

The Mixed Classroom in practice - a tale of two courses

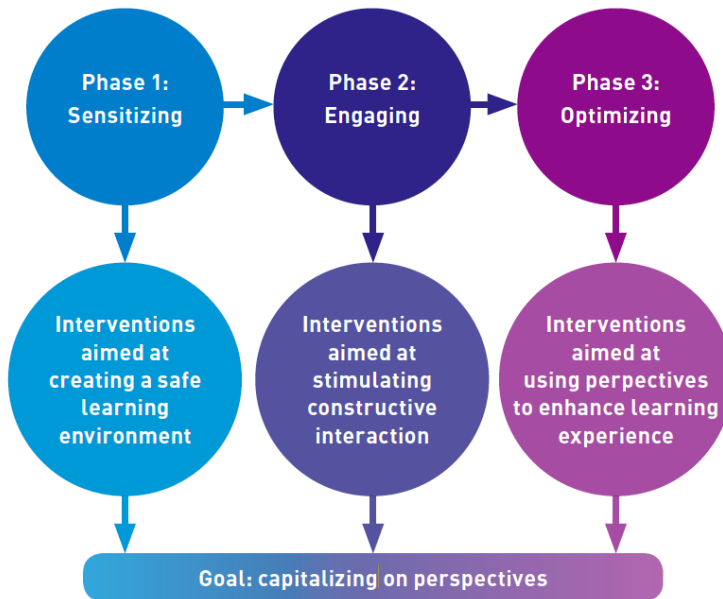
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Mixed Classroom

Evaluation Research

Statistics I

Get in the mix?



Empirical studies course

International 2nd year bachelor students in Law in Society programme

Sustainability theme

The bachelor programme is taught around four societally relevant themes, with this course falling under the sustainability theme.

Activities

Engaging: Discussion on societal problems and power – who gets to decide which problems get solved and how much money it is worth spending solving them

Optimizing: For final assignment students reflect on role of politics, media and different stakeholders have in determining how society views a problem they have chosen to examine.

Challenges

Activities that rely more on 'free' input or discussion from students, can fall flat depending on the make-up of the group, time of day of tutorial, enthusiasm of students, etc.

Introduction level statistics course

Dutch 1st year bachelor criminology students

Core course for learning trajectory

This is the 1st of several statistics and quantitative research methods courses. A large amount of basic knowledge needs to be mastered, both theoretical and practical.

Activities

During tutorial groups, students are often placed on **pairs** or **small groups** to work on short tasks. We offer an extra tutorial group for students that find statistics difficult. Every fortnight there is a 'free' lecture during which students can request extra explanation and practice questions.

Is this Mixed Classroom?

Challenges

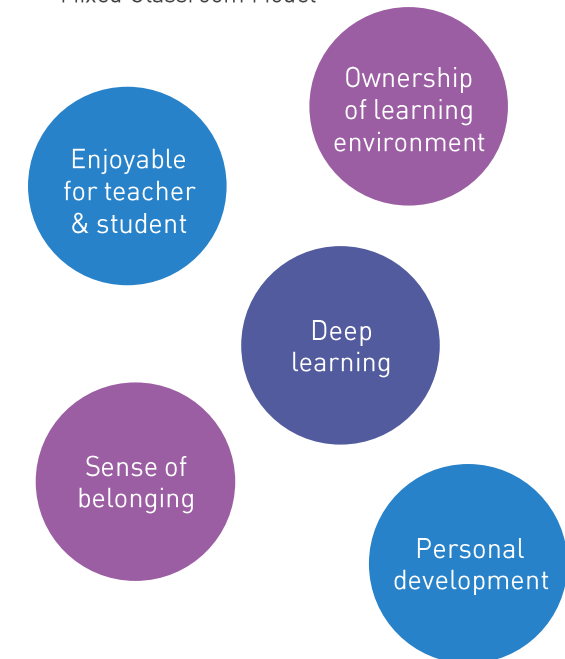
Students need to accomplish a core curriculum during the course, to be able to follow next courses. Teaching and learning statistics does not leave much room for an individualistic approach – at this stage of their education, an answer to a statistics problem is either right or wrong.

Challenges

How to incorporate Mixed Classroom in

- 'homogeneous' groups
- subjects with 'set' techniques/methods/knowledge

Finding the time and learning the skills to re-design course (elements) to follow Mixed Classroom Model



References

Ramdas, Slotman & van Ouden-Hoven-van der Zee. (2019). The VU Mixed Classroom Educational Model.

Why?

Students develop critical thinking skills and are able to reflect on their perspective in relation to others.

Students are prepared for a diverse workplace, whilst having the space to express their own identities.