

## **TITLE:** Hands-on experiences with process-oriented and self-directed teaching and learning

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### **Abstract**

In recent years, ideas of agile working methods have found their way into the education sector (Wijnands & Stolze, 2019; et al., 2020). Both students and teachers benefit from the design of process-oriented teaching and learning settings:

- Students can design their own learning processes on their own responsibility within a given framework and with pre-defined learning objectives.
- Teachers can be more aware of what is happening with the students, so that the learning and teaching processes can be tailored to the situation.

The strength of flexible concepts such as "Flipped Classroom" (Werner et al., 2018) or "eduScrum" (Rausenberger et al., 2021) lies in the ability to deal with the heterogeneity of students in terms of prior knowledge and needs so that they can achieve the learning objectives in a motivated, complete, and sustainable way. This is particularly important in basic subjects, which form the basis for subsequent topics and applications that build on them.

Lectures that are designed in a "Flipped eduScrum" manner, are characterized by (1) acquisition of competencies with appropriate teaching material during an asynchronous learning phase and (2) assessment, in-depth discussions, and exercises during the synchronous learning phase. The didactic element of social integration also comes into play to promote motivation: the teacher specifies the learning objectives (the 'why') and the learning content (the 'what'). The way (the 'how') to achieve the objectives is decided by the learning teams themselves.

In the first part of the workshop, we will discuss the possibilities and limits of agile teaching and show hands-on examples. In the second part, the workshop participants will be able to explore two topics of your own choice in more depth.