

Helping geology students to learn without teachers present

H. ALEXANDERSON^{1*} AND I. HÖGLUND^{1,2}

¹*Department of Geology, Lund University, Sölvegatan 12, 223 62 Lund, SWEDEN*

*(*correspondence: helena.alexanderson@geol.lu.se)*

²Department of Environmental Protection, County Administrative Board of Västra Götaland, Ekelundsgatan 1, 411 18 Gothenburg, SWEDEN

Surveys of students' and teachers' experiences at the Department of Geology, Lund University, have shown a need and wish among students to get, for example, more practice in using and understanding geological terminology and to understand the context of different features. Among teachers a common problem is (too) limited time per student to always give meaningful feedback and support. Learning materials that students can use by themselves, without teachers present, can help address these problems. Such materials can be used as a general aid to learning and also for formative assessment. It may also take some load off teachers during a course and allow them to focus joint teacher-student time on selected issues or higher levels of knowledge (explain, apply, generalise), while more basic levels (identification, description) can at least to some extent be covered and trained by the student on her/his own.

Three examples of learning materials that students use in two different courses within the bachelor program at the Department of Geology will be presented: a GoogleEarth-based virtual tour of Sweden with questions with automated response, an image-based self-correcting quiz and a board game (Hiatus; Höglund 2014). Pros and cons from a pedagogical point of view as well as students' and teachers' experiences of these materials will be given.

References:

Höglund, I. 2014. Hiatus - Sveriges första sällskapsspel i sedimentologi. Bachelor thesis 381. Department of Geology, Lund University, Lund. 13 p. Download at: <http://lup.lub.lu.se/luur/download?func=downloadFile&recordId=4459850&fileId=4459866>