Public lecture: Impact of research-based teaching on student’ learning outcomes: case of Fudan University in China

Date: August 27th, 14: 00 – 16:00  
Venue: Pinni A3107

Introduction of Lecture:

The lecture reports a recent research on how Chinese students with surface and deep learning approaches respectively react differently under the conditions of traditional teaching and research-based teaching. The research compares the learning activities and outcomes between research–based teaching and traditional teaching through a quasi-experiment design in two courses of psychology and medicine in Fudan University in China.

Introduction of lecturer:

Dr. CHEN Kan  
Associate Professor in Psychology Department  
Invited researcher of Faculty Development Center in Fudan University in Shanghai, China  
Research fields: research-based teaching, online learning behavior

Recent publications:

- Ying Zhou, Kan Chen (communicate author. Research on learning outcome and behavior of research-oriented teaching for sanitary chemistry course [J]. Modern Preventive Medicine, 2016, 43(12).
- Chen Kan, Dimensions of College Research-led Teaching: Based on a Course Observation Study),Fudan education forum,2012,4,26-31.
- Qian Haiyan, Dingyan, Chen Kan, Differences in Teachers’ and Students’ Perceptions of Quality Teaching: An Analysis Based on a Massive Survey Conducted at Fudan University,Fudan education forum,2012,4.
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