Motivating Diverse Student Groups

Student's Learning Styles and Teachers’ Didactic Challenges

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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
Mälardalen University is located on both sides of Lake Mälaren with campuses in Eskilstuna and Västerås. One hour from Stockholm.
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

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

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*

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**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

Blogging
Student centred

Debate /WS
Student centred

Project weeks
Student centred

Lectures
Teacher centred

Chronicle
Student centred
Lessons Learned

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

FAIR

“'I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!''

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FRIENDLY
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?
References

- constructivism512.pbworks.com (retrieved: May 23rd, 10:27)