

Motivating Diverse Student Groups

Student's Learning Styles and Teachers' Didactic Challenges

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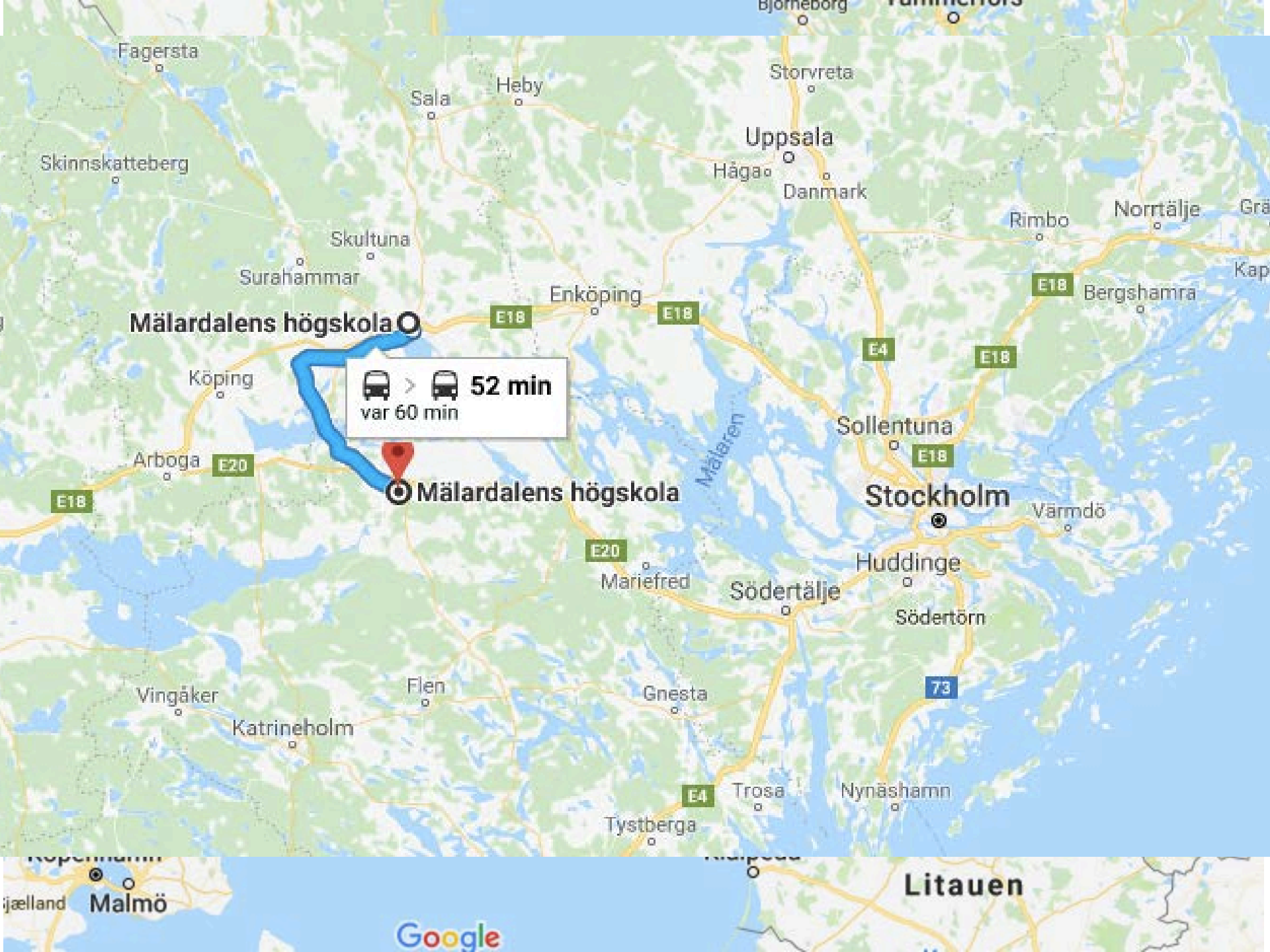
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MÄLARDALEN UNIVERSITY
SWEDEN

Agenda

- Some facts about Mälardalen University
- Background – Challenges – Opportunities
- Pedagogical Qualifications – an idea was born
 - *Thematic focus*
- The Case – A Blended Learning Approach
 - *Target group, objectives, implementation*
- Lessons learned
- Open Questions & Discussion



 >  **52 min**
var 60 min

Litauen

Mälardalen University

Our education

- Our 15 000 students read courses and study programmes in:
 - *Business*
 - *Health*
 - *Engineering*
 - *Education*

Mdh in figures

- **1977** Mälardalen University is founded
- **64** programmes*
- **1 000** courses
- **15 000** students
- **900** employees
- **85** full professors
- **128** agreements with universities in **40** countries
- **84** percent of the students get a job within one year after their degree.

** 2 bachelor programmes and 9 master programmes full-time in English*

Background – Challenges – Opportunities

- Swedish HEI Strategy
 - *Broader recruitment of students*
- Diversified student groups
 - *Ethnicity - Gender - Study habits*
- Mdh Research and Education Strategy 2017 – 2022
- EPAS accreditation challenges and opportunities

Pedagogical Qualifications

– *an idea was born*

- Motivation vs Student Identities
- Student Centred Learning: tutor vs teacher
- Experiential Learning Cycle

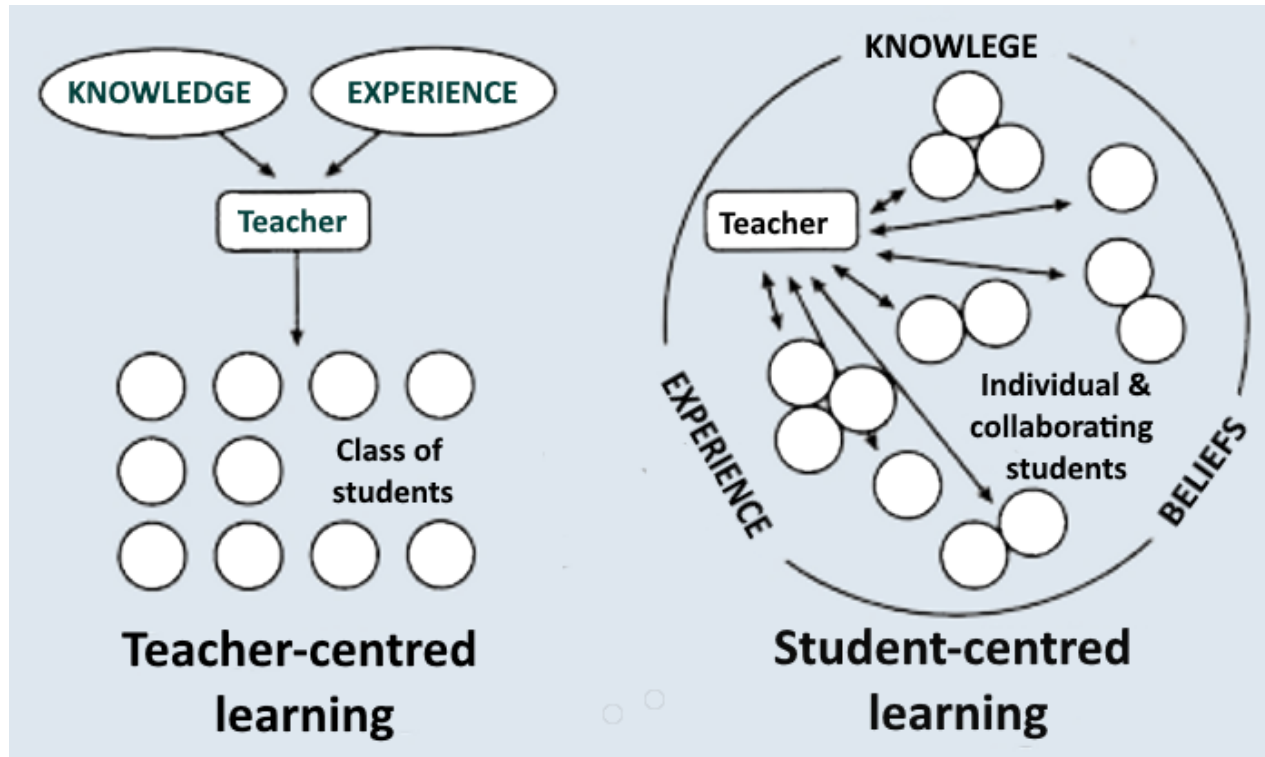
Motivation vs Student Identities

Maslow's Hierarchy of Needs	Seven Student Identities
Transcendence (helping others self-actualize)	Altruistic - Self-Realiser - Life-Long Learner
Self-Actualization (personal growth and fulfillment)	Altruistic - Self-Realiser - Life-Long Learner
Aesthetic (beauty, balance, form)	Life-Long Learner
Cognitive (knowledge, meaning, self-awareness)	Life-Long Learner – One track
Esteem (achievement, status, responsibility, reputation)	Altruistic
Belonging & Love (family, affection, relationships, colleagues, communities)	Ambivalent – Fear of Failing
Safety (protection, security, order, law, limits, stability)	Instrumental – Fear of Failing – Car Park
Physiological (basic life needs, air, food, drink, shelter, warmth, sex, sleep)	

(Maslow, 1943; Forbes 2011; Venter 2017)

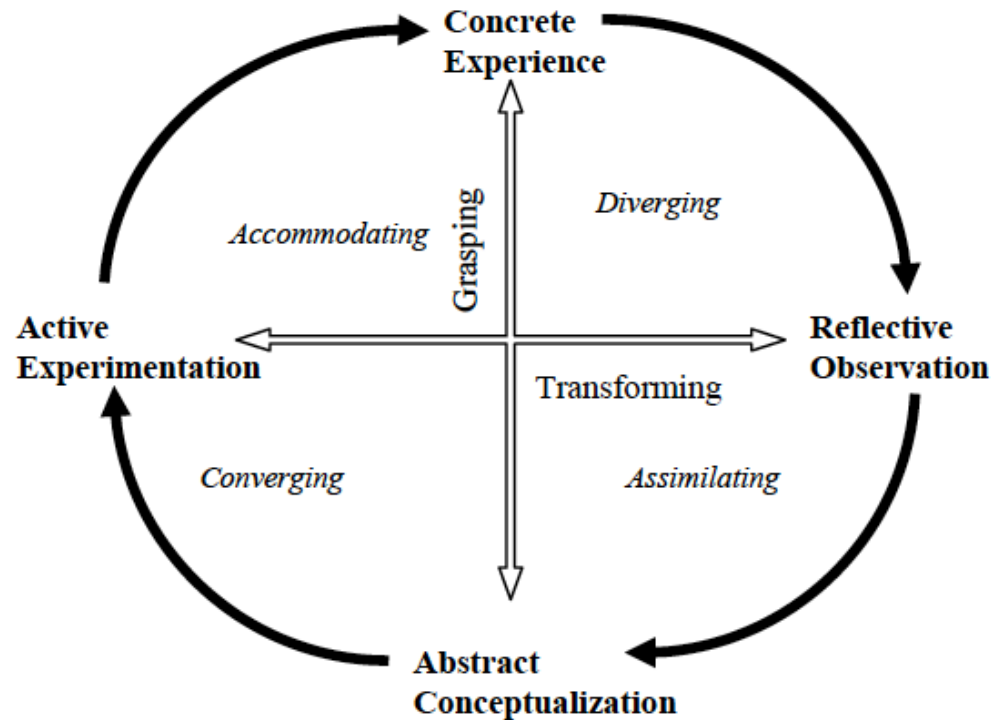
(Bron, A., Edström, E. & Thunborg, C. 2013)

Student Centred Learning: tutor vs teacher



University of South Australia

Experiential Learning Cycle



Kolb, A. Y., & Kolb, D. A. (2015)

The Case – A Blended Learning Approach

Target group, objectives, implementation

- **Managing the Multinational Enterprise**
 - *Bachelor students (3rd year): IBM, IMF, Exchange*
- **Objectives**
- **Theme weeks: Lectures – Blog – Debate – Chronicle – Exam**
- **Project weeks**

The Case – A Blended Learning Approach

Target group, objectives, implementation

Learning outcomes

After completed course the student shall be able to

1. describe the emergence of MNEs and how MNEs function and act on the global market
2. describe the management problems of MNEs, such as how management can understand both environment and internal structure and match them
3. describe how activities between different markets of a large MNE can be coordinated
4. analyze and critically review and interpret the theoretic models on the economic activity of multinational companies that are presented in the course,
5. practice solving problems in groups and individually,
6. consider and present own ideas and arguments in a group and in front of a group (presentation),
7. write different types of reports

Implementation

Project weeks

Student centred

Debate /WS

Student centred

Blogging

Student centred

**Active
Experimentation**

Accommodating

**Concrete
Experience**

Grasping

Diverging

**Reflective
Observation**

Chronicle

Student centred

Transforming

Converging

Assimilating

**Abstract
Conceptualization**

Lectures

Teacher centred

Lessons Learned

- Learning Styles vs Student Identities
- Teaching (didactic) challenges
 - *Student vs Teacher centered*

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Open Questions & Discussion

- How much should we adapt to different student identities and preferred learning styles?
- What cons can you identify with student centred learning for your teaching area?
- Have you seen a shift in students' study habits and/or motivations to study in HEIs?

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