

Active & enquiry-based approaches to learning and teaching

Practice and Scholarship Group

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Transforming learning through scholarship, TILT Annual
Learning and Teaching Conference 2016
Nottingham Trent University



Session outline

When	How Long	To do
09:35 – 09:40	5 minutes	Welcome and outline the session
09:40 – 09:55	15 minutes	Five tables, discussion, and poster fill
09:55 – 10:00	5 minutes	One key take home from each poster
10:00 – 10:05	5 minutes	Close

Each table had posters with the contents from the slides

Annotations written on each poster have are now been attached to the relevant slide

Active and enquiry-based
approaches to learning and
teaching:
Research-Informed Teaching

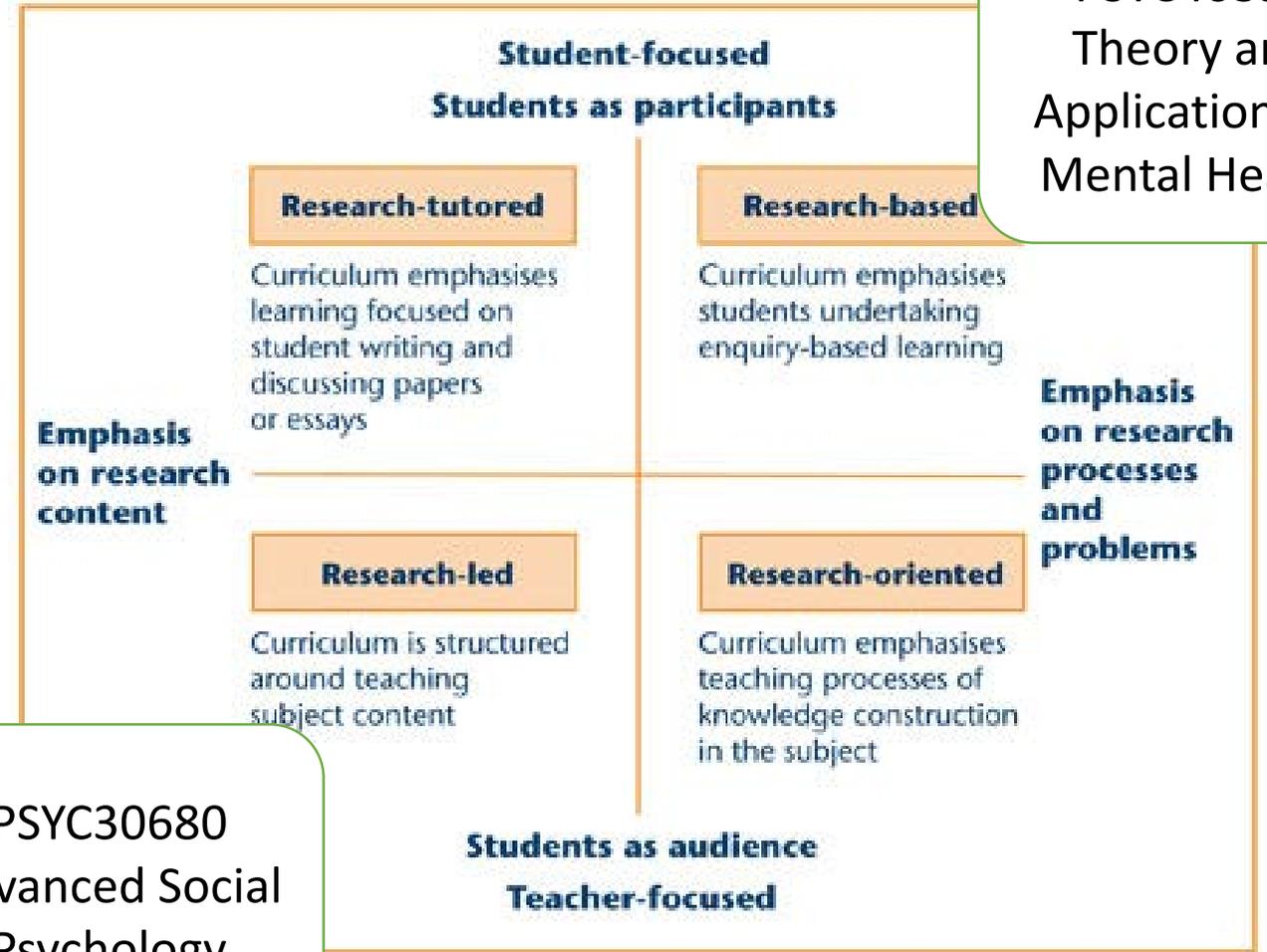
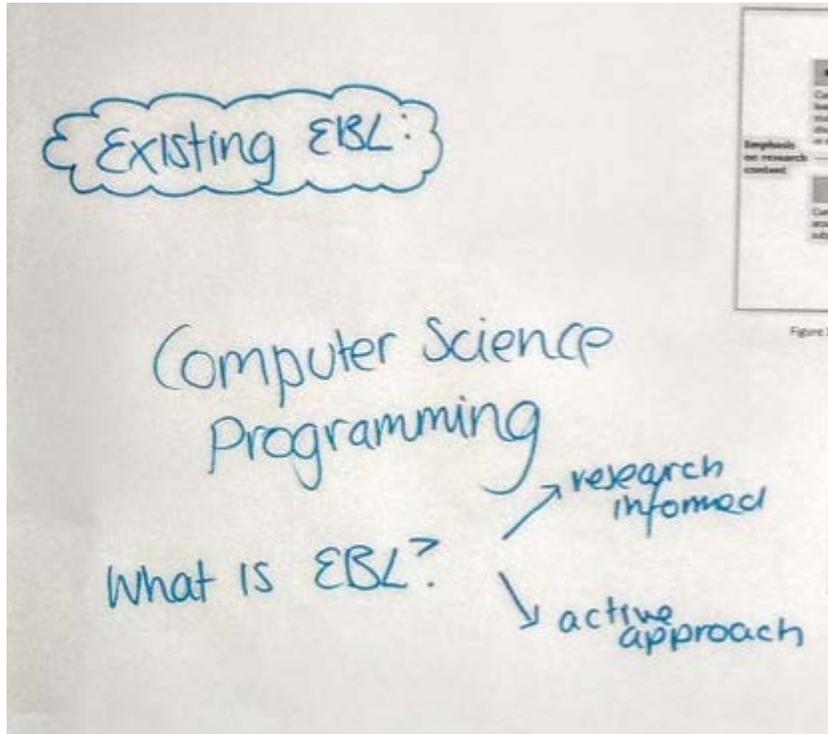
Dr Mhairi Bowe
Division of Psychology

Overview

- Teaching and Research: Pedagogic Context and Academic Context
- Research Informed Teaching – A typology
- Research-based teaching: An example
- PSYC40390: Theory and Applications to Mental Health
- Aims and Delivery
- Reflection and Feedback
- Future Directions



Research-Informed Teaching



PSYC40390
Theory and Applications to Mental Health

PSYC30680
Advanced Social Psychology

Figure 1. Healy (2005) The Research-Teaching Nexus

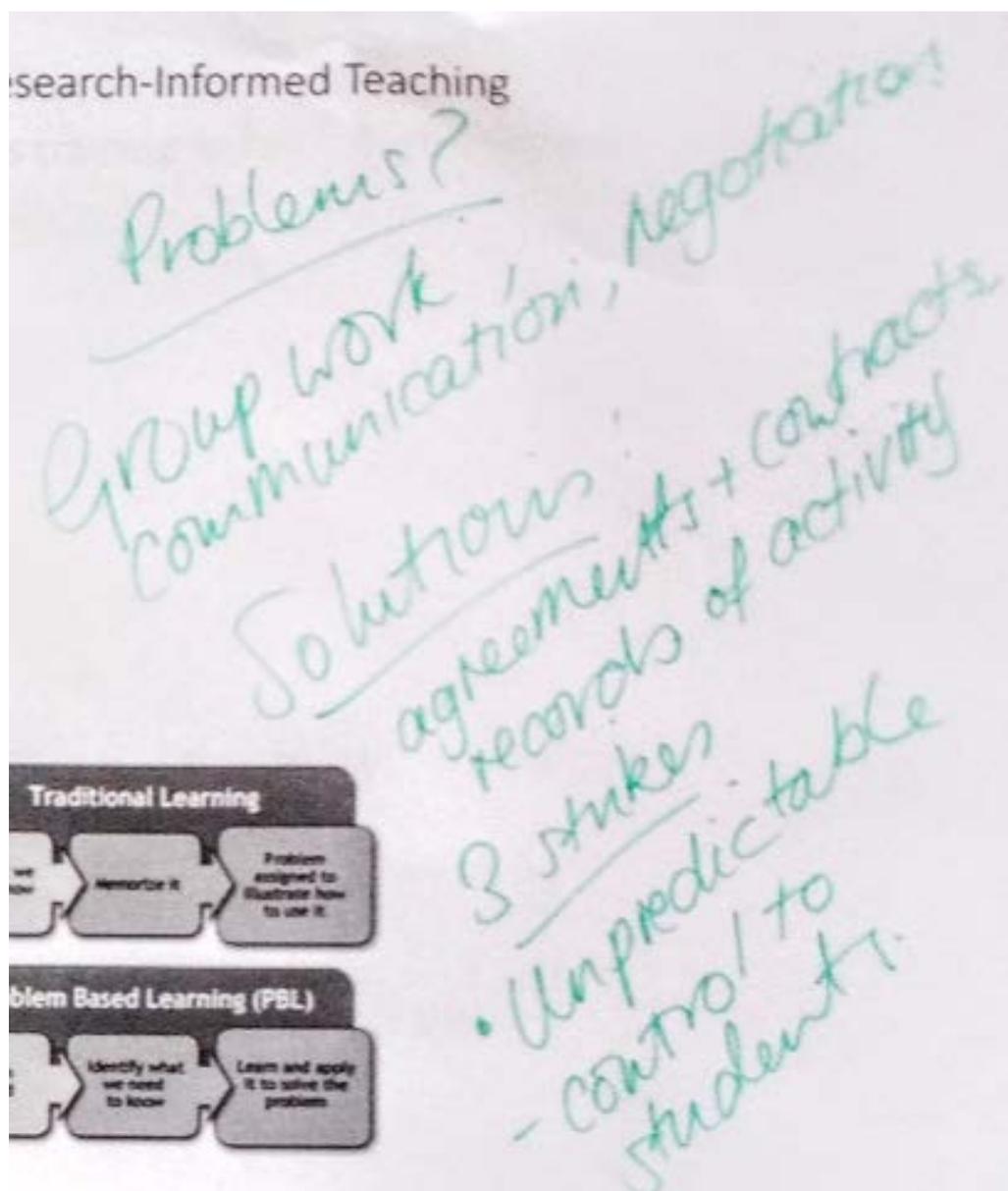
Traditional Learning



Problem Based Learning (PBL)



Research-Informed Teaching



An Example: PSYC40390 Theory and Applications to Mental Health

Aims & Learning Outcomes

- Students **critically apply** their theoretical understanding to '**real world**' problems situated within applied mental health contexts.
- Students develop skill set for use in practice and employment settings, appreciate how psychological knowledge interacts with knowledge from other disciplines, policy, and the real-world.
- Increase range of transferable skills and increasing employability

Delivery and Assessment

- Weekly formative feedback workshops and presentation
- Conference presentation, organisational collaboration, and consultancy on CV



Reflections and Feedback

‘The assessment is very different and interesting and I think it is useful and relevant to clinical practice, psychology, and mental health, and useful for employment.’

‘The module was very good in that it allows you to apply your academic skills and tailor them to a presentation for a lay audience. It's brilliant being able to actually work on real life topics that could occur during a future career path’

‘The presentation section was really helpful and the teaching was so useful as we were constantly made to talk about our progress.’

‘I enjoyed the practical aspect of the assessment’



**Welcome to the
Psychological Well-being and
Forensic Mental Health
Conference 2015**



Division of Psychology

This event runs on across two days: Wednesday 13th and Thursday 14th May 2014 in the Chaucer Building, Nottingham Trent University

Please find enclosed in this pack a schedule and information on the psychologists presenting.

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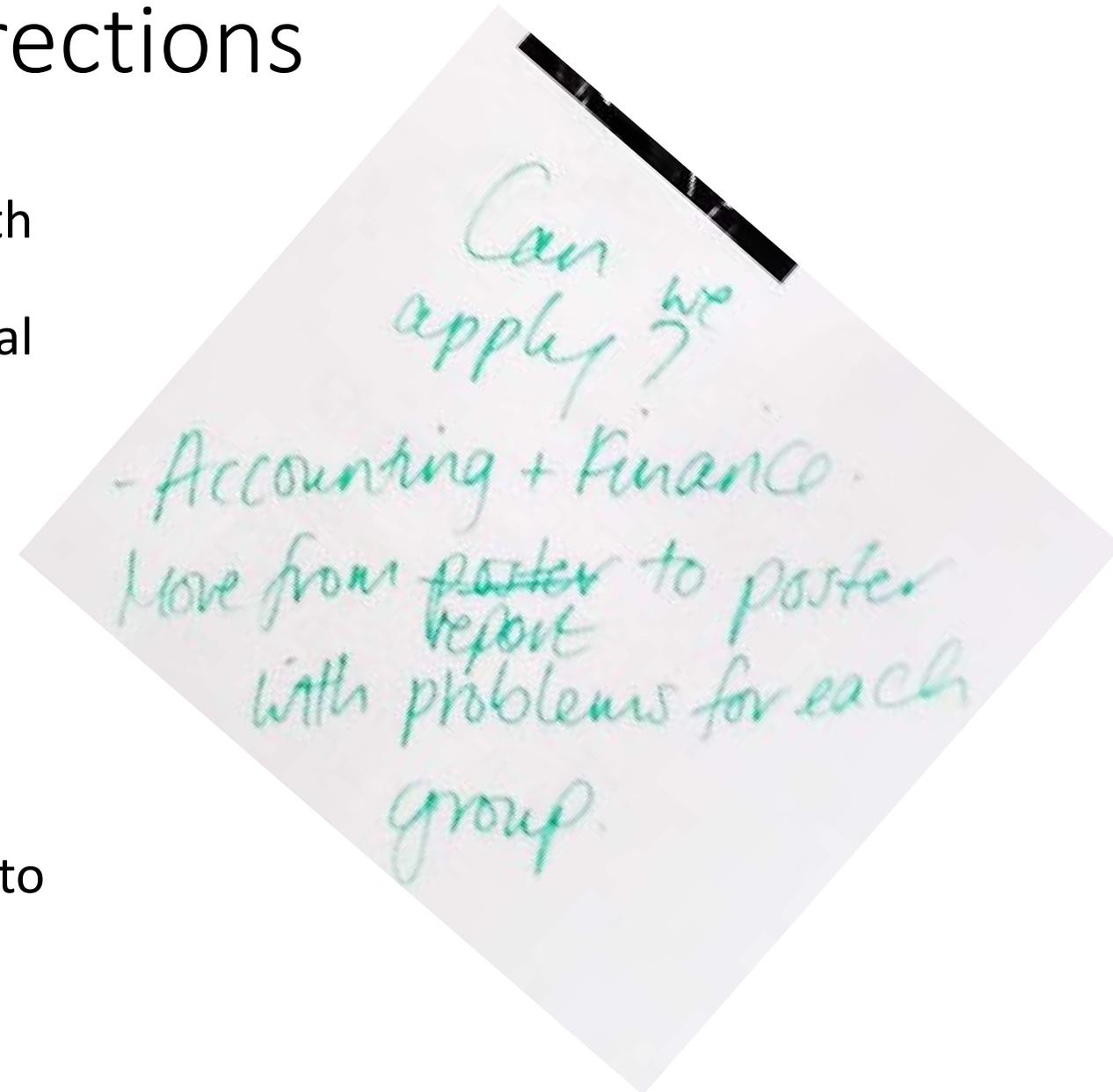


Success and Future Directions

- Student confidence and engagement with research processes and employment
- Recommendations put into organisational practice
- Continuing links with organisations facilitating staff research and student roles and involvement

Improvements:

- Students as partners in EBL training scenarios
- More organisational feedback
- Dissemination of process and extension to more organisations



TILT 2016: Using SCALE-Up to support Employability for Undergraduates training to be Primary Teachers

Nicky-Jane Kerr-Gilbert

With thanks to Alison Murphy

The scale up sessions were an amazing opportunity to prepare for the application process. Having head teachers, lecturers and students brainstorm and draft letters, tasks and interviews was invaluable and greatly supported me for my successful job application. My application letter was strengthened by drafting it with others, plus the sessions where everyone contributed a variety of interview responses on a shared format equipped me with a bank of high quality answers.

Final year undergrad BA (hons) primary Education June 2016

The Issue:



Active Learning:



Neverending questions.

getting students to participate self-evaluation

take control of their own learning

<http://shareville.bcu.ac.uk/index.php?q=resource%2fgreen-moor-primary-school>

enjoyable application of technology (where appropriate)

Letters of application: group 1 (2015)

Evidence your personal philosophy for learning and draws upon relevant experiences to support this.

Should be specific to the school and educational ethos:

1. True to own personal philosophy.
2. Research on the school's ethos and highlight where yours is similar.
3. Talk about experiences that match their educational ethos and what you can learn from them.
4. Shows your personality

Success Criteria:

1. Specific to the school - show your understanding.
2. Your values need to permeate.
3. Shows your personality.
4. Your interests/passions/extra curricular interests.
5. Experience if relevant.

Personalised letter which acknowledges the school's ethos:

How your strengths will help their school.

Let your personality shine through your letter.

How my strengths would be beneficial for the school.

What my areas for development are and how the school would be able to support them.

Success Criteria:

1. Show your personality.
2. Be professional.
3. Related to the school, their ethos and priorities.
4. Reflect educational values.
5. Include relevant teaching experience.

Success Criteria:

1. Specific to the school
2. Shows your personality
3. Show your educational values
4. Communicate your passion for teaching
5. No mistakes in grammar, formal style

Success Criteria:

1. Personal Philosophy and educational values - link to the school
2. Interest specific to the school
3. What you can bring to the school
4. What can learn from the school

Success Criteria:

1. specific reference to the school and school ethos
2. Evidence of contribution for the school

Success Criteria:

1. Relate it to the school you are applying to
2. No spelling or grammar mistakes

PiratePad

Public Pad

Read-only Version | Pad Options | 100%

...reunited and use it to review, open-ended questioning to crucial in order to achieve this. Children would be observed engaging with self-initiated play based activities, as they construct their own knowledge and meaning. This would be followed up with the children reflecting on what they have learnt.

Question 5: How do you use assessment to inform your planning and teaching?

- use a range of strategies specific to the needs of the pupils

- plan to review cycle-my assessment informs targets for children and future

"Whack out PDF" - I use the plan/do/review cycle to inform my planning and teaching. I keep track of marking and children's self assessment to inform my planning to inform the children's next learning journey.

Employ a range of formative strategies such as effective questioning, talk partners, lolly pop sticks. Self and peer assessment against the success criteria. Using these and marking to inform planning for future lessons and differentiate accordingly.

Use of formative within lessons that not only informs future planning but also shapes and moulds the lesson 'in the moment' to ensure all children to make progress. For example when teaching a lesson about fractions I noticed that a group of children...therefore, I adapted by planning on the spot and brought the group together on the carpet to carry out an intervention in that lesson.

"Use assessment to make teaching more personalised.

All my planning begins with assessment of what the children have done and how they found it. My assessment is then ongoing through every lesson and then impacts on the next lesson. "Link this to the unit of learning". Assessment is also ongoing throughout the lesson and is changed or altered in light of what's happening.

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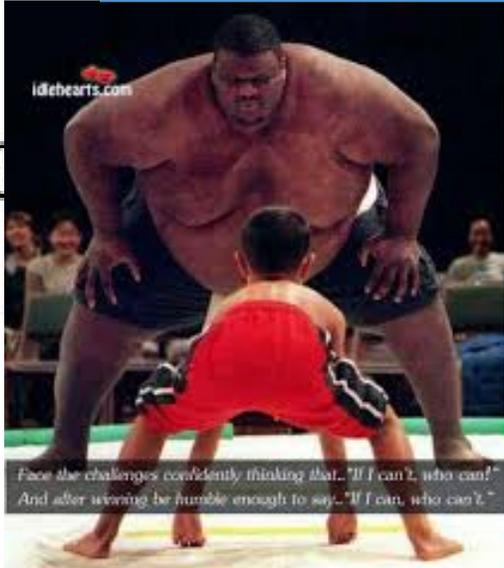
"Use assessment to make teaching more personalised.

acknowledging student needs and wants.

engaging expectations not shying away from difficulty

engagement in flipped learning
 The student having interaction

Challenges:



Face the challenges confidently thinking that... "If I can't, who can?"
 And after winning be humble enough to say... "If I can, who can't."

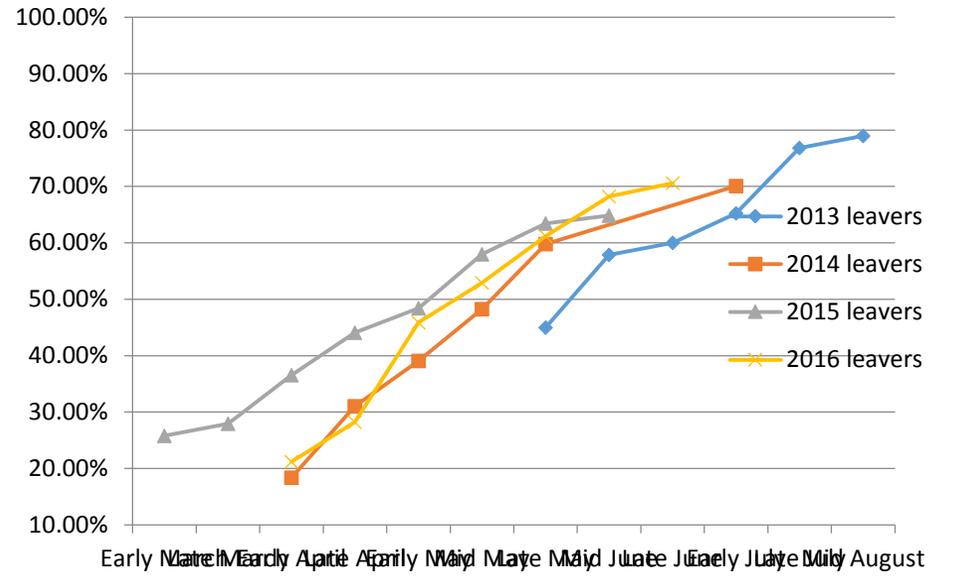
group size
 environment
 fit for purpose

student staff
 key in

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

work with constraints

Implications:



	2013 leavers	2014 leavers	2015 leavers	2016 leavers
Early March			25.81%	
Late March			27.96%	
Early April		18.39%	36.56%	21.18%
Late April		31.03%	44.09%	28.24%
Early May		39.08%	48.39%	45.88%
Mid May		48.28%	58.00%	52.94%
Late May	45%	59.77%	63.44%	61.18%
Mid June	57.89%		64.84%	68.24%
Late June	60.00%			70.59%
Early July	65.26%	70.10%		
Late July	76.84%			
Mid August	78.95%			

'scale up was a great way of everyone combining their expertise and an amazing tool/confidence boost prepping for interviews..'

'The scale up sessions were extremely beneficial in preparing for and going through the interview process. They allowed a lot of time for reflection..'

I thought the scale up room sessions were a great starting point to supporting us particularly with the interview process and writing the application. The use of a conference style room made it easy to share ideas, boost individuals confidence and mix with different groups of people. I felt that having the opportunity to engage with mock interview tasks took away some of the anxiety over what to expect at an interview. The padlets were great to see ideas immediately from a large group.

'extremely helpful experience, especially having the opportunity to meet with heads after their lectures..'

'I found the scale-up sessions extremely useful in helping me to apply for jobs. We could practice interview questions as well as talk to professionals about expectations for interviews. It really helped me prepare for interview.'

I thought they were very helpful particularly the interactive was of the software. The fact that you could see the responses and feedback from the letters you created online.

'the chance to sit together and talk about the tasks made the process much less scary..'

'scale up was a great opportunity for me as an individual to prepare for my interview. It was a quick, easy and effective way to get ideas from the whole group, with everyone having the opportunity to speak. Made me feel confident and it prepared me to go into the interview knowing what I wanted to say. It obviously worked very well as I only had one interview and succeeded!'

Student Voice:

References:

Beetham (2007, 2014)

Beichner, R.J. (2006) Beichner, R. J (2008)

Beichner, R.J.(2014)

Bell et al (2009)

Brett and Cousin (2011)

Binkley, M. et al (2011)

JISC (2007, 2011)

Kolb (1984)

Mann,S., Robinson,A.(2009)

Pachler and Daly (2009)

Prensky (2001)

Ramsden (2005)

Vygotsky (1986)

Fixed Mindset

- ability/talent fixed
- effort = failure
- Failure - end of the world!
- loss of self esteem
- right analysis

Active learning approaches

- present time - culture set, understanding how they/ spaces for how
- engage all learners - active approach to how to learn!

Developing a Growth Mindset through active- and problem-based learning

What are the barriers?

- assessment opportunities to put before summative assessment
- Outcome-based curriculum = more difficult to have + make mistakes
- previous education - cultural + expectations
- perception in schools

Growth Mindset

Problem-based learning approaches

- SAFETY
- Learning Culture
- Teaching Strategy/ modelling approach for learning together
- Graduate attributes/ knowledge within the community leadership

Take home

- need to make space for being active participant in learning process, being a stakeholder - need to try make space in curriculum to address this

Not having a vision
 One has had to work hard - things is not his end - trying to create

Education for Sustainable Development: Future Thinking Learning Room

Enabling us to be an environmentally responsible and sustainable organisation

Welcome! This learning room is to support staff in fulfilling the Education for Sustainable Development - Future Thinking section of Curriculum Refresh. Here you will find a variety of teaching resources and guidelines within the remit.

There are different ways you can use this learning room: **to access the Curriculum Refresh Resources click here.** Alternatively you can explore this homepage to access resources via School or by Sustainable Development Goal.

Sign up today for one of the **Green Academy Staff Events!**

Please note that more resources will be added in time, so remember to check back for new material!

Refreshing and reinterpreting
the curriculum in the light of the
Strategic Plan



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Who can do it? - All students and members of staff at NTU.

What is the Certificate? - An official NTU document, relating to and enhancing your degree. ALL Sessions to be done remotely (online) via NOW.

When You can do it from now until 31st July 2016.

To begin, click on 'earth' above, or scroll down this site to 'Menu' & click on 'Session One'.

* Joint research by Accenture & United Nation Global Compact. Click [HERE](#) to find out more.

Get started with Session 1. Click on Earth below



FOOD FOR
THOUGHT

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Notes from the interactive session

- That the project focus of Sustainability in Practice is a good way of driving enquiry based learning

What is enquiry based learning?

- An alternative to didactic delivery of taught material
- Asking questions
- Learning journey with students
- Over one taught session or over many

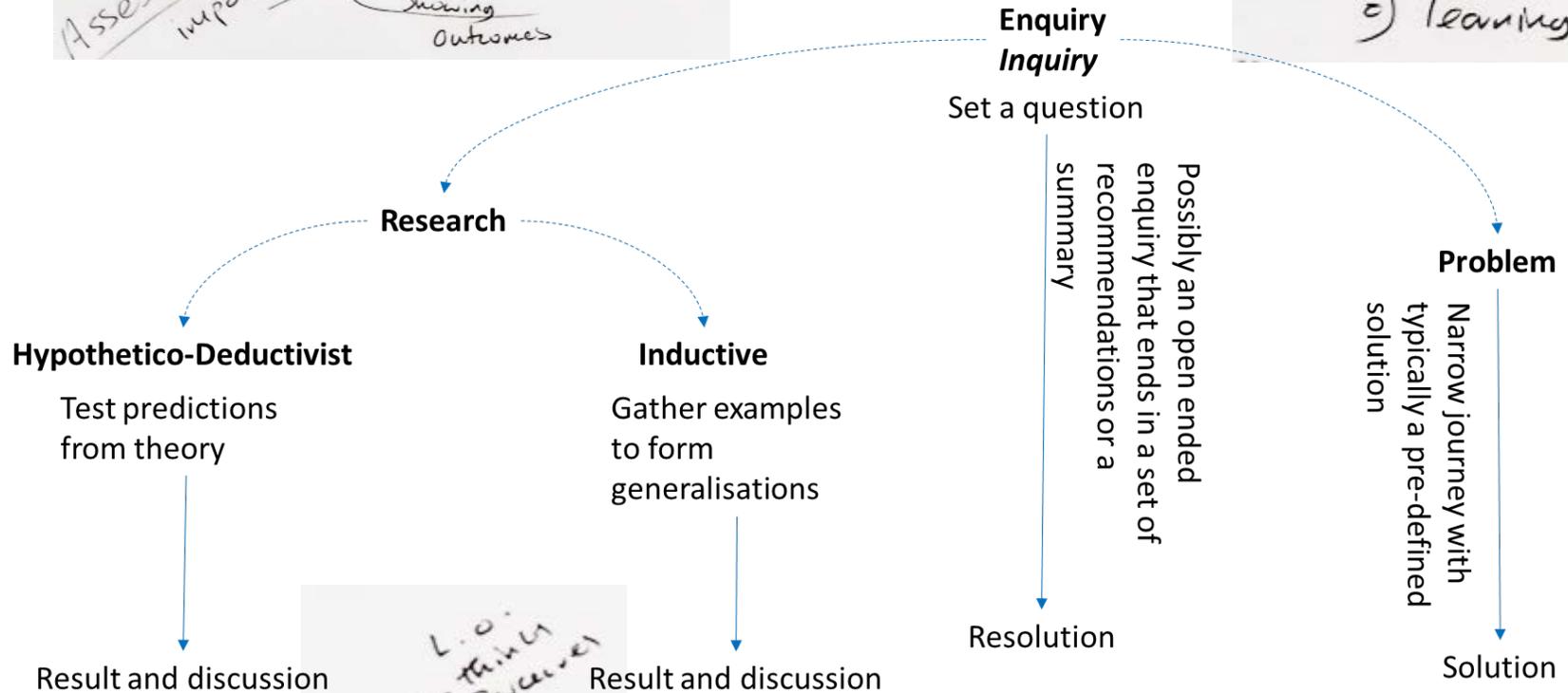
What is distinctive about this form of learning?



group supports challenge distinctions
work/study
gather resource roles
Scaffolding manager
Steps

Assessment important
learners in control
balance
giving confidence
showing outcomes

co creators of learning



L.O. thinking
Perceived
discussion
co creators

Result and discussion
overcome
Modelling
Barriers
Control
pupil in control
learn through teaching

What is the role of the teacher/facilitator?

- Values
 - What values does the teacher set for a different approach?
- Environment
 - How is the environment structured
 - Scale Up isn't necessarily the same as EBL
 - Is this group or individual?
 - How are groups organised?
- Parameters
 - What limits are set around the journey?
- Process
 - To what extent has the journey been mapped out?
- Knowledge Acquisition
 - Is new knowledge the aim or the discovery of a pre-set library of knowledge
- Outcome
 - How do we know if we have met a satisfactory outcome?

Final points from our interactive session

- Student at the centre means giving up control as an educator.
 - Are there ways methods we can use to do this safely?
- EBL gives us an opportunity to make learning a 'real' experience?
 - What might this mean for different subjects
- How do we ensure there is buy in from staff as well as students.
- In EBL the project might be a useful vehicle for learning
- Active learning changes the way an educator engages with learning and teaching and can challenge traditional roles

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