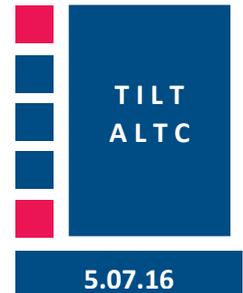


Transforming learning through Scholarship Session Abstract



Active and enquiry-based approaches to learning and teaching

Mhairi Bowe, Gareth Williams, School of Social Sciences; Nicky-Jane Kerr-Gilbert, School of Education; Udaramati Pope, Centre for Professional Learning and Development; Helen Puntha, Centre for Academic Development and Quality (TILT Active and Enquiry Based Approaches to Learning and Teaching Group)

This session presented discussions about enquiry based learning (Gareth Williams) and Mindset theory (Udaramati Pope) based on the exploration of these areas in the Active and Enquiry Based Approaches to Learning and Teaching Practice and Scholarship Group meetings. Exploring the underpinnings of these approaches and considering the challenges and opportunities in teaching practice with three case studies from different areas in higher education.

The Sustainability in Practice Certificate, training primary school teachers, and Theories and Applications in Mental Health.

The Sustainability in Practice Certificate challenges students to study sustainability issues. A theme that is a complex, critical global challenge, from the starting point of a supradisciplinary problem. This presentation involved a discussion of the problem-based learning elements of the certificate including the various activities the participants completed and the tools used to encourage collaboration and skills development. Delegates were invited to consider the transferability of problem-based learning methods to their own curriculum.

Using Scale-Up to support employability for undergraduates training to be primary teachers (Nicky-Jane Kerr-Gilbert) discussed building memorable active learning experiences involving Scale-Up, a learning environment specifically created to facilitate active and collaborative learning. This was utilised alongside the use of technology to inclusively increase levels of engagement with real life scenarios situated in real world contexts.

The third presentation focussed on enquiry based learning to enhance teaching of issues around mental health to both develop and apply knowledge to real-world contexts (Mhairi Bowe). Mhairi explored the use of formative feedback and role of the lecturer as a facilitator of knowledge acquisition, the presentation described the ways in which students can become active partners in their own learning, whilst also meeting evaluative and practice-based course and module learning outcomes, and enhancing employability.

Mhairi Bowe is a Senior Lecturer in Psychology

Nicky-Jane Kerr-Gilbert is a Senior Lecturer, Primary Teacher Education

Udaramati Pope is an Academic Practice Consultant in the Centre for Professional Learning and Development

Helen Puntha is a Research Officer in the Centre for Academic Development and Quality

Gareth Williams is a Principal Lecturer in Psychology.