Employability

motivation

Learning

'Reality check'

Academic feedback?

Real-life case

# *Teaching with practitioners: Motivated students and synergies?*

Ivar Lyhne

Bridging

Common interests

Research vs relevance

Coordination

# Today's presentation

- Point of departure
- Conceptual presentation
- Group discussions: Overview, experiences, and good advice

# Point of departure

- Politics:
  - o "Aalborg University is a business oriented university, and therefore teaching activities should include a combination of practice-based and research-based teaching."

- Practice: Sustainability by Design (EMSS2)
  - o Lecture + supervision + feedback

- Research: Bridging theory and practice

# Conceptual presentation
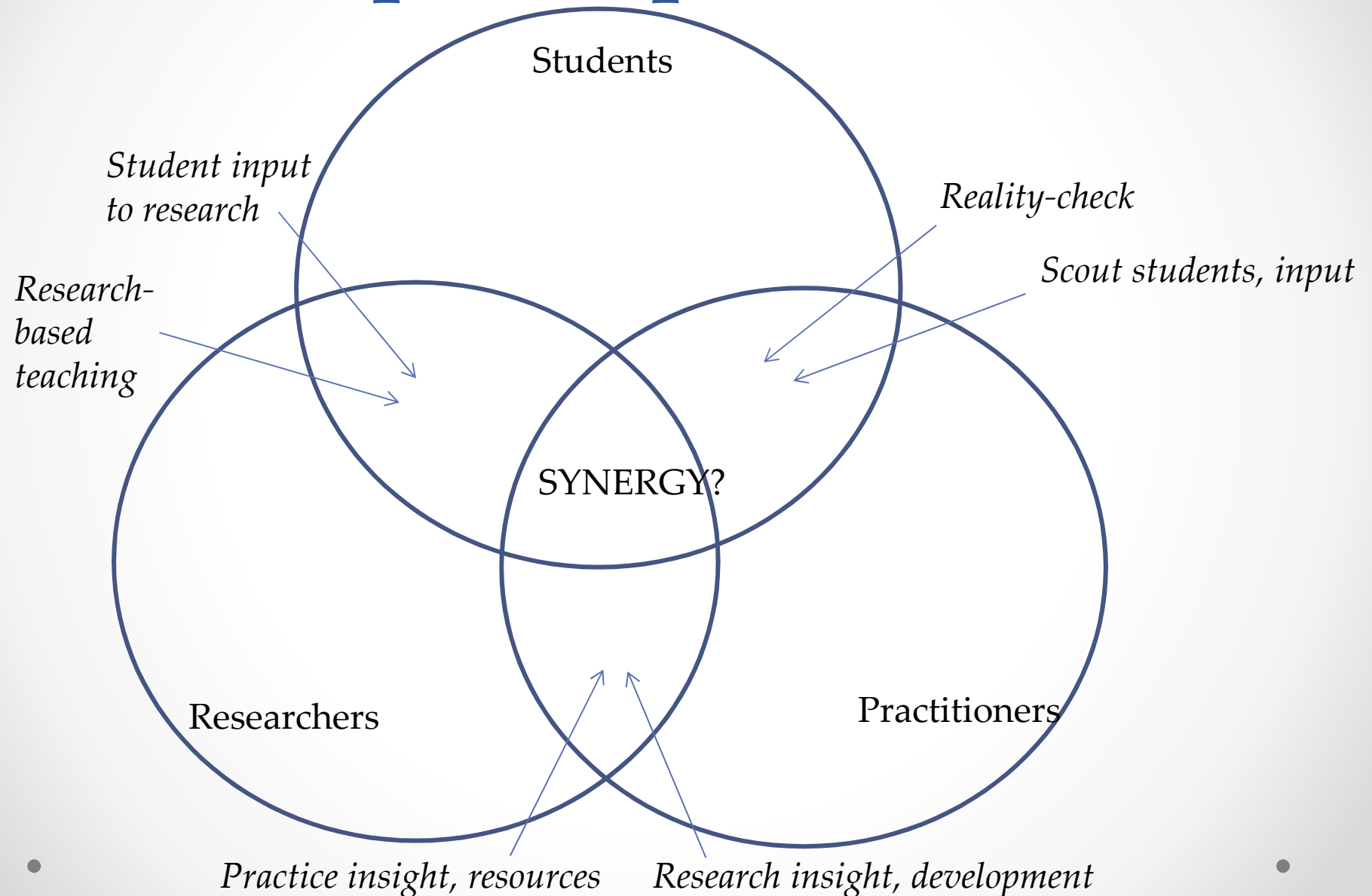
# Students learning

- Influence in terms of motivation?

- Influence in terms of learning styles?
  - o Help to students that learn through practice?

- Influence in terms of learning outcomes?
  - o Another feedback (reality)

- Network

# Example: SbyD

Lectures that introduces tools for sustainability

Use of external for lecture on practice-experiences on Industrial Symbiosis

Week-long scoping assignment on case with stakeholder-session and supervision

Use of external for
 - material and relevance of cases
 - for supervision (insight and relevance)

Panel evaluation of assignments

Use of externals as panel participants to evaluate "real-life relevance"

# Student's experiences

- EMSS students:
  - 10 of 10: Externals bring in new and relevant perspectives + a form for real-life testing of the students' work
  - 7 of 10: More motivated to learn
  - 8 of 10: More fun to learn

| n=10 | Not useful | Of minor use | Quite useful | Perfect |
|---|---|---|---|---|
| Giving lectures | 0 % | 0 % | 60 % | 40 % |
| Guiding our work (supervision) | 0 % | 40 % | 40 % | 20 % |
| Assessing and commenting our case work (Panel) | 0 % | 20 % | 50 % | 30 % |

# Discussion 1: Your Experience

1. Start by making an overview of instances where you have been involved in practice-based teaching
2. Discuss:
   - In which teaching situations is it relevant to integrate practitioners?
   - When is it not?

- Format: Group discussion
- Output: Overview by use of post-it
   - Consider: Learning aims, subject, organisation,etc.

# Challenge

Student:

- "One of the main problems that students can have is that they miss the connection between theoretical knowledge they gain and the transfer of this knowledge into real life cases. Therefore a consultancy with externals can bridge this gap between theory and practice. Though I would prefer to include <u>a bit more theory in the consultant meetings</u>, so that there is a direct linkage between theory and practice"

# Teacher challenges

- Must rely on common interests (subject + organisational/personal)
- **Trade-off** in prioritising between making the course (a) real-life/interesting and (b) study-optimised
- The **focus** on externals can take focus from the academic feedback and learning goals
- **Early contact** to externals needed to allow them to think strategic about cases
- **It takes time** to coordinate and communicate – use the cooperation in other respects

# Discussion 2: Good advice

- Discuss and identify
  - o Practical ways to overcome challenges
  - o Things to remember when integrating practitioners

- Format: Group discussion
- Output: Overview by use of post-it
  - o Note teaching situation + purpose

# Concluding on Teaching Day

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# 'Evaluation'

- Your output from today?
- Written output? (section learning)
- Next year? (interest, format)

| 13.00-13.05 | Short welcome and introduction |
|---|---|
| 13.05-13.45 | *"Teaching theory – how to make planning theory interesting for students"*, by Kristian Olesen |
| 13.50-14.30 | *"International Students / International Teachers - perspectives and experiences"*, by Helen Carter |
| 14.30-14.45 | Break, coffee and bread |
| 14.45-15.25 | *"Teaching across campuses – Pedagogical challenges of video-transmitted teaching"*, by Sanne V Larsen |
| 15.30-16.10 | *"A reflexive approach for planners' education"*, by Enza Lissandrello |
| 16.15-16.45 | *"Teaching with practitioners – motivated students and synergies,"*, by Ivar Lyhne |
| 16.45- | Rounding up, discussion of writing up |