

LEARNER-CENTERED EDUCATION

— DISCUSSIONS AND SHORT PRESENTATIONS

Place and time: In M102 on Thursday, Jan 4, at 16:00–17:30
Organizers: Juulia Lahdenperä (University of Helsinki)
Riikka Kangaslampi (Aalto University)
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In the session, participants get to share their thoughts and experiences on implementing learner-centred education in university mathematics along with Riikka Kangaslampi (Aalto University), Johanna Rämö (University of Helsinki) and Harri Varpanen (JAMK University of Applied Sciences). In addition, the session functions as a starting point for a national network for mathematicians, lecturers and researchers interested in developing university mathematics education. The organisers are prepared for a bilingual session, so both Finnish and English speakers are warmly welcome!

RIIKKA KANGASLAMPPI:

Lecture – good or bad? We have all heard justified critic that the lecture is hierarchical, inflexible, monological, and teacher-centred, and that pedagogically aware teachers should use other methods of teaching. I wish to challenge some of that criticism, and point out a few of the positive features which can be offered via the lecture format. Good lectures build knowledge and community. They establish a rhythm for the course, prevent social isolation, and demonstrate how an expert approaches the subject. But, what is possibly most valuable, is that lectures teach students active listening, and that capacity does not appear to be required by other formats of learning. Listening again is intimately connected to thinking, and what are students supposed to learn if not thinking?

JOHANNA RÄMÖ:

What happens when you remove lectures and exam from your course and make students collaborate?

HARRI VARPANEN:

Teachers often spend a fair amount of time on how to instruct the course practices. I will tell about my experiences and argue that asking students to share their own views on practices at the beginning of the course, the workings of both the teacher and the students get smoother.