

## Capturing Active Learning in the Classroom – With Stephen Powell & John Couperthwaite 16<sup>th</sup> January 2018 – Transcript

The information found in the transcript may be better understood through watching the recording of the session - <http://mmu.adobeconnect.com/py2mxigmovh8/>

Cath Senker: I'm on the look-out for new ideas for engaging students in my workshops - they are one-offs with a range of students from different disciplines and levels and the challenge is to get them to work together productively in a short space of time.

John Couperthwaite: Of course, I should have introduced myself too...I work for Echo360 as a solutions engineer, and was formerly at PebblePad, and at the Uni of Birmingham for many years as an Edtech Lead in their Med School.

Chrissi Nerantzi: There a lot about the use of digital technologies to foster active learning. Are there other ways to make this happen too? Can we mix approaches?

Angela Buckingham: I think the evaluations following Northampton's move towards Active Blended Learning will be really interesting

Fran: Yes, with 200 students in an 'active learning' space surely you'd need a few teachers in the class

Diane: I've found that using different tools to encourage interaction in class means my lecture slides have to be greatly reduced and I've learned that I need to feel more comfortable not doing all the talking! I support the content within the lecture with a student-paced presentation students can access online. So content is covered between both lecture and the online presentation.

Marieke Guy: Great - thanks. And the Educause link is <https://library.educause.edu/resources/2014/9/next-generation-digital-learning-environment-initiative>

Stephen Powell: "Yes, with 200 students in an 'active learning' space surely you'd need a few teachers in the class" - and some breakout rooms..

Chrissi Nerantzi:@john you mentioned bridging online and offline learning. How can we do this seamlessly? What does everybody else think about this?

Stephen Powell: Agreed Diane, 'letting go of control' is important

Chrissi Nerantzi: What is the role of the facilitator in this process?

Melissa: I think the control shifts, from control over what is covered to control over what students learn

Stephen Powell: Facilitator, guide, mentor - all move the locus on control to the learner I think

Melissa: I also think a theoretical foundation is from the cognitive sciences--in terms of how the brain learns and retains information

Caroline: um...I agree but it does concern me that academic colleagues need support with a whole new raft of skills

Stephen Powell: Yes Melissa, I think that would be another part of the fundamental argument for active learning

Diane: Learner control is good when in the hands of a motivated and interested student. I still find a large number of students want the lecturer to perform and control the lecture and tutorial. Quite happy to be passive!

Marieke Guy: Diane's argument is used by a lot of our academics. They say students are not directing their own learning.

Andy: Students sometimes complain about active learning, they say they are not paying to do the work themselves!

Chrissi Nerantzi: Hi Andy, I heard this yesterday... what would you say to these students? What is our responsibility?

Scott, UHI, Scotland:@Andy - tell them nobody will pay them to do nothing when they start employment :-)

Angela Buckingham: on our Academic practice programme, the main concern for new academics tends to be around coverage (content) versus understanding

Andy:@Chrissi - we need to manage expectations right from their first contact with the institution

Andy:@Scott :-)

Marieke Guy: Agree with Andy - we need to give this message up front. Learning is an active verb - they need to do it.

Chrissi Nerantzi: Thanks @andy and be consistent in the messages and highlighting the real value of the approaches we use perhaps?

Angela Buckingham: Yes absolutely Chrissi

Diane: We try to set out expectations from students but we need consistency across teaching teams.

Andy: Indeed Chrissi

Chrissi Nerantzi: @diane totally agree, how can this happen across a large/complex institution?

Angela Buckingham: Our issues re: the lovely teaching spaces is very much related to timetabling issues- not knowing if you will get the same room the next week

Melissa: In my experience, students have to learn the benefits and rationale for active learning. Equally important is the thoughtful progression of learning activities--be they lecture, collaborative group work, online discussions etc. In ways that directly relate to the module learning outcomes. Many students simply do not see the benefit or connection to what they need to do to pass a module.

Ghada Abdelhady 2: I agree with you Diane

Stephen Powell: "we need to give this message up front. Learning is an active verb" - in our learning outcomes?

Marieke Guy: It's hard to manage in a small institution ;-)

Melissa: I agree as well Diane. Our modules are like silos in many cases.

Chrissi Nerantzi:@melissa wondering if this also applies to staff?

Diane: It's a challenge Chrissi. We have opportunities now as we prepare for programme reapproval to have these discussions on developing active learning approaches.

Chrissi Nerantzi: This is excellent @diane. Let us know how it goes.

Marieke Guy: Yes, in learning outcomes, but elsewhere too. In open days, in a consistent message to students. See recent research on outcomes and those that take a consumer view to education.

Diane: Thanks Marieke.

Diane: Yes Melissa a lot depends on the module co-ordinator, their beliefs and values, approaches to learning influences rest of team.

Chrissi Nerantzi: How are colleagues supported in your institutions? Would you like to share?

Rod Cullen: This seems to be the bit that is most neglected in my experience

Chrissi Nerantzi: What else can we do @rod? What can/should we stop doing also?

Angela Buckingham: Mini lunchtime T&L showcases work well for staff to share best practice

Stephen Powell: For it to be supported, it needs to be valued on an equal footing with other University activities

Vicky B:@John - thanks - I think you are referring to the work of my colleagues here at Northampton in the ILT and the CAleRO process (Carpe Diem) undertaken by our Learning Designers in the Learning Technology Team?

Andy: Staff engagement with staff development is always an issue

Rod Cullen: Workload model to include formal cpd time - institutions to recognise that it is important

Diane: Yes Angela I've delivered these and attended these lunchtime seminars which have been very helpful.

Cath Senker: Got to go now - thank you for thought-provoking presentations.

Chrissi Nerantzi: Thank you for joining us Cath

Stephen Powell: Anyone trust their technology enough to grab the mike?

Scott, UHI, Scotland: Training before teaching :-)

Angela Buckingham: Class size is a key barrier as well I think

Vicky B: Task-led not tech-led

Angela Buckingham: Yes agree with you Vicky

KrisR: Many of our teachers still vigorously defend the benefits of the lecture

Diane: Yes, we have 290 students and seems the easiest approach to 'cover' content is the lecture!

Melissa: We struggle to provide quality staff training with consistency.

Vicky B: The students

Darren: Catalyst will be when labour win power, tuition fees are scrapped and students are not treated as consumers anymore :-)

Vicki: Class size can be an issue - eps in lectures; staff training around classroom management/ facilitation techniques is needed

Stephen Powell: Vicky, how do we empower the students?

Scott, UHI, Scotland: A lot of staff who have been teaching for a 'long' time...old dogs and new tricks...irony is they don't practice what they preach...lifelong learning :-)

Liz Coulter-Smith (Univ Northampton): Staff development would be improved by staff teaching the sessions rather than TL staff who often don't teach or practice what they preach

Sarah Ney: Lack of or inadequate staff (and student) support

Liz Coulter-Smith (Univ Northampton): ...yes, agreed

Scott, UHI, Scotland: There is a difference between teaching and training.

Vicky B:@Stephen we tend to find our students are already pretty vocal! But I hear your point

James @ PebblePad: I agree with Liz above

Angela Buckingham: We do need to give new academics time - time to observe other lecturers, time to reflect. Can learn a lot from watching what happens in other disciplines

Liz Coulter-Smith (Univ Northampton): Absolutely

Diane: Totally agree Angela.

Brendan Hill: It's hard for older staff in particular to get inside the always-connected experience (normal for those under 30) if they don't live it themselves

Liz Coulter-Smith (Univ Northampton): Yep, well said.

James @ PebblePad: Loughborough College did a great staff development event called 'enigma' - the best staff dev session I have ever seen

Diane: A lot can be learned and confidence developed by observing a lecture (using relevant technology) in practice.

Liz Coulter-Smith (Univ Northampton): Sure, but can't get my mic to work

Diane: Tell us more James!

Scott, UHI, Scotland: The same reasons for not doing are always used, time and work pressures...when i wanted to progress my career...I did it in my own time...it's the difference between a job and a vocation. If you want something, you will find the time

Dan Phillips: Some of our module materials do not support active learning particularly well so it would require more effort on the part of the lecturer to adapt them for greater interaction and involvement

James @ PebblePad: <http://blogs.loucoll.ac.uk/learningtechnology/2015/09/08/cracking-the-code-with-cpd/> - the Enigma session I mentioned

Vicki: Yes often focus on slides as materials lend itself to reading from slides

Angela Buckingham: I agree Scott, it's all a balancing act!

Ruth Mewis, University of Leeds: Many of these are about the individual. To make a difference it has to be a culture change at prog. level. Active learning to become the norm.

Clare: I like the Enigma thing - like gamification? - looks really engaging.

Diane: Yes Dan I've had to spend time to adapt content for interactive sessions I've planned.

James @ PebblePad: Exactly that Clare - I have honestly never seen staff so engaged in a session

Diane: Yes Ruth at the moment it still has a novelty feel among the team.

Vicky B:@Liz - you are completely correct in your approach and that's what we are recommending as a team (ILT and Learning Technology) and offering support to our academic colleagues to achieve

Brendan Hill: Education in general is pretty slow to learn the lessons of website/ app/ game 'stickiness'... Facebook is better at getting people to engage with and be motivated by content and we should learn those lessons

Ruth Mewis, University of Leeds: And Diane novelty for the students.

Diane: Yes Liz, staff don't want to take risks in the lecture.

Stephen Powell: Hi Ruth "culture change at prog" Trowler, Teaching & Learning Regimes

Clare: James - I'm sure that teaching staff were then starting to think: oh maybe I could do something similar for my learners?

Melissa: Yes Liz... many TL staff are disconnected from the realities of today's classrooms. Also, many staff refuse to let them in to see those realities.

John Couperthwaite: Thanks all for participating today.

Steve Williams: We will post all information via our blog and advertise it via our twitter page

Steve Williams: Today's slides - <https://docs.google.com/presentation/d/1PQDyinvYMDggh0lzktOZf3ODx-fOns9CVcuaEEN8J6zY/edit?usp=sharing>

Stephen Powell: Ghada Abdelhady - instructions on the TLC blog, email me if you have a problem [stephen.powell@mmu.ac.uk](mailto:stephen.powell@mmu.ac.uk)

Steve Williams: Further information on TLC's and the follow up information to today's session - <https://tlcwebinars.wordpress.com/>