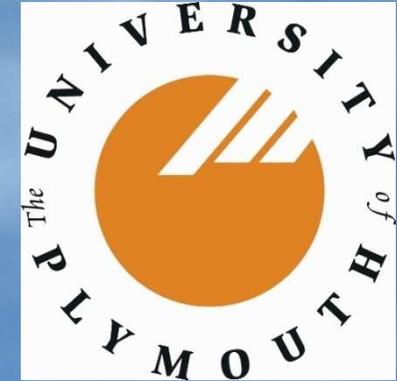


Teaching & learning in the university environment



In this session we shall take a look at:

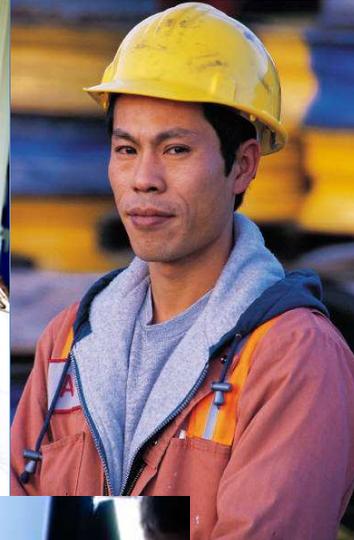
- A range of teaching and learning environments
- Challenges of the teaching and learning environment
- Identifying the theoretical and practical factors for effective teaching and learning
- Designing and critiquing session plans

Pollyanna Magne – Programme Director LTHE/PGCAP & GTA

A bit of background . . .

What kind of environments do you already teach in, or would you like to teach in?

What kind of teaching do you already do, or would you like to do?



Source: ClipArt

A bit of background . . .

What kind of environments do you already teach in, or would you like to teach in?

What kind of teaching do you already do, or would you like to do?

How can you increase these teaching opportunities?

(Why would you want to?)

- Broaden your experience
- Improve your CV
- Try it out
- Foot in the door

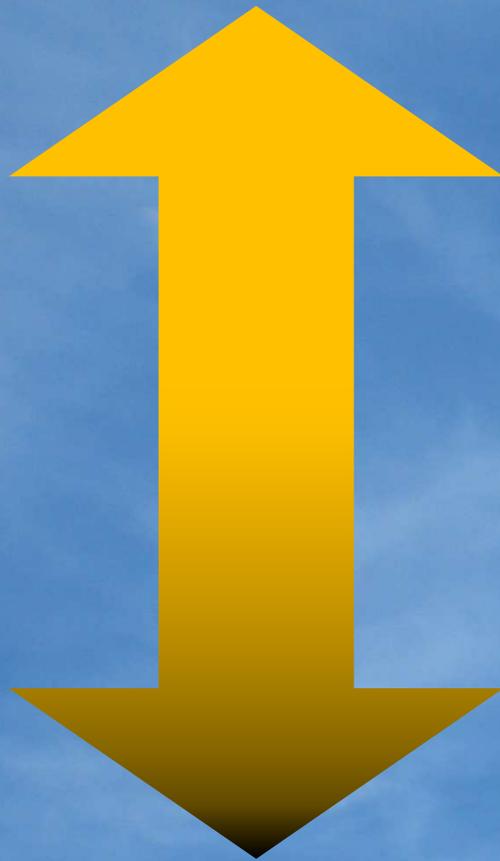
Challenges

What are the challenges of the teaching and learning environment from your perspective?

A little bit of pedagogy . . .

Deep and Surface Learning

Marton & Saljo. Entwistle (Various dates)



Surface Learning

- Memorising
- Remembering facts
- Passive

Deep Learning

- Searching for meaning
- Making links
- Trying to understand



What encourages surface learning?

Heavy workload

High contact hours

Excessive amount of course material

Threatening or anxiety provoking assessment

Lack of opportunity to pursue subjects in depth

Lack of choice over subjects or study method

What encourages deep learning?

Learning by doing

Using problem based 'real world' learning

Encouraging student reflection

Allowing for independent thinking

Providing authentic tasks

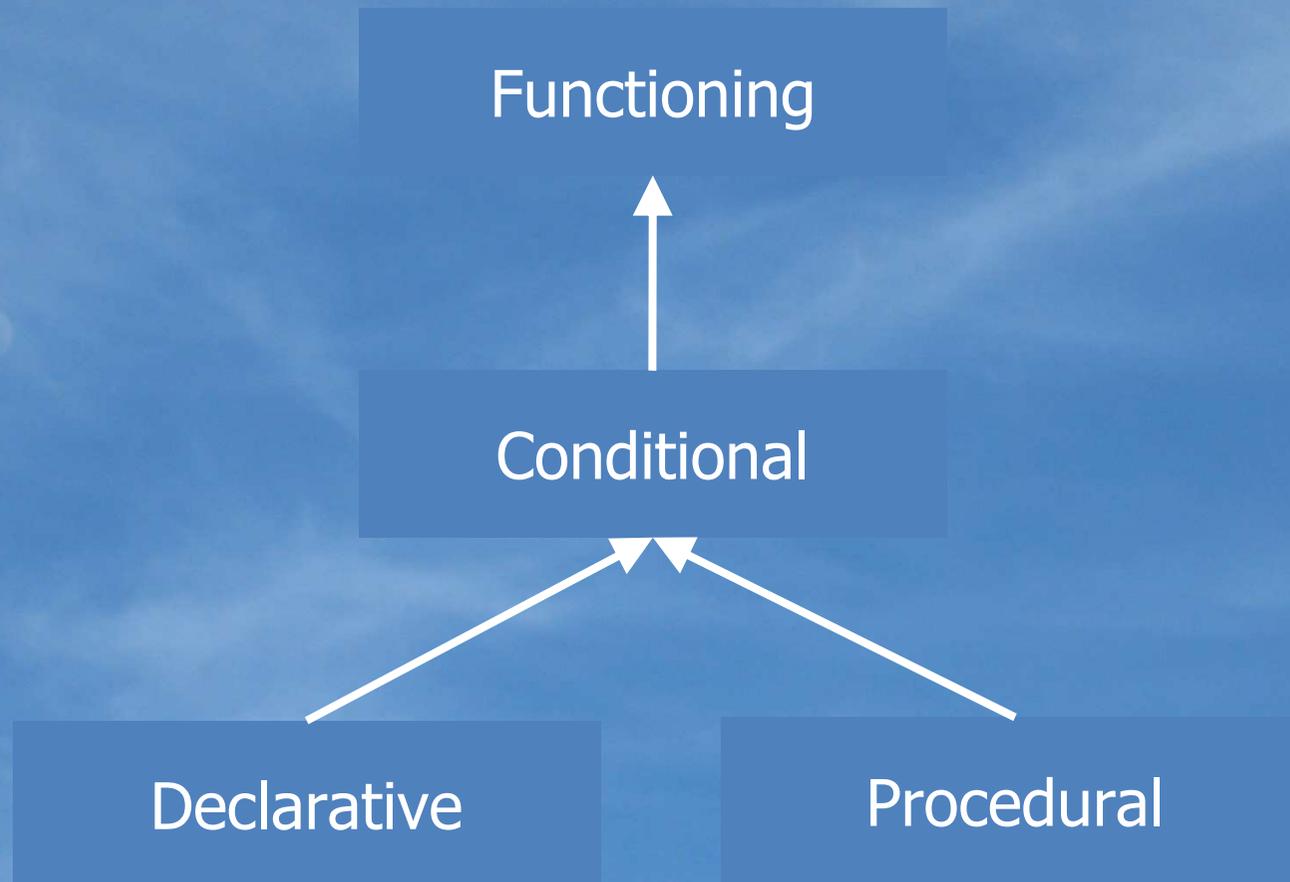
Rewarding understanding, not reproduction

Assignments that need more than just memory

Assessment and feedback play a crucial part

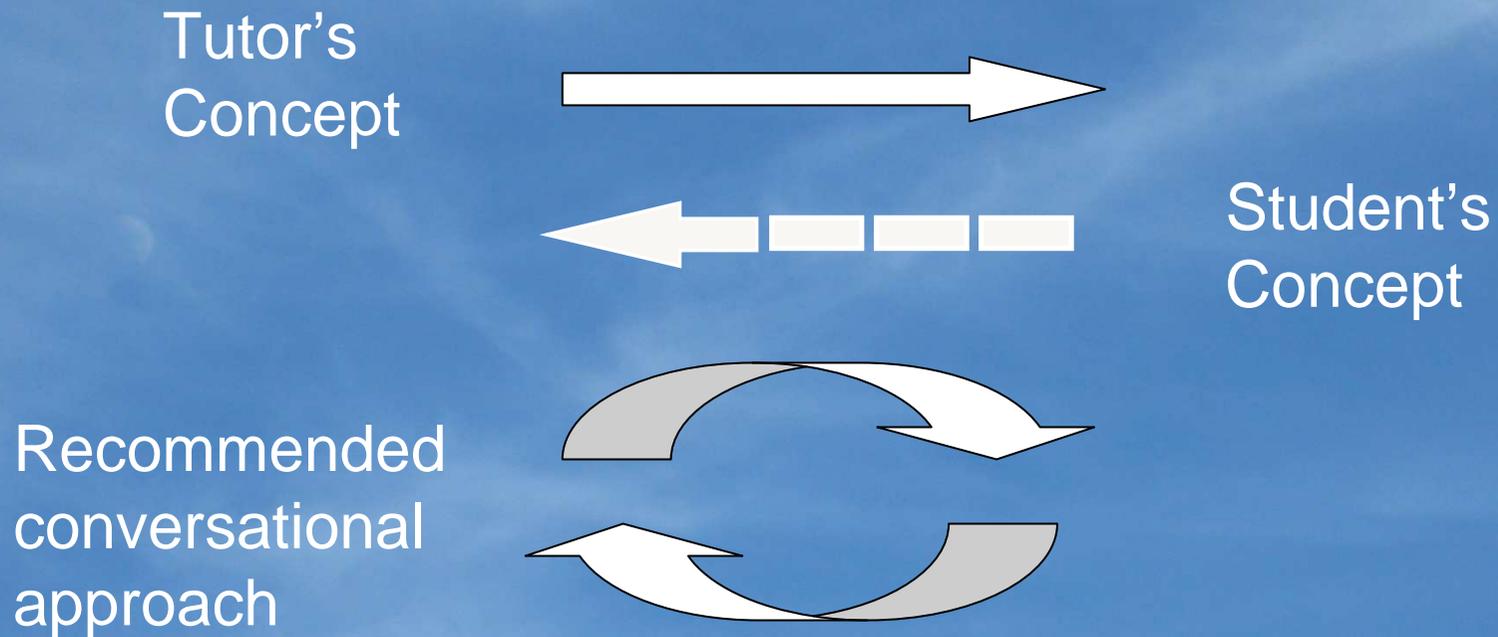
Foundations of Knowledge

Biggs 2001



Conversational model of learning

Laurillard 2001



Designing a session plan

What factors do you need to consider when designing a taught session?

What headings will you include on your template?
How will you lay the template out?

Draw your template on an OHT and be ready to explain it to others

What ideas will you pinch from others?
Make amendments to your own template

Engaging your audience

What works?

What doesn't work?

Any examples from your experience as a student?

Tips

- ✓ Forewarning
- ✓ Thinking time
- ✓ Well-designed activities
- ✓ Pair up
- ✓ Shared responsibility
- ✓ Swapped responses
- ✓ Clear, short questions
- ✓ Directed questions
- ✓ Regular interactivity
- ✓ Level of expectation

Supported by good planning, clear instructions and confidence