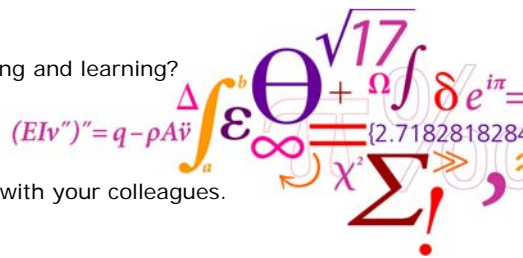


## Gaming with Teaching Philosophies

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- What do you think about teaching and learning?



- Share your thoughts and ideas with your colleagues.

DTU Mechanical Engineering  
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## Purpose of the game

Purpose of the game:

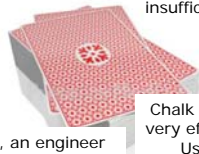
- Clarify faculty members' values, attitudes, and preferences related to teaching and learning.
- Establish a guided, yet informal and amusing, framework for considering and discussing what faculty members find important in their task and role as university teachers.
- Give the participants a chance to externalize their tacit knowledge through individual reflections and team-based discussions.
- *What do you think about teaching and learning?*

## The T-Mind game

- The game consists of a game board, a set of cards and a score board.
- Collection of statements about teaching and learning from DTU colleagues
- Selection and editing of the statements
- The score board are used for further development of the game



A game board



A set of cards

Priority	Player 1	Player 2
1		
2		
3		
4		
5		

A score board

When the students enter my course their pre-knowledge is insufficient

Of course, an engineer must be able to calculate

Chalk is a dusty but very effective media. Use it more!

## The game objectives

For you:

- To gain insight in your own and your colleagues thoughts, attitudes, and values related to teaching and learning

...through a process that

- helps you articulate your own thoughts and preferences, and
- invite you to clarify those further through discussions with colleagues

## Let us play the game

### Step 1 – Individual Reflection

What is good teaching in the course module(s) you are involved in?

Select 5 statements from the pile of cards.

You may add your personal favorite statement(s) on the blank cards.

Rank the selected cards according to which statements you find the most important.

*Time: 15 minutes*



## Documentation

### T-Mind score board

Please write the number of the selected cards in this table:

Priority	Player 1	Player 2	Player 3	Player 4
1				
2				
3				
4				
5				

where 1 is the highest prioritized card, 2 the second etc.



## Step 2 – Shared Reflection

In your group (4 persons):

One by one, present the statements you have selected in the ranked order. Place the cards on the game board so that the statements you find most important are placed closest to the center ("bull's eye"), and less important statements are placed closer to the periphery.

*Time = 4 minutes (1 minute per person)*

Discuss and try to reach an agreement on how all selected statements (up to 20) should be ranked and placed on the game board.

Try to identify themes that link two or more statements. Write the name of each theme on one of the long paper slips, and place the statements that belong to the theme along the slip from center to periphery, reflecting the relative importance of the statements.

*Time: 15 minutes*



## Step 3 – Consensus

Discuss and try to reach consensus on the 5 most important statements! Place the cards around the center of the game board.

Please write the number of the selected cards in this table:

Consensus cards

where 1 is the highest prioritized card, 2 the second and so on

*Time: 10 minutes*



## Step 4 – Shared Reflection

### Focus on students' learning

Which statements would you select if you only focused on what supports the students' learning process?

You may include new statements.

Discuss and try to reach an agreement on how the selected statements should be ranked and placed on the game board.

If you identify new themes: Write the name of each theme on one of the long paper slips, and place the statements that belong to the theme along the slip from center to periphery.

*Time: 10 minutes*

## Step 5 – Individual Reflection

- What did you learn by the game?
- Have you gained insight in your own thoughts, attitudes, and values related to teaching and learning? – And your colleagues'?
- How could this kind of game be useful for you?

*Time: 5 minutes*

## Step 6 – Group reflection

- What did we learn by playing the game?
- Which possible use scenarios can you suggest?

We have the following suggestions:

- Participants in a teachers' training course
  - Purpose: to clarify and articulate own teaching philosophy
- A team of teachers teaching the same course
  - Purpose: to reach consensus on ground principles
- Faculty in the same department or unit
  - Purpose: to raise discussions of teaching and learning in the everyday communication among colleagues
- Teachers and students in a course or education program
  - Purpose: to clarify mutual expectations and roles