



## Let us play T-mind to reflect upon teaching and learning

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# Let us play T-mind to reflect upon teaching and learning

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Professional knowledge is to a high degree based on tacit knowledge [1]. For university teachers, tacit knowledge includes knowledge about what works – and what does not work - when teaching a specific class of students a specific subject in a specific context. However, it is important to make tacit knowledge explicit for at least two reasons: Firstly, for the individual teacher it may support a more conscious linking of experiences from own teaching practice to general principles of teaching and learning, which could enable a systematic analysis and development of own teaching to improve student learning [2]. Secondly, it is also beneficial to make one's tacit knowledge explicit in order to discuss teaching and learning with other persons, e.g. during peer coaching of less experienced colleagues, or collaboration on teaching development with colleagues leading to creation of a community of practice [3].

We have developed the *T-mind game* (Teachers' mind about teaching and learning) for university teachers to articulate and share their reflections on teaching and learning in a collective process. The game consists of a board and a deck of cards. Each card contains a statement related to teaching and/or learning, e.g. "Of course, an engineer must be able to calculate" and "Chalk is a dusty but effective media. Use it more!" The idea with card having pre-printed statements is that it will make it easier for university teachers to join the game. No player will have to stand by a personally formulated statement. During the game each player selects cards that he or she finds important in relation to his or hers good teaching experiences. The cards are then ranked and discussed in groups to explore if common approaches can be identified and see if consensus can be reached.

In the workshop we will introduce the ideas and intentions of T-mind and guide the participants through a game session. T-mind is intended to establish a guided, yet informal and amusing, framework for considering and discussing what you find important in your task and role as university teachers. During the game, the participants get a chance to externalize their reflections regarding teaching and learning and to explore their colleagues'. Although no award will be given and no winners will be appointed, you will gain insight into your own and your colleagues' values and attitudes regarding teaching and learning. At the end of the workshop, we will invite to a discussion of possible applications and use scenarios, and to suggestions of improvement of the game.

## REFERENCES

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