The Three Biggsqueteers (3BQ) Case description Math students at the steering wheel of their learning Frank van den Berg, Hans van den Berg, Educational Services Dept./ UT

Context

Math BSc students learn collaboration skills. In the third year this connects with their BSc assignment done in triplets. Three workshops are provided. Students must pass the test.

Complication

- Students of previous cohorts were dissatisfied of collaboration skills teaching in all three BSc years.
- Key criticisms: too theoretical, too much models, poor timing, deadlines problematic, insufficient added value.
- Trainer (HvdB) changed the design in 2013-2014 but evaluation by students still was below par.

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The experiment



- In 2014-2015, trainer experimented with Student-**Driven Learning** – students at
- the steering wheel • He facilitated a full SDL first workshop, using Snowballing for shared understanding of learning needs



• SDL also included: set deadlines in collaboration with students; do a poll on preferred demonstration of competency; formative evaluations • Also, SDL partly was a *frame*: we also had some microlecturing in the two other workshops, about Tuckman's and Gibbs' models

Observations

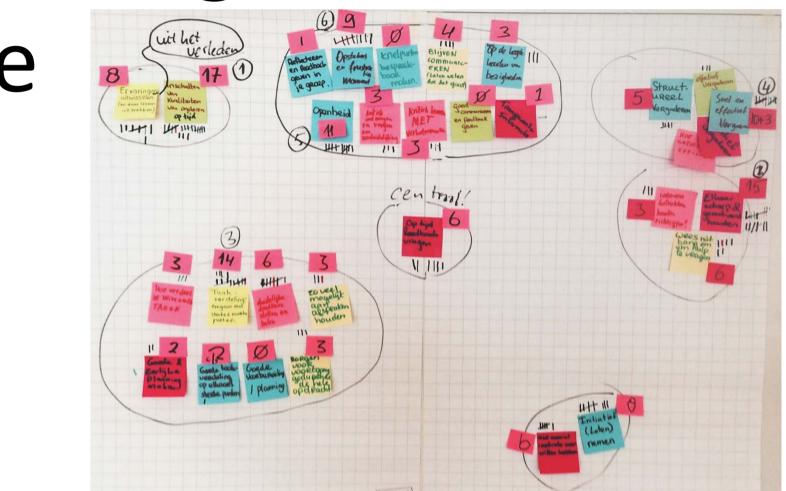
- trainer.
- much time

Results

- reports
- **10-point Likert Sc**
- Very useful Yr 1
- Very useful Yr 2
- Very useful Yr 3
- Self-steering B3
- Self-steering B3

In-class concerns by students could be easily addressed by

Students liked the Snowball, but some thought it took too



Good learning evidenced by (individual) self-reflection

cales	Avg.	Spread
-	3.64	1 to 7
	5.88	4 to 8
(2014-2015)	5.94	3 to 8
– very useful	5.27	1 to 9
- motivating	5.38	1 to 9

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