

Panel 4: Teaching and learning in dialogue

For a long time, the lecture was held to be the most important format for teaching, and it offers the best way to teach large groups of students. Ever since research has shown that direct frontal presentation of teaching material contributes very little to a student's in-depth acquisition of that material, the conventional lecture format has come under criticism. In this panel, we will discuss the following questions:

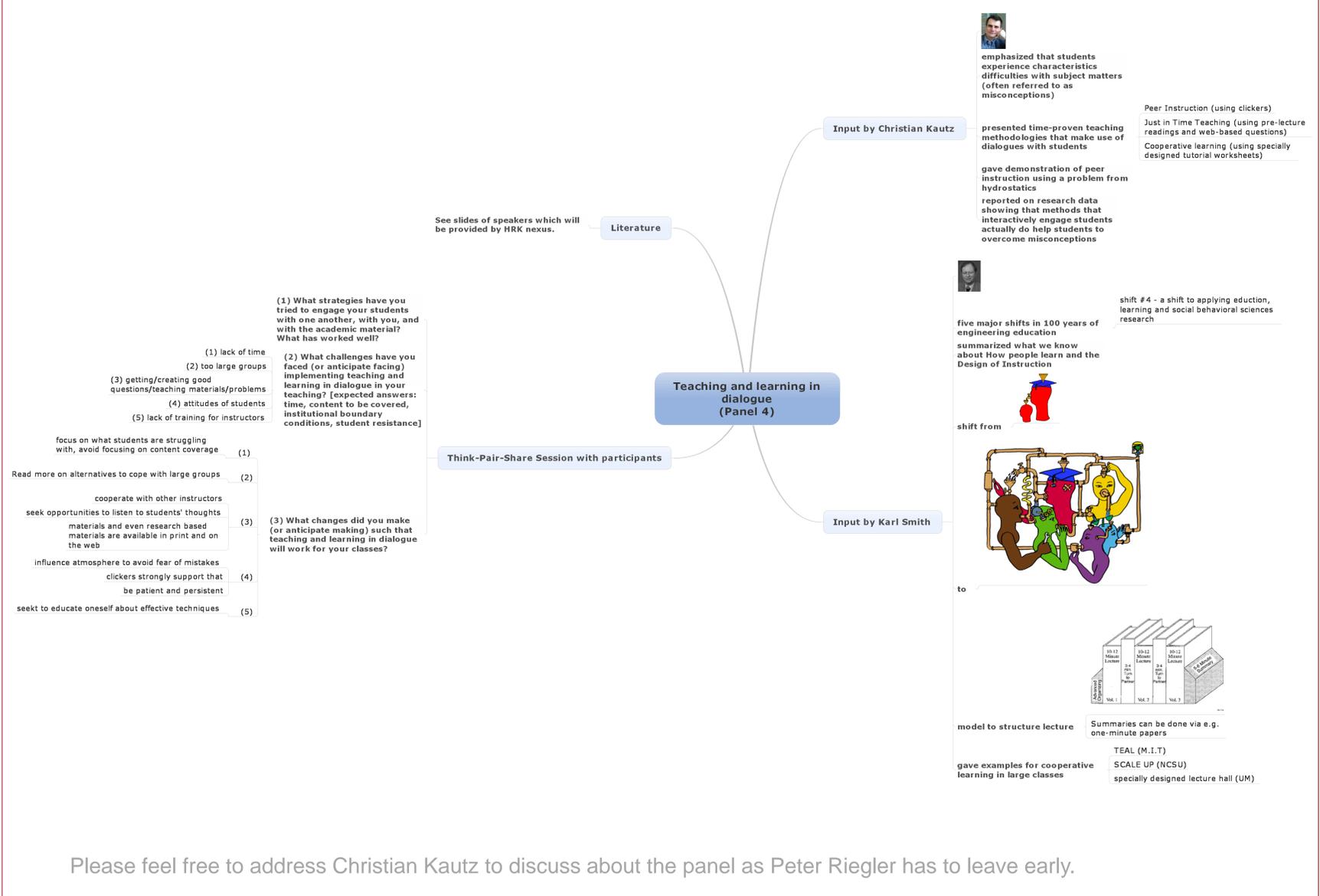
- Why should students attend lectures and actively participate in them?
- Do lectures provide a format for teaching in which students can actively participate, and reflect and build upon existing knowledge? Or should the conventional lecture format can be done away with?
- How can courses be designed to establish a dialogue between teacher and student?
- What learning methods could be applied in the process of establishing this dialogue, and how can new media contribute to this goal?

Input 1: Professor Dr Karl A. Smith, University of Minnesota, USA

Input 2: Professor Dr Christian Kautz, Hamburg University of Technology

Chair: Professor Dr Peter Riegler, Ostfalia University of Applied Sciences

Results and statements



Conclusion (lessons learned, final statement)

- It is possible and manageable to teach in dialogue.
- Boundary conditions which are detrimental can be overcome or at least controlled.
- It only needs the instructor who is willing to teach in dialogue and to create opportunities for students to learn in dialogue.