1. Teaching and learning in big groups

Lecturing / flipped classroom

Strengths	Weaknesses
teacher control active time-effective ownership & engagement	passive / teacher-centred ~~teacher-centred~~ time management from both teacher and students
Opportunities	**Threats**
possibility to cover topics on a deeper level engaging w/ a good lecturer establishing clear rules & norms students can direct their own learning	not much learning at the end requires good teaching materials and skills requires capability to work independently

flipped classroom fc
pair work pw
reading group rg
lecture l

2. Teaching and learning in small groups

Strengths	Weaknesses
fc: interaction, creativity pw: intense, deep learning rg: time efficient l: ~~can be engaging~~ straight forward	fc: not focused, misconception pw: depends on persons conflict management rg: quality control, targeted focus l: one-way information
Opportunities	**Threats**
fc: direct feedback pw: motivate/elevate rg: improve reading skills l: can be engaging	fc: unprepared student, shallow learning pw: intense rg: not participating, missing interpretation l: dull, disengaging

3. Research & teaching

Use of research in learning and teaching

STUDENTS AS PARTICIPANTS

Students learn in small group discussions with a teacher about research findings.

Research-tutored
Curriculum emphasises learning focused on students writing and discussing essays and papers

Research-based
Curriculum emphasises students undertaking inquiry-based learning

Students learn as researchers, curriculum is designed around inquiry-based activities, and the division of roles between teacher and student is minimised.

EMPHASIS ON RESEARCH CONTENT

EMPHASIS ON RESEARCH PROCESSES AND PROBLEMS

1. Big Picture / why Idea / Goal /
2. Segment it How in steps to reach it
3. Learning by doing
4. Summarize / Brainstorm / [illegible]
5. Apply new Idea

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Students learn about research findings, content is dominated by faculty research interests, and information transmission is the main teaching mode.

Students learn about research processes, the curriculum emphasises as much the processes by which knowledge is produced as learning knowledge that has been achieved, and faculty try to engender a research ethos through their teaching.

(Healey 2005; Healey and Jenkins 2009)

4. Adopting a new teaching method

- Graduate-level course
- MOOC
- Online learning ✓
- Flipped learning