

Building student-Led learning opportunities within the curriculum

MDM Team:

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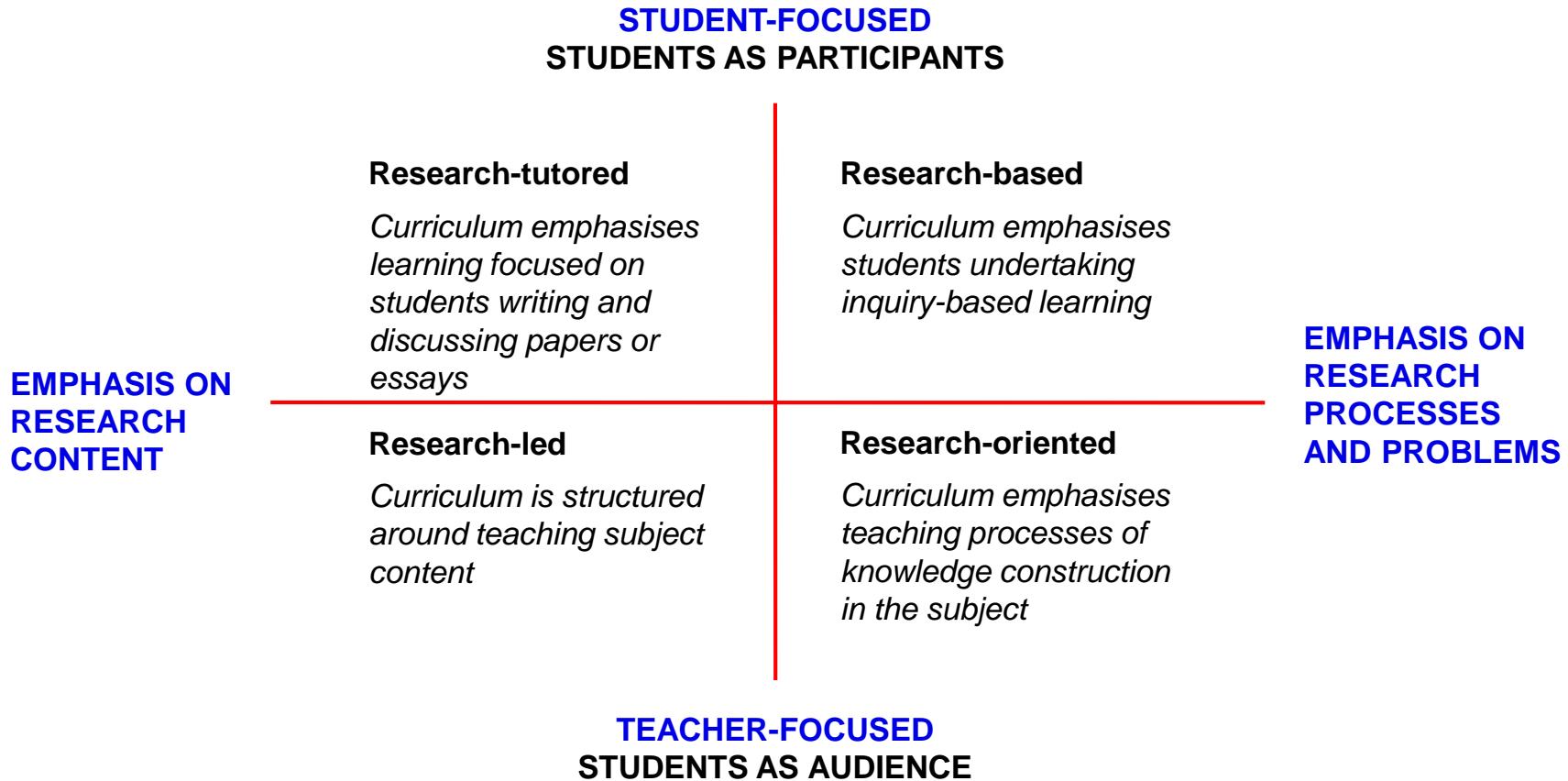
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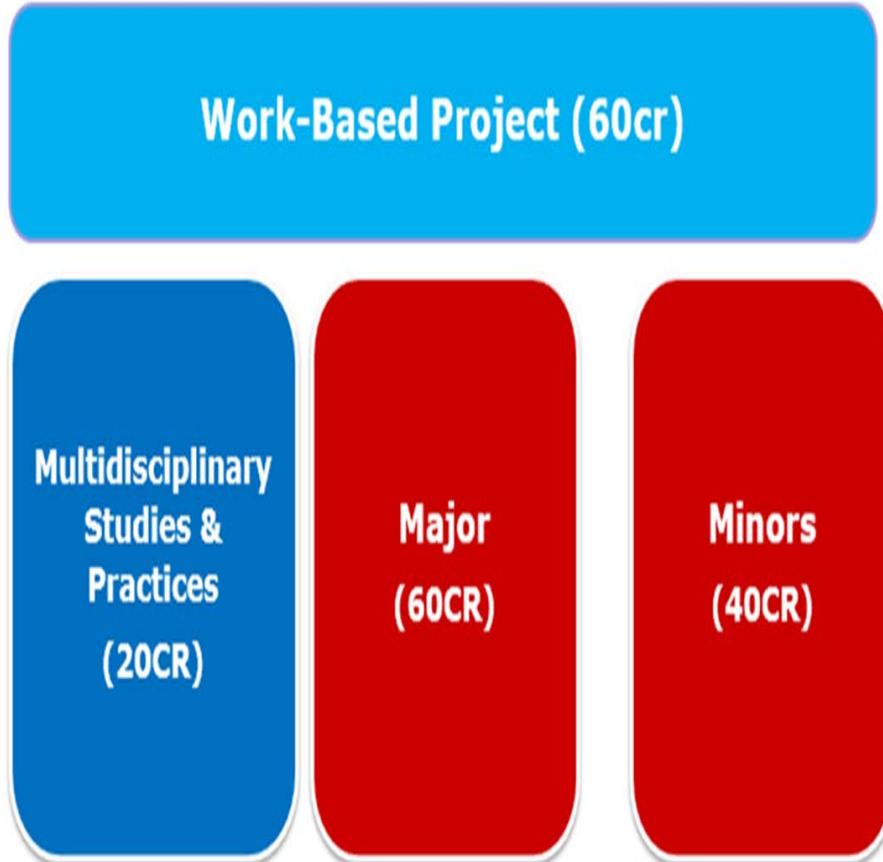
Student-led Rationale on MDM

- Course Ethos
 - Student choice
 - Responsibility for their own learning
- Examples of student-led decision making
 - Curriculum – Major and Minor Pathways
 - Placement – links to career ambitions
 - WBP – deliverable tailored to meet the needs of the organisation and student
 - Signpost to NTU opportunities
 - Sustainability Champions
 - Working in Global
 - Student Ambassadors
 - International Opportunities – China and Geneva

Healey's (2005) Student-led Learning



MDM Scaffolding Approach:



- Knowledge acquired through study of multiple disciplines
- Learning process is additive rather than integrationist
- Supporting multidisciplinarity within the course
- Key feature of both core modules is work based learning

Scaffolding student-led learning

- Induction changes
 - Shorter activities, practice, feedback, developing course identity, networks, Personal Tutor system
- MDM Studies and Practices Core Module – built into induction to support the development of course identity – working in teams and writing reflectively - library support session
- Work Based project and beyond
 - Pulls it all together
 - Developing “softer skills”
 - Independent learning
 - Graduate opportunities

Outcomes – lessons learned

- Non completions
- Challenges
 - Can be uncomfortable for students.
- Seeking placements is time consuming
- Supported students by:
 - Personal Tutor
 - Academic Mentors
 - Individual meetings

Any Questions?



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