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Poster Session

Towards a "Harvard Approach" in University Education?

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Abstract:

In university education there are two groups involved: students and scientific staff. Interaction takes place mainly within each group. Scientific staff works together to design study programs and provide lectures. Students collaborate to gather and explore learning material and to explain each other the subjects taught for the following exams.

Regarding the Bologna process and its effects on the average student life cycle, students and scientific staff are counterparts having opposite roles as teachers and learners, as researchers and student assistants. The tangent points of both groups open a valuable opportunity to enhance university education. For this we evaluate the potential mutual gain - like in the "Harvard Approach"* - focusing on improvements for the organisation of teaching.

In a case study we examined a research-driven blended learning scenario and found out that credits acceptance and other organizational issues are the main problems even for innovative teaching approaches. With two additional surveys we further investigate scientific staff's common perception of teaching as disagreeable burden as well as student's decision making in the progress of their study program. For consecutive experiments supported by the university's campus management system we consider students study progress as kind of user generated content. So we can analyze community-based recommendation strategies for study program options as a step towards social information processing in curricula support.