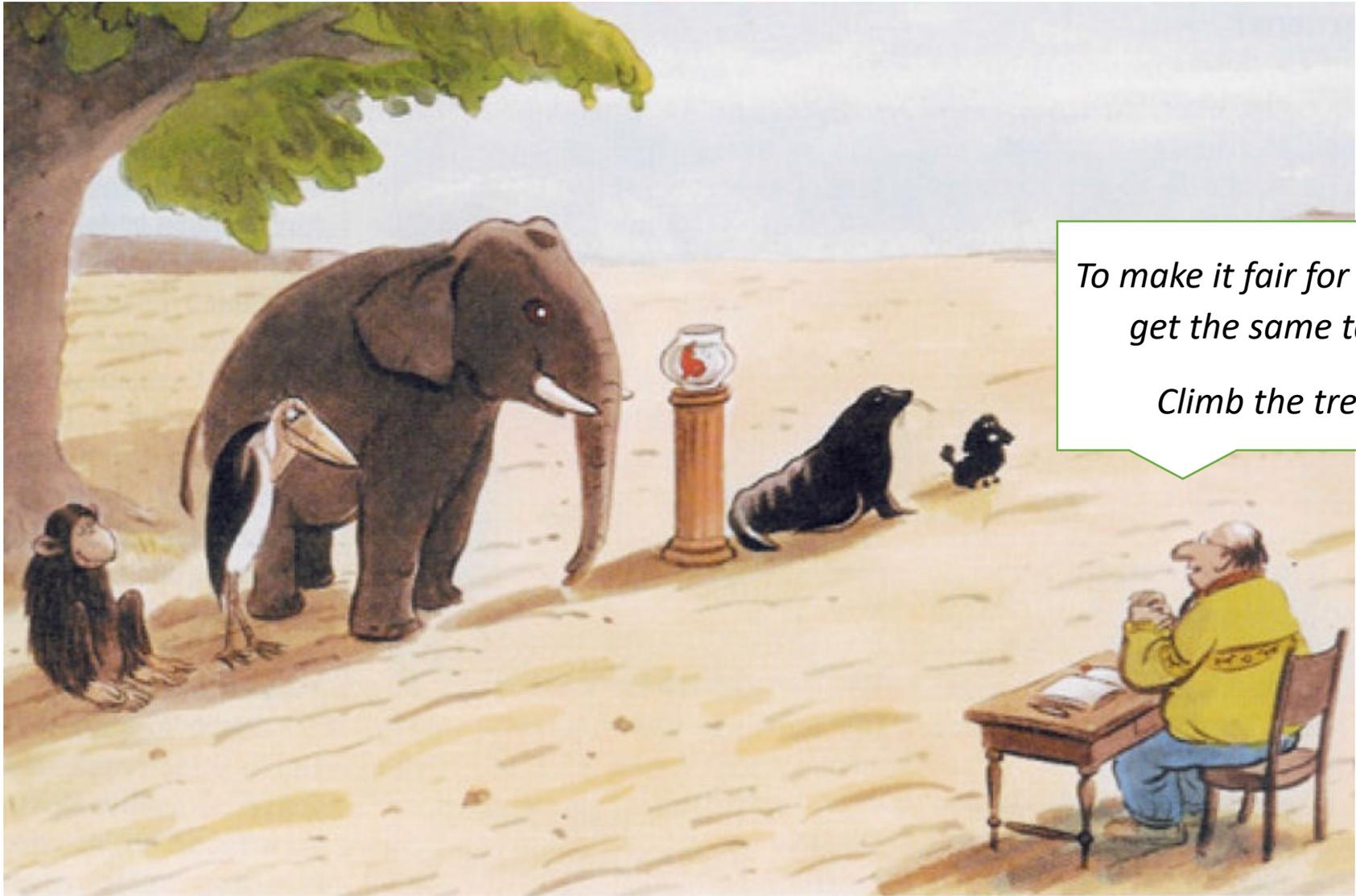Magdeburg • Stendal

Partnerinterview

Go in pairs (2 pers.) and talk about the following questions:

- *Name & where are you from?*
- *From which university/institution?*
- *What is your job there? When you teach, what do you teach?*
- *What do you do in courses, lectures and exercises to get to know the students better?*

15 min

Make some notes.
Afterwards you will introduce each other.

To make it fair for all, you get the same task:

Climb the tree!

GJU
الجامعة الألمانية الأردنية
German Jordanian University

h²
Hochschule
Magdeburg • Stendal

Dilemma

same academic standards/demands for all students

(Curricula & Module Plan. Examinations)

vs.

consideration of individual backgrounds

requires

transparent *fair unequal treatment*

The central questions are:

How can I motivate students?

What is the knowledge and perception from students on the topic?

How can I regard students' situations?

What we know about learning situations

- Learning is therefore a highly individual process
- Depends not so much on intelligence, but on the established learning situation,
- one's own willingness to learn,
- applied teaching techniques

→ **Learning situations are always different and depend on the framework conditions** (Time, Room situation, technical equipment) **and the group constellation** (group size, experience, motivation, learning experiences)

What we know (theoretical) about the learning of our student's

- **Need to experience competence**: to experience oneself as effective, functioning and competent

- **Need for autonomy**: to experience oneself as personally autonomous, proactive and self-determined

- the **need for social inclusion**: to feel integrated and accepted in a social group, to take care of others, to experience belonging and recognition

What don't we know about our students at the beginning?

- Students have experiences and work strategies of *before* (in School, job, training, hobbies)

- learning strategies (visual, auditory, haptic, discuss, etc.)

- personal goals: e. g. conscious choice of studies

--> Who is my aim group? (age, semester, experience, previous knowledge, attitudes, learning habits, etc.) (Knoll 2006)

We have students with different …

expectations,

experiences (also work- or practice experiences)

interests (Hobbies, etc.),

specializations,

technical skills (programing, etc.),

digital skills,

social skills (also Language skills),

social culture background,

learning styles & learning experience

characteristics of initial situations

- Uncertainty (Caution, Fear)
- Character of the *new* and *unknown*
- Low receptivity and decision-making ability
- Basis for motivating students to follow the content, actively engage and revisit the course
- depending on the design by the teacher
- Search for orientation
- Curiosity (Interest, expectations, need for contact, willingness to work)

Initial situations require an intensive and conscious PREPARATION, which should refer on the one hand to the OWN PERSON, on the other hand to the CONTENT and PROCESS of the initial situation.

personal preparation as a teacher

- Assume the role of the main creator of the initial situation.

- Accept tension, ambivalence and restraint as a natural feature of initial situations.

- Gain confidence by planning the course.

shaping the initial situation

- Include the *beginning before the beginning* (e. g. module descriptions, notices),

- do not give important information to the group at the beginning or demand decisions (framework conditions, schedule, enrollments etc. rather discuss at the end of the first unit),

- introduce yourself (and your professional background),

- communicate contact details (email, phone),

- offer security (e. g. first words of welcome),

- Set structure (e. g. through clear work assignments and announcements, agreement on rules for the seminar),

- encourage contact in the group (e. g. *get-to-know-you* round with *partner interview*, sentence starters),

- create a relaxed working atmosphere (e. g. working together in small groups),

- avoid situations that expose the individual (e.g., introducing people to each other),

- enable activity and participation (e. g. grouping by lots or neighborhood groups),

- open initial access to the topic (e. g. address prior knowledge, experiences or expectations).

Identify differences and make it transparent in the group

- Standogramm

- Round of introductions (e. g. partnerinterview)

- card query (I expect from this subject…)

- Knowledge pool (collection of keywords for a subject area)

Providing differentiated tasks and assistance

- Setting structure (drilling landscape / deep drilling)
- Compact presentation of course content – e. g. topic map
- Offer different tasks with different levels of difficulty in the course
- Partner work (high-performing and low-performing)
- Make offers for consultations (address different issues)

Giving space for activity, mixing and exchange – student-centered teaching

- Mixed working groups in the seminar (age, educational background, migration background, etc.)

- Expectation query (*I would like to be able to do this at the end of the course…*)

- Communicating self-responsibility for one's own learning to students

- Student involvement in the development of exam questions

- Offer variability in the forms of examination

- Setting up learning groups

- Initiating mentoring programs

Standogramm

another example

Where do you currently teach?
—> draw a red dot on the map.

Where are you right now?
—> draw a green dot on the map.

How many years of teaching experience do you already have?

0   15

How much percentage has teaching in your current job (in percent)?

0 %   100 %

How confident do
you feel with
teaching in the
digital space?

_____

more safe   very unsave

Discussion

How do you shape your initial situation in a new semester or with a new group?

What are your experiences?

Please finish the following sentence beginnings

Regarding the contents, I would like to say ...

On the way of working, I would like to say ...

I am still attached to this thought ...