# The **Munich-Method-Box**: A new systematization of teaching and learning methods and their intuitive practical approach

**LMU** LUDWIG-MAXIMILIANS-UNIVERSITÄT MÜNCHEN

**sprachraum**

## 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

## 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

## 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
- 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.

| PHASES AND AIMS | | SOCIAL FORMS | | | | |
|---|---|---|---|---|---|---|
| AVIVA ▼ | Subphases | Work by oneself | Partner/Group work | Plenum interactive | Plenum 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 | | | | | |
| A Alignment | To introduce the topic/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 | | | | | |
| I Inform | Knowledge-input | | | | | |
| | Generate knowledge | | | | | |
| V Process Knowledge | Critical discussion of knowledge | | | | | |
| | Apply/realize knowledge | | | | | |
| | Stabilize knowledge | | | | | |
| A Analysis | Test knowledge | | | | | |
| | Reflect process of learning | | | | | |
| | Ask for feedback | | | | | |
| | Verifying | | | | | |
| | Conclusion | | | | | |

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

## Survey Questions:

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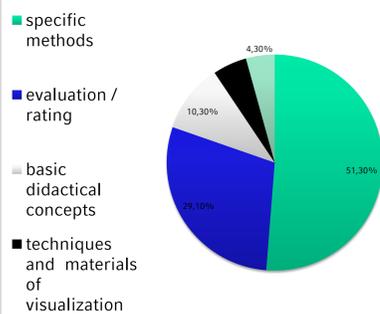
## Survey on the Munich-Method-Box

- 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
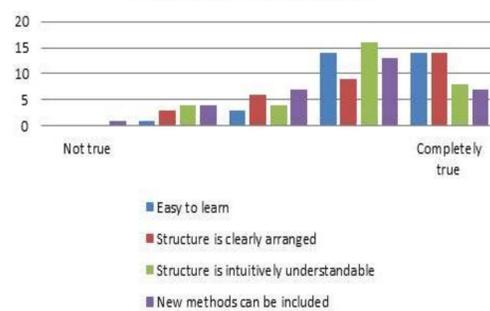    - average of teaching experience: 4 years

## Results

- 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.
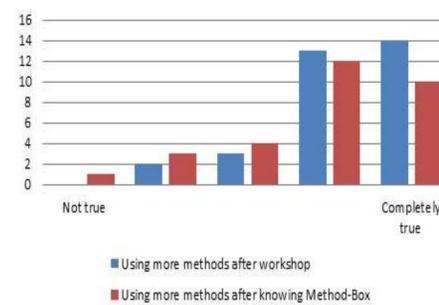- 28 of 32 participants would recommend or rather recommend the Munich-Method-Box to other collegues.
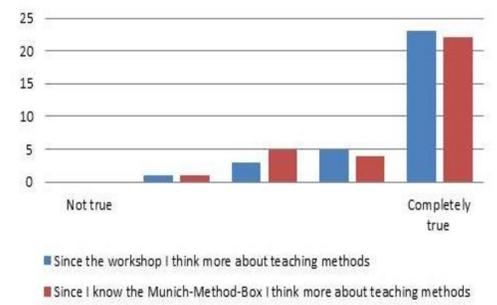

What do teachers remember about the Munich-Method-Box?
- specific methods 51,30%
- evaluation / rating 29,10%
- basic didactical concepts 10,30%
- techniques and materials of visualization 4,30%


**Evaluation of Structure**
- Easy to learn
- Structure is clearly arranged
- Structure is intuitively understandable
- New methods can be included

(Not true → Completely true)


**Estimated Usage of Methods**
- Using more methods after workshop
- Using more methods after knowing Method-Box

(Not true → Completely true)


**Estimated Attitude towards Methods**
- Since the workshop I think more about teaching methods
- Since I know the Munich-Method-Box I think more about teaching methods

(Not true → Completely true)

## Discussion

- 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, 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).

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

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