

# The Munich-Method-Box:

A new systematization of teaching and learning **Sprach(raum)** methods and their intuitive practical approach



#### Problem

- Lecturers often have difficulties finding appropriate teaching methods
- Lecturers hardly use any teaching method systematizations
- They are not able to cope with excisting teaching method systematizations
- Lecturers are often novices in the field of teaching and support with didactical concepts

# **Munich-Method-Box:**

- Created by Sprachraum in the Centre of Higher Education at LMU Munich
- Structured into two dimensions: AVIVA-steps and five social forms

PHASES AND AIMS		SOCIAL FORMS				
AVNA+	Subphases	Work by oneself	Partner/ Group work	Plenum interactive	Pienum – Participants among itselves	Plenum frontal
Learning atmosphere	Getting to know each other	Method X, Y	Method Z (and so on)			
	Exchange of personal experience					
	Creating a group atmosphere					
	Relaxing					
Alignment	To introduce the topio'to sensitize					
	To give orientation/ inform about agenda		Methods for more than 40 participants			
V Reactivate already existing knowledge	Ask for previous knowledge					
	Revise topics					
l Inform	Knowledge-Input					
	Generate knowledge					
V Process Knowledge	Critical discussion of knowledge					
	Apply/realise knowledge					
	Stabilise knowledge					
A Analysis	Test knowledge					
	Reflect process of learning					
	Ask for feedback					
	Veritying					
	Conclusion					

Results

## What should a useful teaching method systematization provide?

- Easy and intuitive approach
- A didactical concept as background
- Integration of learning goals
- Possibility to find teaching methods for each teaching situation
- Opportunity to include already known methods into it

# **Survey Questions:**

- 1. What do teachers remember about the Munich-Method-Box after participating in learning workshops?
- 2. Do teachers find the structure

Approved since 2008 at LMU and TUM

## **Research Aim:**

 Our main goal was to find out, if the workshops on didactic concepts within the Munich-Method-Box are useful in the form that they enhance teacher use of methods in courses.

## **Survey on the Munich-Method-Box**

- Online survey from March to May 2013
- Sample: 32 university lecturers who have all participated in learning workshops on didactic concepts within the Munich-Method-Box
  - workshop-participation from 2011 to 2013
  - average age 35 years
  - average of teaching experience: 4 years

Munich-Method-Box array with the two dimensions: AVIVA and social forms



# easy to use?

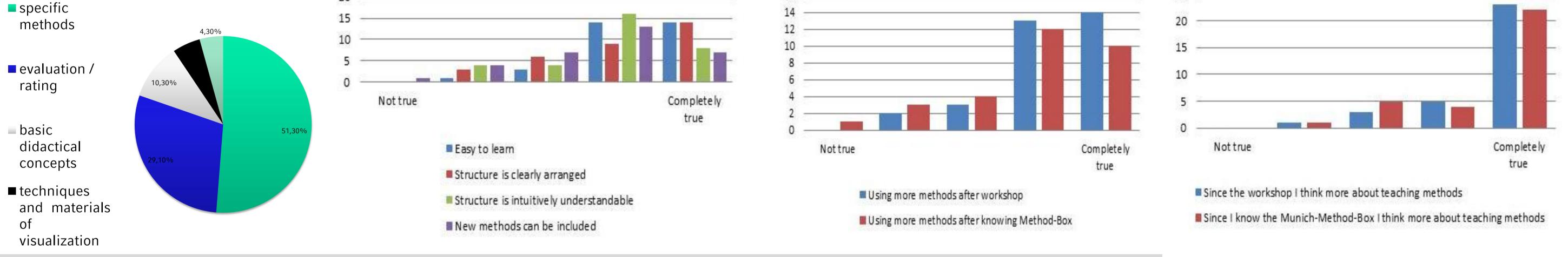
- 3. How often do lecturers use the Munich-Method-Box?
- 4. Was there an attitude shift regarding teaching methods?
- 5. Would the teachers recommend the Munich-Method-Box?
- Structure is easy to use (88%) and intuitively comprehensible (75%).
- 90% use the Munich-Method-Box regularly.
- 81% think about teaching methods more often since they know the Munich-Method-Box.
- 28 of 32 participants would recommend or rather recommend the Munich-Method-Box to other collegues.

What do teachers remember about the Munich-Method-Box?

#### **Evaluation of Structure**

#### Estimated Usage of Methods

#### Estimated Attitude towards Methods



#### Discussion

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- We could confirm that teachers have a good recollection of the Munich-Method-Box, some even up to two years after participating in the learning workshop. A very widespread number of components is memorized, from specific methods up to structure-details.
- The Munich-Method-Box is very popular. Teachers rate the Method-Box as easy to understand and easy to apply. This reduces concerns about using methods which leads to a more frequent use of methods in their seminars.
- In general, we could confirm that there was an attitude shift in the sense that teachers think more about using methods.
- Almost all participants would recommend the Munich-Method-Box to other collegues.

## **Conclusions and Future Steps**

• We can conclude that the Munich-Method-Box is very successful. The approach is intuitive,

Munich-Method-Box on Website or App called "MobiDics"



the systematization very practical-oriented, so teachers apply methods more frequently in their courses.

- Future research questions:
  - How does the use of methods influence the attitude of teachers and students regarding teaching methods?
  - How do students evaluate the use of teaching methods knowing they are based on the Munich-Method-Box?
  - How does using methods influence the learning outcome when the teacher uses the Munich-Method-Box?
- The Munich-Method-Box is available as a Website or an App called "MobiDics" (Mobile Didactics). MobiDics contains further information such as pictures, tips from experts or advice on modifying methods. A long term survey is currently being conducted.
- The teaching of methods through video case work is currently being established with the focus on methods for large groups (lectures).

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