

## transcript

00:00:04

*Speaker 1:* Yes, it's recording, hopefully. Yes. Yes. So could you briefly introduce yourself and what you do in the context of ATLAS?

00:00:15

*Speaker 2:* So my name is X. I'm a lecturer at XX Program. I'm teaching at this point elective international relations series and coordinating the project of the Semester two. That is always your teaching. Well, of course I do other things that there are maybe so important for this conversation.

00:00:40

*Speaker 1:* Thank you very much. So you said you teach one elective and then you coordinate a bigger portion of the semester, which is project do you expect also as a project coordinator, also in the context of your electives? Obviously, they are two different chunks, but the higher order thinking skills that you expect from your students, do you have some kind of idea about what kind of skills do you expect from students in the context of project and also in the context of your courses? So I know that before going into that bigger question, what is your definition of editing skills?

00:01:24

*Speaker 2:* Higher level thinking skills for me, thinking skills are for me, the where the students cannot just a read theformation and reproduce the information it needs to analyze and discuss and be critical about what they read. So for me, that is the high level thinking skills that they need to achieve. And actually, I do apply both in both areas, both in project and in elective. This approach, of course, in different ways. I'll start with electives like its easier. It's easier. It's a less complicated, less people involved. So in the elective. That is one of the aims of the of the learning games that I start up the semester with. And that is that the students can think critically about what and answer critically on the questions that are asked from them. And usually in sent to them by giving them information, but then asking them the question and asking them to confront the information that they get from different sources and to to tell us, you know, how this information works in their point of view. And so the courses in international politics, so it's very controversial and you have very few things that are written in stone, if you will. Mm-Hmm. So it's they don't have something that is really firm. Yes, there are definitions of all the theories, the concepts and whatever, but it's very fluid and it can be interpreted in different ways. And I think in that way, the students really need to be open to to understand first what is asked from them and then especially because this is kind of intercourse. So they're getting a lot of information. But in the same time, I'm not letting them being passive observers of the classes. I usually use the flipped classroom for this because otherwise they're too passive and they don't have a chance to interact. And so I give them first to read materials at home. Well, either if it's theoretical class and they read at home, if it's a more pragmatic class than they have a movie to see. And then discuss the movie in the light of the theories they were doing in the class, but the idea is for them to prepare the class at home. Then I do the presentation in the beginning, a couple of slides just to run through what they have read, hopefully. And then I ask if they have questions that is related to some concepts or some things that some things that they understand in the readings that they had. And then we started discussion. I bring five or six questions that are important, and then I ask them to confront with information from the

## transcript

world that they have around them, from the news, from what they know to confront with what the theory says. And if that is fitting, not fitting, how it's fitting, is it possible to fit it all? And so they need to well, they practice their argumentation skills, but they also need to be very critical about the information that they're getting.

00:04:44

*Speaker 1:* Right? Thank you. I mean, that was a lot for me. Actually, there are too many things, especially the definition and also the methodologies you follow, especially majotly that you described in your international relations course. Yeah. And you said your definition about the way you perceive higher order thinking skills is about the student's ability to not just remember but also analyze, critically evaluate or look at the things that they read. So does this idea of higehr order thinking skills came from your experience or did this come from your experience? What do you refer to some theories or research as work that you kind of use to navigate yourself in the context of higher order thinking skills.

00:05:36

*Speaker 2:* So this is really common thinking, well area of my expertise in international politics because it's not natural science. Nothing is, as I said, set in stone. So you really need to think for yourself to justify why you're thinking a certain way and why you're doing good. In ATLAS We noticed, well, there was interest for the for the class last summer and then we couldn't find a solution to be the teacher in the other department. And so I took it over. But the main problem that was raised from the other departments was that our students don't have critical skills to think critically and that they cannot argue the standpoint. And so this year, what I did more and insisted on more is on discussion inclass. Yes. And that's why I chose to flip classroom method because it gave us more availability to have more time to discuss the things and for them to think through. So of course, in the beginning they were really bad in that and they couldn't figure out how well, first, what they wanted and then how they should do it. And then they were practicing. I gave them some coordinates. Well, you should follow these steps to get to that point and how you should do it. But in international relations in general, you need to discuss the standpoints so you can argue you can make the question and the answer can be yes and no in the same time. It depends how you argue, and I had the exam well more than 20 years ago that I made, and my teacher gave the top marks to me and to the other students. And we argued completely different things. He argued No. I argued yes. And we both got the top mark and we were surprised like how that happened. And then that's the moment when I figure out, Well, it depends how you argue. And if you can support your arguments, well, then you're right. Nobody can say that that is not correct. So in that point, I think that, you know, I really like students to think about what they're doing and what they're saying. And sometimes it's necessary. They are taking the easy route and going just to be the first thought that comes up and then like, OK, this is clear, and then you need to be a devil's advocate and call on, well, maybe it's not. And then you give another example, and then you need to come back and to defend better their standpoint. So I think that my technique in that sense is like asking them to counter argument. And so it's not just, OK, you agree with that, but there must be something saying differently. So in your argumentation, please include also the different kind of argumentation, like what somebody from the other side would say and how you would refute that. So it becomes critical because because otherwise, it's just presenting

## transcript

information that you read somewhere being critical in confronting the different opinions. And so that's how I did it. And yeah, there are some twists, of course, that you do as a teacher. But in international relations, as I said, it's really vital for the very inviting for this kind of environment. So it's not something specific.

00:08:47

*Speaker 1:* you quite understand correctly or in their academic experience, as given you are kind of an insight into what kind of higher order thinking skills they need and can actually develop this based on your experience. You actually have certain methodologies. OK. And my question is **what kind of challenges do you think students face in reaching the expected level that you want them to be? Mm-Hmm.**

00:09:24

*Speaker 2:* OK, so what kind of do?

00:09:29

*Speaker 1:* Why do students, a certain students struggle to reach the expected level?

00:09:34

*Speaker 2:* Yeah, yeah, and I had this this semester, some students that were struggling and we identify them easily and from the beginning, from what I found out at the end of the course, one of them was dyslexic and he just couldn't read. And the class is based a lot on reading and writing. So that was the one of the struggles. But then some students and especially I would say that is typical of natural sciences and engineering are just not prone to do debating and argumentation. **Think they're already having certain math and how they're doing things? Natural sciences, which is very different from the kind of the social science part that I was doing, and they were kind of having some struggles in the beginning, and it was reflected mainly in, for example, argumentation part and just resistance to take the approach.** Yeah, I you know, I had a student who who ultimately failed. It was because he just didn't want to go. He didn't accept the help that was offered. So we ask from early on, we involved study advisor and academic advisor when we figure out when I figure out that they were struggling and I think that they were struggling when we offered to help and they just didn't want to accept the help. So I think. **Maybe stubbornness,** because I think whoever demonstrated the effort. Of course, not all students are brilliant and they won't excel all of them in the class. But nobody had a struggle like not understanding even the ones who finished the class. They understood what we were discussing and debating, and they were happy with that. They were not necessarily happy with that they need to write something that they needed to use a certain model to do argumentation, that they were asked to do the things in a certain way.

00:11:36

*Speaker 1:* So it is also some sort of an attitude.

00:11:40

*Speaker 2:* Yeah. Yeah, it was a lot of attitude.

00:11:43

*Speaker 1:* Something about attitude. Okay. I understand. And what do you think is difficult for teachers in implementing the kind of things that you do in helping students reach that level? What kind of limiting factors for teachers?

## transcript

00:12:02

*Speaker 2:* Your class, you need to think about preparing class in completely different ways, so it can be a typical classroom where you are just teaching and explaining things, you need to leave a lot of space for open for debate, and it can be very challenging if the class is big because you don't have an opportunity to give the work to each student. And in this class, I had 10 students. So for me, it was easy to give like five minutes. You have five minutes to just convince us about your standpoint on this question. And then they will do that. But it's very hard if you need to do that in the classroom of 40. So in that sense, that is challenging for the teachers. It's also challenging because you can't organize your classes, your usual and expect like, OK, I'm giving a question that is more or less yes or no and need to be a direct answer. It needs to be something that will provoke them to think further on. So it needs to be open kind of the question and asking them to include the context in which they're discussing it and so on. So, you know, the preparation of the class is very different than what you would typically do, and it might take longer because you need to be able to research some things and to formulate the questions and some other things that you wouldn't do if you were to repeat the question. Well, the class all the time the same way.

00:13:27

*Speaker 1:* Yeah. So the problem seems to be personalized approach for students and space in view of time and the number of students that you have. It's always the struggle in teaching. Yes. Yes. Yes.

00:13:44

*Speaker 2:* Yeah. Because I was I had also flipped classroom in the research methodology in the first semester. But there we couldn't implement the the the type of the thing, even though we used also the flipped classroom and the students need to read it plus and before the class. And then we were discussing the class. Also, online environment is not propitious necessarily to do these kind of discussions. And especially when you have a large number of the students. And so it's, you know, it's very difficult if you have smaller. I think the other classes also was also fully online, but it went way better, I would say, because it was a smaller group and it was just more personalized approach and you had a chance to address each student and they formed kind of community where they were not after some time fearful to express their opinions and and discuss the things. And that was the issue, for example, in research methodology.

00:14:41

*Speaker 1:* So let me just notice.

00:14:49

*Speaker 2:* So it was, you know, it's generally the question of. Yeah, I think the online teaching did not help at all in that think, but it's necessary to take in consideration that also that can be a struggle and not all classes are propitious to do this. So you need to choose how you know which classes you really implement this kind of thinking and how.

00:15:18

*Speaker 1:* Yeah, that's true. Great. So I would like to touch up on the since you are the project coordinator, I'd like to take advantage of asking questions related to project based learning. And yeah. So in view of first, if you have a list of higher order thinking skills that you

## transcript

expect them to develop, you can list you that you mentioned already that the critical ability to evaluate and analyze things is one of the major component. Apart from that, if you have anything, you can also list out and in view of such skills, how do you think students develop? And so what do you do anything explicitly to help them develop the kind of skills that you and I expect them to develop in the context of project based learning? Mm-Hmm. If you can elaborate on that aspect, that would be. Yeah.

00:16:09

*Speaker 2:* So our project is based on challenge based learning. And in that sense, we are involving real technologies that the students need to assess and also the experts who are related to those kind of technologies and partners in the society. So researcher, but also industry specialists and social NGO experts as well, who can help with understanding the global social panorama of the society. So in that sense, the students do need to have a lot of capability and that is trained both by us, implemented by coordinators, but also by tutors that they need to be very critical and about the information that they're receiving. And that's especially relevant when you have a lot of experts that are given to you and they are all pulling in their own direction. So in that sense, yes, you need to think to all the stakeholders involved for their input, but you need to be very selective and very critical about the information that is coming not only for the source that is coming from, but also for the bigger aspect of where you are introducing that when you're making your scenario for the future, for next 50 years. So you need to be very selective and critical, and we are practicing that with them and well, saying that several times through a semester and trying to explain how what critical means, and we are practicing that through the deliverables that they're having previously. So they would write something and we would say, well, you know, this was not really critical, it was just descriptive and you should work in a different way how you're assessing the formation that you're getting. That's mostly the part of the tutors who are involved in the project, but also when? Because if it's something like that, we raise the attention that that it shouldn't be just simply collecting the information that information needs to be analyzed and critically assessed. So that is how we help this project together through the semester dealing with these issues. But as I said further in the project here is really I think students are first time probably faced with a lot of people who are with big titles and very important outside of the ATLAS, and they need to to deal with the pressure, how they say politely, thank you. This is very useful and helpful. And I understand here, but I have my own ideas how these should be implemented for their own and how I will manage this information as long as they go forward. So that's challenging for students this year. And that, I think, made them more. Trained in in saying, well, no, I understand how I should, if I would do this again. I know where I would change the things, and that's kind of the reflection when we got after the project was done. This was really nice. But next time I would tell to that researcher, to that industry expert, Look, you need to back off. Your input is really good and I understand what you're saying. But in my plan that I'm making for 50 years from now, that doesn't make sense. I need to make some other contributions. And also what students need to do in the project was to kind of speculate, right, because they are making the plan from now 50 years of France, 10 years from now, 20 years, three or four years from now. And in that sense, it's really they need to speculate both on the societal level, how the things will change, but also on the level of technology. So they need to make

## transcript

some tweaks to technology, how it would change and where that would go. So it did allow them to think beyond what is your typical thinking in the box? They need to go. What was happening outside? And then they had an element of the need to include, which is unexpected. Think it could be good or bad that would accelerate or just setback the development? And that also puts them thinking, Oh, well, nothing goes linear in the life, either up or down. So we need to adjust the thinking as we go. So I think that we used several different things to master how to incentivize that and just that they can't just pick up information and put it there, and it's done. They really needed to think through how, how they're dealing with the information that they're getting.

00:20:57

*Speaker 1:* That's great. Of course, a lot of work you can't imagine. Yes. So my yeah, my overall question for this project based on this project sector section would be, do you think or believe that you set up the project called Third Semester Project or First Semester Project, for that matter, provide sufficient framework for students to develop higher order thinking skills are to be expected or above expected level. And do students develop based on your observation set at such level,

00:21:41

*Speaker 2:* so it connects to the previous in the next semester?

00:21:45

*Speaker 1:* Yeah, yeah, it could be any semester in general must in a project set up, do you believe, because you are associated with third semester? So take that as an experience? I'm just asking in general, based on your experience and observation, these kinds of project based learning setups are project setups provide students with enough opportunities to develop such skills and also do students develop at the expected level.

00:22:13

*Speaker 2:* I think they do it, and I have experience all semester three project I was helping some last semester last year while semester three also in his project, so I think that students do develop to a certain degree in. Yeah, they they develop critical thinking, that's for sure. This year, the project was different because it was first time challenge based. So we had first time fully involved a lot of experts from outside that were joined due to the teams and helping them. So in that sense, I think that that made them more critical on what they're hearing and how they're dealing with the information that they're finding. And I can see how that can make them that can be useful for them in the semester three, for example, when they need to make a pilot research from scratch and then they need to assess. And last year, I saw a lot of struggles in the semester three project because they were. Yeah. Maybe critical thinking wasn't the most appreciated thing and wasn't pushed forward the most. The groups that they did it, they did that did great. The other ones that were not really insisting and pushing that segment didn't do that well. So I think it really depends. Yeah, I think that students are getting good preparation. Mm hmm. And I think that students that the how the things are set in ATLAS we create really critical thinkers from course to course and you can see that they're really easily adopt. They don't have much trouble if they don't adapt to certain style of the teacher or method. It's because of the attitude, usually not because of the way that it works. And I think and I was one of those teachers who was really open to to adapt the thing. So if the students are saying like, well, we don't think that this is the best

## transcript

way, maybe we should do this. I'll reassess and adjust it really fast if necessary, because I really think that we are all learning one from another. And if something can be more fluid and function better, why not? So in that sense, I think that ATLAS is a general community. So I'm not just the person like a teacher, I think I'm a learner as well because I learned really a lot from my classes and from the students. And my classes are improving after every class because you work with them and you figure out how the things can work better. So if you're a reflective of what you're doing, I think that you are creating critical thinking thinkers, but you're also improving how you're doing it on the way.

00:24:51

*Speaker 1:* Indeed, we are all lifelong learners. Yeah. So do you have, based on I mean, you obviously it is. It is evident that students develop, to a certain degree, all of the expected skills. It depends also on the group of students, as you mentioned, and the motivation. Um, do you have assessment techniques that, you know, because one of the things that is difficult is especially to assess such skills, abstract level skills. And we have our kind of assessment techniques do use and how efficient do you think it is? Could it be improved? So, yeah,

00:25:34

*Speaker 2:* so for the for the collective, I used several components because that is, I think, the only way how you can motivate them to to do everything that you want them to learn and do. And so I had a component of their participation in class where they needed to demonstrate their ability to develop argument. And so that is one of the ways how you just ferment their participation in their attempt to think and collect collecting information and ideas in the format. That is kind of something where they can do it in very short time periods of time, where they can do it in, let's say, five minutes. So that is really useful. And I assess that on like class base. So they would get a grade on how they were doing on every class. And then, of course, I'm not doing it, summing in dividing and then searching for media. I'm just looking for the trend. So if they had if they managed to reach the higher level at a greater extent, then well, for me, that is enough that they can do that. And then the other way was of writing things. So we had reading responses that the need to write. You would ask them the question at home every other week related to the readings, and then they needed to write also a short critical piece on that. It was five hundred words, so it was really short and they needed to again to organize them in written form. Also, the arguments and how they do it. And then the last component was the essay where they needed to do that, but in an expanded way, because that was another part that they were struggling and why they're not accepted in BMS. They can't write the longer papers in social sciences. So the idea here was also again to to cultivate that critical thinking and going from one thing to another and improving their writing, how they're thinking, how they're connecting ideas, how they're developing their arguments through the paper and how they're reaching conclusions. And if those conclusions are relevant, if they are discussed, if their well being critical. So in that sense, different parts of assessment are related to to how you make it more critical.

00:28:01

*Speaker 1:* In the context of Project, how would you say that you develop or assess those skills,

## transcript

00:28:07

*Speaker 2:* so we in the project do this again through the deliverables? The only deliverable that is assessed in the project is the last one. But through the deliverables, it's like formative assessment, right? Because they send you. And then if you see to descriptive, you would write and say, Look, guys, you really need to pay attention because this is just like you made the copy paste from the internet somewhere. So please be aware that you need to write beyond words. And we had really good tutor who was really going in deep, and when they did the deepening also, he would go there and said, like, Look, you didn't do this. I'm concerned that you don't understand what you're saying. It looks like you're using just the terms and the way, how it's explained elsewhere. So I think that you really need to explain me in your own words, how the things are and that really helps them reflect, well, how I'm going to present you. **And it was really apparent on the defense sessions on the assessment sessions** when the students were asked, Can you explain me like, really how it works? And we had a couple of them flagged. Like, we are not sure if they really understood their part well, and then we would ask them when the growing session. Well, professors would ask them, What can you really explain in your words? And when they explained on example that is not given in the book? Well, in the paper they were using, then you understand that they really got what they are saying. And so, you know, that is another way how you just try to push them a bit further and just not accept what they give you first. That's that usually works with them.

00:29:46

*Speaker 1:* They did give that. That definitely helps to. That gives a lot of insights to actually hope that things are going. It's pretty much the same, I think, across our class, but it was nice to know that certain things are in place. So my before we go in my next section, the session section is about interdisciplinary research, which is very short. Before that, I would like to ask you about project and your international courses. **Do you think the level at which students reach those skills could be improved? If yes, what kind of support as a teacher you need are you would need.**

00:30:26

*Speaker 2:* **I think they always can do better, of course, but it's always a question of time and resources, right?** So what you do and how you do, and we had that discussion like this was six EC course. So it was going through semester long and we wanted to introduce them. Well, you need to focus on the content because that's why they are taking that course is but then again, you need to think how you can introduce the assessments in a way that they can develop those skills that you want them to develop. Still, by doing what they should. So it's kind of a fine balance between those two and searching what you can do. But I think that it's always like if if we had more hands on. I would. I would be happy if I could make more. For example, writing intensive things for them because I think what students really do need some support in that part for social sciences. They are not proficient in in writing longer pieces and just organizing the ideas in a written form. So that would be one thing that I would like to improve in the project. I think that again, if we had more tutors before, we would have more time to stay with the with the groups and then just give them more detailed feedback on when they're writing and how they could, because that is ultimately how we can see what they are thinking and how they are doing. So if we can be more, um,

## transcript

have more time to assess their writings in a way of one, but also the style and critical thinking that would improve also how they do it in the future?

00:32:15

*Speaker 1:* That's great. Well, thank you. Thank you very much. And so more time and research is obviously and also more tutors for the project.

00:32:26

*Speaker 2:* Yeah, I'm working on that for next year, hopefully.

00:32:29

*Speaker 1:* I think in the context of the research, I'd be able to provide something they've never maybe used during their practice to help the teachers. And so my second such section is about interdisciplinary research. **What is your view definition of interdisciplinary research, basically? And what kind of skills do you think are needed, especially for interdisciplinary research?**

00:32:57

*Speaker 2:* So my research was considered interdisciplinary when I was doing my Ph.D.. Let's not go far, far, far away. No, but it was indeed considered interdisciplinary, but I was doing everything within the social sciences, but it was within different disciplines. It was political science and history and regulatory science. So it was very different areas, economy. It was different kind of things, but it was still more or less similar, I would say. But for me, truly interdisciplinary thing would be research would be something that goes from natural physical sciences to social sciences to encompassing its whole. I think it's really hard to do that. And I'm not sure the students really want that. I had the discussion at the end of the semester. We were talking of the wants of the students for the next year. For the elective. I was mentioning some space politics and things, and they were like, Oh, that's so good. And I was like, Yeah, but I need to figure out how to make it interdisciplinary, because that's one of the main things in opposing the road. Will you drop it? Why we can't just have elective in social sciences and not necessarily always something that is really interdisciplinary. So I think that, yeah, I do interdisciplinary research. My my topic is can go. Just be the one discipline. It is interdisciplinary. But it's again, in one very limited part of is right. It's not going across the board. So and I think that what we do in in my teaching, I do implement interdisciplinary approach. I try to use the different. For example, using economy to help understanding some political issues. So it's not I don't like one dimension. I like to give more whole picture of the thing. So I do use whenever I can more more resources. And when I called the guest lectures, it's usually just to give another dimension that they can't so they can get the fuller picture again of what is going on. But in the project, we did that actually. I think really good with having challenge based project because we we did have experts from research experts, from industry we have from United Nations experts coming in talking about the regulations of the sea. We have really from NGO. We heard from WWF, European director, police policy director. Also coming in talking to have it is really interdisciplinary because you really connect different parts and different ways, how you see the different issues. So I think in Project, we do it probably much better than in when you do the because you have just more possibility to do it. And I think when you're teaching the class, you don't necessarily have the time and place where to do that always.

## transcript

00:36:08

*Speaker 1:* Mm hmm. So, yeah, obviously it is. The project is quite interdisciplinary in itself from different subjects and what kind of specific skills that are probably more suitable for such interdisciplinary approaches in your point of view, if there are some, obviously.

00:36:35

*Speaker 2:* Well, I think there are benefits because students and, you know, if there are challenges and there are benefits because students don't learn to deal with different kinds of information because it's different kind of analysis that you will do to the social sciences than you will do to the technology, for example. So I think it's it's really useful for them to get both perspectives and they're learning and they're adjusting. And I think that is first year good for because they need to adjust to different types of the of the things that are happening in different areas of the of the studies. And so they learn different techniques. And I think that we're doing it really good in. Plus the students are really I didn't notice them feeling necessarily really challenged in certain areas and not being supportive enough in that they needed some extra support in something. It's usually related more to their interests, I would say, than capabilities.

00:37:36

*Speaker 1:* Yeah. Yeah. So my question was actually more about, for example, if you're going to teach a subject which is quite interdisciplinary in nature and one of the major learning outcomes would be also to at the end of the project. Of course, a student would be able to do that are approaching interdisciplinary subjects efficiently. Mm-Hmm. In order to do so, what kinds of, yeah, our learning outcomes that you would expect from the student point of view? Okay, if you can do this and this and that, you would be able to, you know, essentially with the discipline,

00:38:11

*Speaker 2:* you know, if you can analyze different type of materials, so different types of information, for example, um, then your then you are capable to compare interdisciplinary. And I think that that's why I mentioned the project, because that's what they do in semester two. They need to do technology assessment, which is really technology based and usually physics involved. And then they have how they can scale that up. So it's mathematics involved. And then they have, well, society related how they regulate it and how society accept that. And that is completely, well, statistical or qualitative analysis. So how you do that, so I think that gives gives them a chance to use analysis skills in different in different ways. And then at the end, I would say today they're capable to analyze the information in different sciences, different type of the sciences across the board.

00:39:15

*Speaker 1:* Nice. So my final question, I think I'm almost covered everything I hope. And my final question would be, do you are you familiar with the concept of metacognition?

00:39:29

*Speaker 2:* No, I'm not.

00:39:33

*Speaker 1:* So, I mean, metacognition is basically a concept in probably learning centers and psychology. But, you know, at least how it's actually practiced, it's just the term that is

## transcript

actually familiar. Yes. Right? Yeah, yeah. The metacognition is nothing but the ability to think about our own thinking. So basically reflection on your thinking process, it is. And how can you improve it effectively? And what how do you perceive the importance of such skills, not just, you know, analyze, but your ability to think about your analytical skills and improve on it?

00:40:08

*Speaker 2:* Oh, I think it's essential because if you don't improve you degrading, right, so if you're not using and that's why you also have a duty approach is most of these don't know. But we have actually the tool that it's developed that you can use, for example, after the class and ask the students like what they thought useful or not useful on the glass. And so and it's really good to use because you can figure it out like, OK, I'm wasting my energy and time hearing something. Mm hmm. Well, imagine you're making some graphics in something and students find that completely useless and you spend two hours doing that. So I think it's very useful for us to get the feedback through the semester because first of all, the students are the same. Every batch of the students is very different. They're coming from very different background. They're very different people themselves. So we always need to adjust how how we present the things that we need to want them to learn and how you adjust your method of of teaching to the group of the students that you have. So I think that is essential because we can't expect to have everybody the same and giving them the same thing. It's just even in the project. It's just impossible. And we had group meetings with that. They're very different because you need to adjust yourself to with whom you're talking. Some students are more emotional, some students are more pragmatic, some students are more. analytical others are more just sensitive, but can't express themselves clearly, so I think you just need to find a way how how you can also adjust your assessment methods so it fits the most of them. It can say it's always all of them. It's just a utopia, right? But at least the most of them, you try to adjust to see how it works and then help the others who can get there. Well study advisor, academic advisors involving them in trying to figure out how you bring them to the standard that they can pass at least the class. But the other they can thrive on that.

00:42:12

*Speaker 1:* Wonderful. Thank you. Thank you very much. And that would be all for me. Thank you very much. Are genuinely answering all the questions and much with much more passion and interest. That was really a delight for me to learn and get to know more about the practices.

00:42:27

*Speaker 2:* Oh, it was my pleasure. I like to think about the teaching. I think it's always important thing because, you know, I'm passionate about teaching. So for me, it's always not just what you're teaching, but how your teaching your passing the message, you know,

00:42:44

*Speaker 1:* that was clearly evident and also inspiring. So thank you. And do you have any final comments or questions?

## transcript

00:42:50

*Speaker 2:* No, please, please let me know when you have some findings and what can help us. That would be really nice.

00:42:57

*Speaker 1:* That is certainly I would definitely keep you all posted at the moment. I'm collecting data. So there is an analysis space and everything before I even come to some sort of hypothesis. Let's see. Fingers crossed. Good luck. Thank you very much giovanna and have the rest of the nice day and wonderful vacation ahead. And I want to say good. Thank you.

00:43:20

*Speaker 2:* Thank you.

00:43:21

*Speaker 1:* Bye bye.