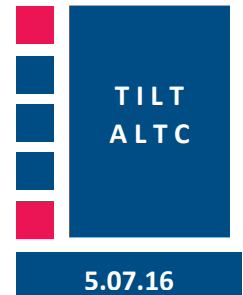


# Transforming learning through Scholarship

## Session Abstract



Building student led learning opportunities in the curriculum

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This session aimed to map out the student journey through the Multidisciplinary Master's (MDM) course; the ethos of which is student choice and responsibility for their own learning (scholarship). Choices made by students relate to: career ambitions, their subject major and minor, the rationale for these subject combinations, placement, work based project, wider choices of level of engagement in the course and wider NTU opportunities for learning. This session discussed the opportunities for student-led learning on the MDM course, illustrating students are allowed to adopt a deeper approach to their scholarship.

To develop a devolved scaffolding approach (Holton & Clarke, 2006) we provide more intensive support during induction through shorter activities, practices and feedback. This progresses through to the core Studies and Practices module where they work within a team on a real-life consultancy project with extensive pre-guidance before commencing the project. Additional instruction on reflection is also provided with further drop in sessions, extensive reading lists, exercises and resources and templates. The Work Based Project module is far more student-led in that it is customised and tailored to them on a one-to-one basis through dialogue with their academic mentor. They scope out their own project and set learning objectives, which allows them to articulate how the placement aligns to their career aspirations and module deliverable. They also complete their second and more independent attempt at a reflective assessment.

Student-led learning opportunities were an appealing aspect of the course offer for applicants although making the most of these opportunities can be uncomfortable for students who are more used to a directed approach to learning. This approach was adopted as taking responsibility for learning fosters ongoing professional development. For many students these student-led opportunities have transformed their learning and provide a springboard for their career development.

This session explored the rationale for this approach, emphasising student-led learning opportunities, outcomes, challenges encountered while sharing some of the mechanisms used to support students.

Holton, D., & Clarke, D., (2006) Scaffolding and Metacognition. *International Journal of Mathematical Education in Science and Technology*. Vol 37 (2) pp.127-143.

**Angela Vickerstaff** is Course Manager for NTU's Multidisciplinary Master's (MDM) course. Angela has led the academic development and delivery of this ground-breaking cross-university multidisciplinary course. The course strongly emphasises practitioner development and employability using multidisciplinary learning experiences as an opportunity to experience differing theoretical perspectives and extend skill sets.

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