

Supporting student learning transitions

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This workshop will contain:

- * A very brief introduction to my own experience and background.
- * Some thoughts on inspirational frameworks
- * A model of student transition to interrogate
- * Suggestions for tactics and techniques to support student transitions

- * Please follow up ideas and issues:
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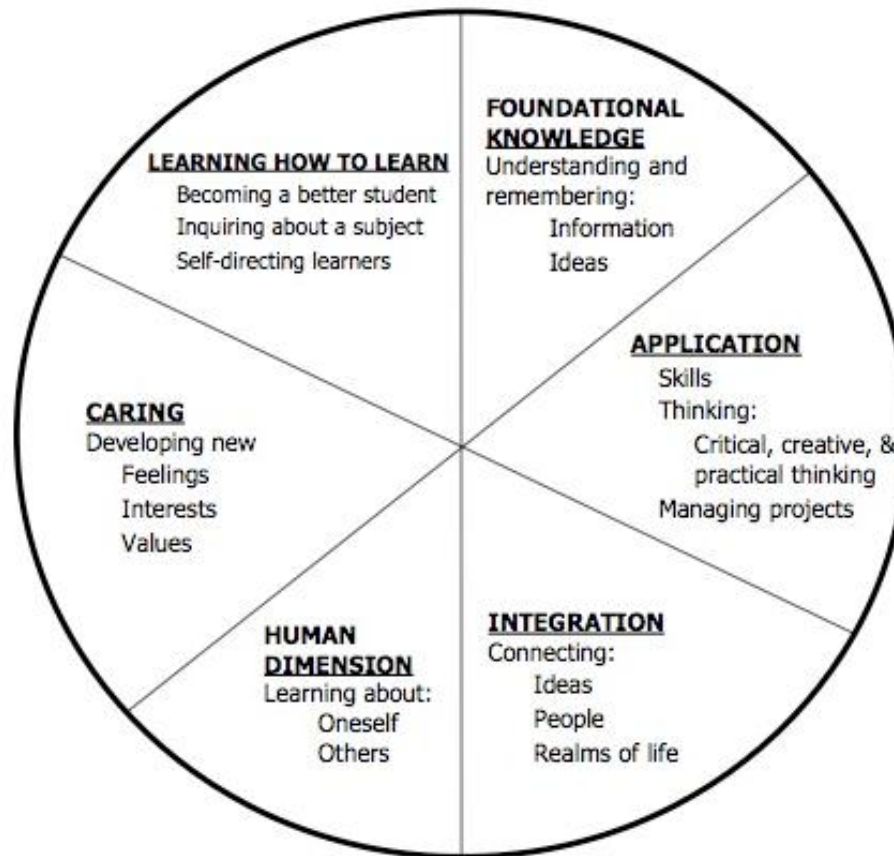
Peter Hartley: A brief introduction

- * Now into my third career
 - * Teaching academic and later academic department head at Polytechnic/University
 - * Educational developer at faculty and then at University/institutional level
 - * Consultant/developer/Visiting Prof.
- * Current agenda:
 - * Apart from writing and external examining, this includes: institutional change in learning and teaching, interactive online software development for student skills; and MOOCs.

Some inspirations

- * Fink
- * Transformational Teaching
- * Moving to Web 3.0

Fink's Taxonomy



A diagram illustrating Fink's taxonomy of significant learning.

Originally uploaded in [Pedagogy in Action:Library:Interdisciplinary Approaches to Teaching](#).

Screen shot from <http://serc.carleton.edu/details/images/22750.html>

Fink's Taxonomy

- * Fink's Guide to Course Design
 - * <http://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf>
- * For an example of its use in course design:
 - * <http://www.psychologicalscience.org/index.php/publications/observer/2011/september-11/using-finks-taxonomy-in-course-design.html>
 - * “courses showed significant improvement in learning on four of the six taxa — Foundational Knowledge, Application, Human Dimension, and Learning How to Learn”
- * See the discussion in Jose Antonio Bowen (2012) *Teaching Naked*. San Francisco: Jossey-Bass.

Transformational Teaching – a possible way forward

George M Slavich and Philip G Zimbardo (2012) 'Transformational Teaching' *Educ Psychol Review* 24:569-608

Download from -

http://www.georgeslavich.com/Transformational_Teaching.html

“three overarching transformational teaching principles:

- (1) facilitate students' acquisition and mastery of key course concepts;
- (2) enhance students' strategies and skills for learning and discovery; and
- (3) promote positive learning-related attitudes, values, and beliefs in students.”

Methods?

1. establishing a shared vision for a course;
2. providing modeling and mastery experiences;
3. intellectually challenging and encouraging students;
4. personalizing attention and feedback;
5. creating experiential lessons that transcend the boundaries of the classroom; and
6. promoting ample opportunities for prefection and reflection.”

How TT fits together

Transformational Teaching

Theoretical Underpinnings

Promote Individual & Collective Self-Efficacy

Challenge Habits of Mind & Points of View

Realize Ideal Self & Vision for Future

Transcend Self-Interests to Achieve Shared Goals

Basic Principles

Facilitate Acquisition & Mastery of Key Course Concepts

Enhance Strategies & Skills for Learning & Discovery

Promote Positive Learning-Related Attitudes, Values, & Beliefs

Core Methods

Establish Shared Vision for Course

Provide Modeling & Mastery Experiences

Challenge & Encourage Students

Personalize Attention & Feedback

Create Experiential Lessons

Promote Preflection & Reflection

Web 3.0?

My analogy:

*Web 1.0:

The enormous online library
with hyperlinks.

Web 3.0?

My analogy:

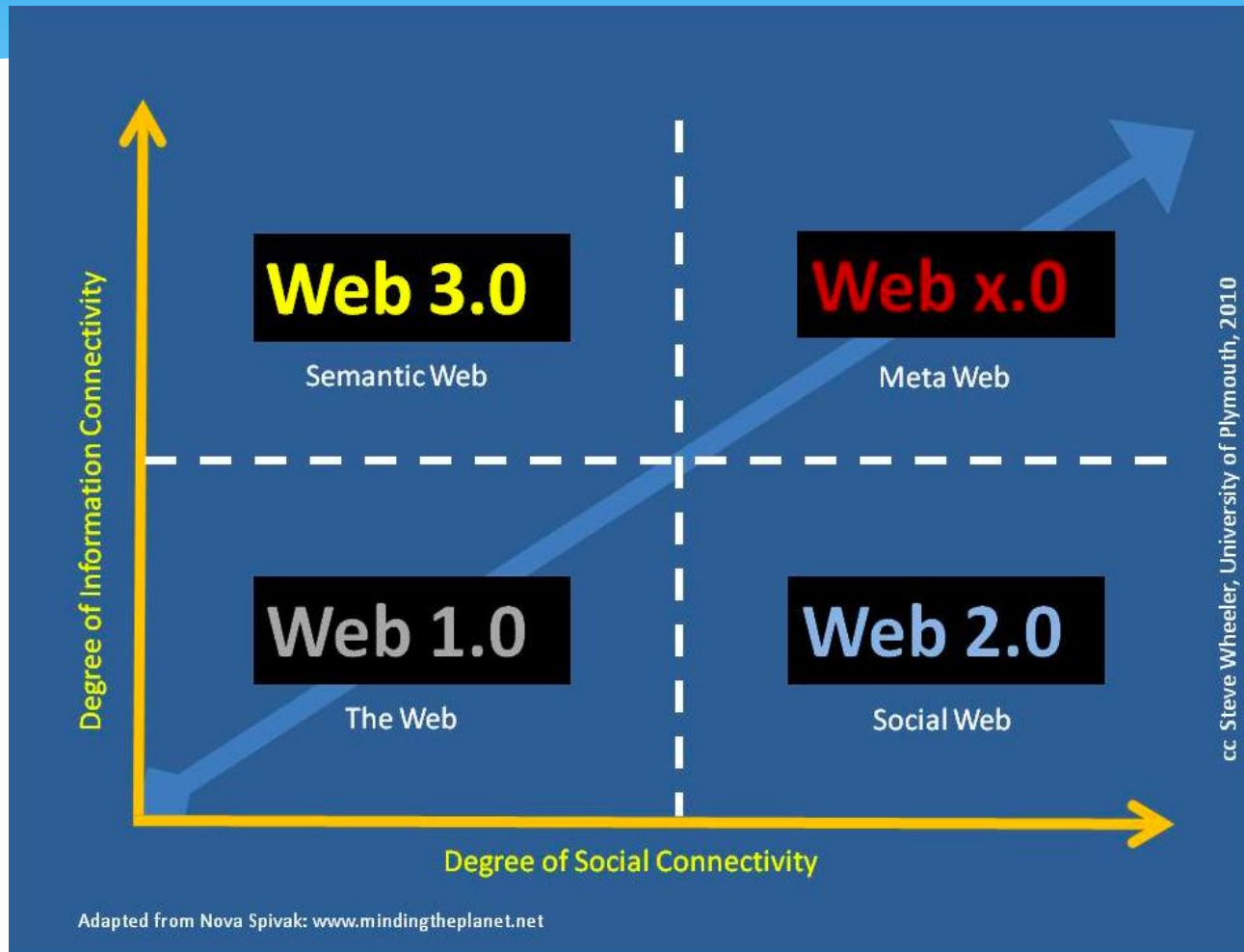
- * Web 1.0:
The enormous online library with hyperlinks.
- * Web 2.0:
The enormous café in the enormous online library with hyperlinks.

Web 3.0?

My analogy:

- * Web 1.0:
The enormous online library with hyperlinks.
- * Web 2.0:
The enormous café in the enormous online library with hyperlinks.
- * Web 3.0:
Your very own personal data assistants and learning community in the enormous café in the enormous online library with hyperlinks.

WEB 3.0 and beyond (Steve Wheeler)



Learning 3.0 (SW again)

	Learning 1.0	Learning 2.0	Learning 3.0
Learning Modes	Passive, Individual	Active, Social, Collaborative	Participatory, Social, Community
Content Organisation	Hierarchy, Top Down	Heterarchy, Bottom up	Networked, Multi-Nodal, Multi-Directional
Classification Mode	Taxonomy	Folksonomy	Rhizonomy
Content Provenance	Expert Generated Content	User Generated Content	User and Machine Generated Content
Dominant Interfaces	Keyboard, Mouse	Keyboard/Mouse, Touch Screen, Voice/Gesture	Voice/Gesture, Direct Implants, Biometrics, Context Aware Systems
Construct	Content is King	Context is King	Community is the Curriculum
Theories	Behaviourist, Cognitivist	Social Constructivist	Connectivist, Rhizomatic
Data Capture	1D Barcodes	2D Quick Response Tags, Marker Technologies	3D Holographics, Extended Marker Technologies

<http://steve-wheeler.blogspot.co.uk/2012/11/next-generation-learning.html?q=web+3.0>

Going back to Learning 3.0

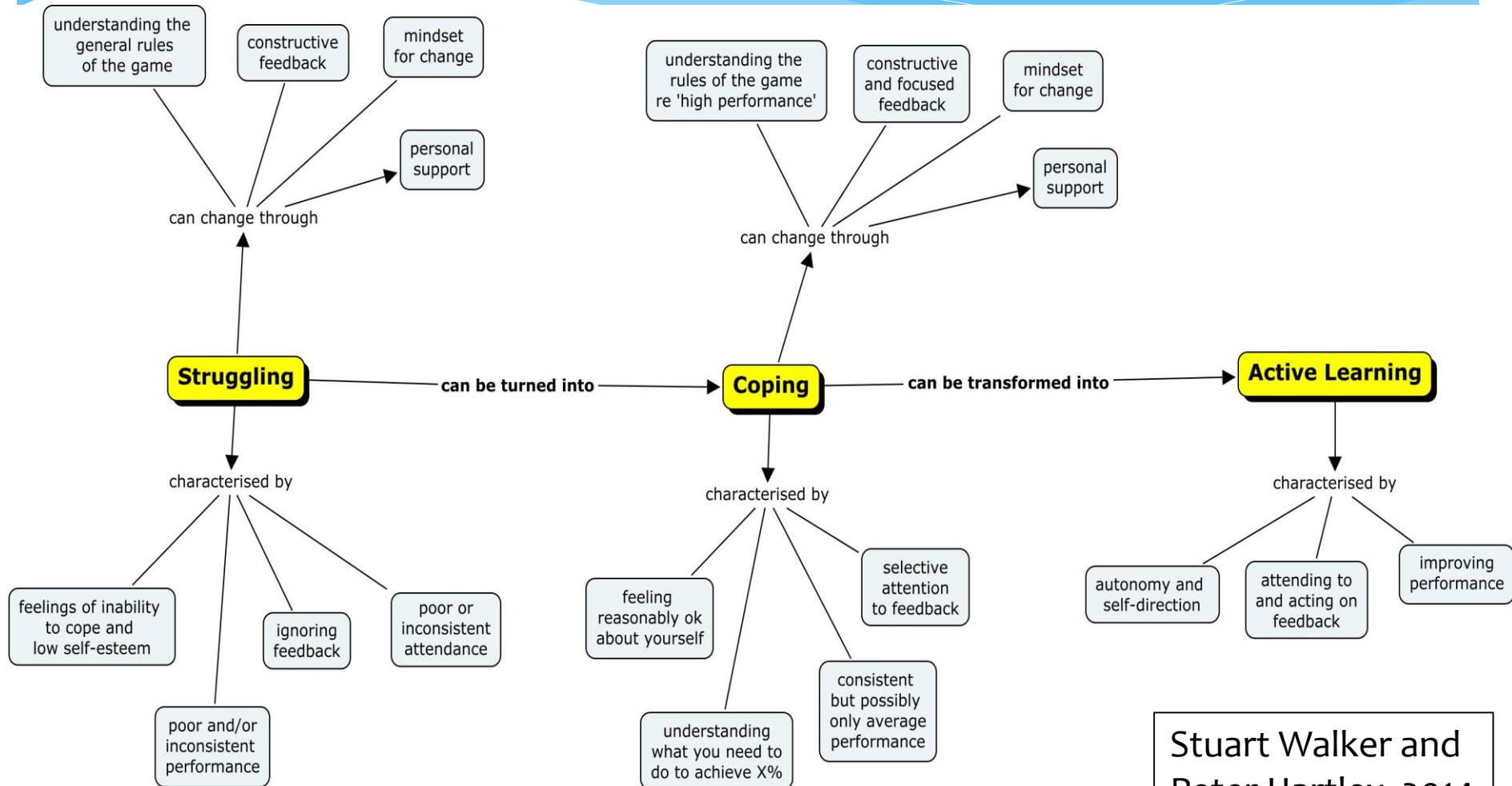
Is this not the learner's journey?

- * From passive, directed individual
- * To active social learner
- * To autonomous member of learning community

How can we better support this journey? The search for a model.

- * How do you categorise your learners?
- * Ideas to discount or ignore ?
 - * Learning styles?
 - * Deep/surface/strategic?

A 'new' model: From Struggling to Active Learning



Stuart Walker and
Peter Hartley, 2014

Supporting movements: Some general ideas

- * Class activity
 - * Engagement in lectures, e.g. Socratic
 - * Variable flip to the classroom.
- * Teamwork
 - * Sorting students by category – anonymous post-it method
 - * Team-based learning
 - * Buddy teaching
- * Personal tools
 - * Thinking tools and approaches (e.g. concept maps).
 - * Presentation
 - * Mindset
- * Assessment and feedback
 - * Clarifying assessment criteria through exemplars and feedback , e.g [Royce Sadler](#)
 - * Feedback on drafts; assessment on final submission
 - * Different feedback forms – e.g. audio
 - * Public feedback on anonymous sample across the range

Supporting movements:

1. Struggling to coping (my top tips)

- * Visible thinking routines <http://www.visiblethinkingpz.org>
- * Community-building, e.g. use of WhatsApp
- * Concept/mind maps or visual analogies
- * Assessment feedback and criteria, e.g. Royce Sadler
- * ‘daft question’ space
- * Engagement in lectures, e.g. Socratic

Supporting movements:

1. Struggling to coping (your ideas*)

- * Transparent expectations – ‘spell it out’.
- * Encourage ‘community of learning’ culture.
- * Use buddy system and other forms of peer support (mentors) with proper training.
- * Provide exemplars.
- * Emphasise capacity to improve.
- * Encourage lurking and provide ‘safe space’.
- * Build in time/space for reflection.
- * Break down barriers.
- * ‘Satisfice’ – it is ‘ok’ to get an ‘ok’ mark.

*thanks to workshop participants for these suggestions and slides 23, 25.

Supporting movements:

2. Coping to active learning (my tips)

- * Assessment feedback - feedforward
- * Group activity - sorting students by category – anonymous post-it method
- * Concept/mind maps or visual analogies
- * ‘daft question’ space
- * Student rating resources (e.g. Dynamic Learning Maps)
- * Mini-presentations (2 slides – what?/so what?)

Supporting movements:

2. Coping to active learning (your ideas)

- * Clarify learning, teaching and assessment framework.
- * Co-creation of content.
- * Leverage of technology.
- * Action learning.
- * Ask students how they want to receive feedback.
- * Audio and video feedback.
- * Mentors.
- * Group tasks and use mixed-ability groups.
- * Clarify why students are there/what they want to achieve.
- * Start to modify the 'rules of the game'.

Supporting movements:

3. Beyond active learning (my top tips)

- * External networking
- * Real-world research
- * Variable flip (see the [ocTEL](#) format)
- * [Change Agent Network](#)
- * Student building resources (Wiki, blogs etc.)
- * Propose own assessment/criteria

Supporting movements:

3. Beyond active learning (your ideas)

- * Strong links to future professional careers.
- * Develop metacognitive skills.
- * Peer mentoring and other forms of sharing/ collaboration.
- * Self-assessment and clarification of criteria.
- * Route to publication.
- * Self-generated curriculum.
- * Preceptorship.
- * Participation in community of practice.
- * Remove 'pressure for results'.

And a final useful source:

- * SEDA Conference,
- * http://www.seda.ac.uk/index.php?p=14_2&e=450
- * Please come and join us.

13 November 2014 - 14 November 2014

19th Annual SEDA Conference

Opportunities and challenges for academic development in a post-digital age



Location: National College Learning and Conference Centre, Nottingham
Price: See booking form

To continue this discussion?

- * In the first instance,
email profpeter@btinternet.com