**Peer Support for the Enhancement of Learning and Teaching**

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# About Peer Support for the Enhancement of Learning and Teaching at the University of Hull

## Rationale

Peer support for the enhancement of learning and teaching (PSELT) at the University of Hull:

* Sustains a culture of quality learning and teaching
* Supports the capacity of all teachers and Programme Directors to enhance their practice through reflection and collegiate peer support
* Is underpinned by best practice in teaching and learning including the Professional Standards Framework
* Focusses on student learning and competencies
* Supports the achievement of the University’s values by embracing **inclusion**, **empowering** colleagues to achieve their potential and being **progressive** through using best practice and self-reflection to deliver high standards.

## Why engage in peer observation of teaching?

Peer support is an opportunity for colleagues to critically reflect on teaching provision and practice and seek the input of others to enhance their teaching and/or their programmes.

The primary purpose of the University of Hull’s approach to the peer support of learning and teaching is to support the individual development of all staff involved in all forms of learning and teaching activity. However, as observations are conducted as a critically reflective professional dialogue, the process will also contribute to observers’ own continuing professional development. Additionally, by supporting the sharing of effective practice PSELT contributes to enhancing the quality of teaching and learning across the institution at all levels and enriching taught modules and programmes.

Information from the process may be used to:

1. share and enhance teaching and learning practice across the University, Faculty, and Subject Area.
2. provide evidence to external reviewers and other stakeholders (including students through their representatives at university committees), that teaching enhancement and evaluation takes place.
3. support CPD and sustain a culture of reflective, evidence-informed teaching.
4. for PSELT for programmes, feed into the CMEE process.
5. optionally, contribute to the staff Performance Development Review process.

## Key principles

Peer observation promotes reflective and collegial exploring and sharing of practice resulting in ideas to enhance practice and provision.

The peer observation process at the University of Hull is intended to be both **developmental** (that is, providing opportunities for both the observee and observer to enhance their practice) and **collaborative** (that is a **collegiate** discussion which has mutual benefits). Both parties will engage in critical **reflection** on practice to maintain and enhance the quality of teaching and learning.

Peer observation should be a **transparent** and open process between colleagues. It is acknowledged that teaching observation may involve observer and observee discussing and agreeing areas for development however there are no ‘satisfactory/unsatisfactory’ judgements.

The scheme is **universal and inclusive**- it is open to all those who are involved in teaching and supporting students learning including academic staff, professional services, technicians, and postgraduate research students who teach or demonstrate.

In addition to developing teaching practice, peer observation also fosters a **student-centred** approach by focusing on enhancing student learning and developing their competencies.

Peer observation can be carried out for individual taught sessions and at a programe level, to review the programme’s content, structure, and delivery.

## What PSELT is not

The peer observation process at Hull is not intended to be evaluative- there should not be judgements in the same way as you might expect through a peer review process.

It is not intended to be hierarchical- your teaching can be observed by any teaching colleague, at any stage of their career, and from any discipline.

It is not part of the PDR process- although individuals may choose to share the outcomes of observation as part of PDR discussions.

It is not a ranking or measure of teaching quality.

## Who should engage?

Peer observations of individual teaching activities are beneficial to all involved in teaching and supporting learning and therefore all staff in such roles should take part, including academic staff, professional services, and technicians. Postgraduate research students who teach (PGWT) and GTAs should also have their practice observed to support their development as early career academics.

Peer support for programmes will enable Programme Directors and Module Leaders to gain an overview of the structure, content, and approach across modules within a programme and their contribution to students’ learning and assessment.

Whilst observations will typically take place within the University, the process and principles can also apply to reciprocal observations of practice in local colleges and sixth forms by Programme Directors. An observation of this kind has value in supporting an understanding of the needs of students transitioning into our university programmes.

Observers can be any colleague involved in teaching and learning. Individuals may however choose to find an observer who has a particular specialism.

## How often?

All staff with a teaching responsibility must have some element of their practice observed **at least once a year**, though this may be more frequent if it helps individuals to develop their learning and teaching practice including if they are new in post.

The expectation is that staff choose two different approaches to their learning and teaching practice in a two-year period so that they receive feedback on a range of teaching activity.

Between observations, observees should continue to reflect on their teaching and action any points arising from their observation feedback.

## What sort of teaching?

All elements of the student learning experience are important and can be enhanced through a process of reflection and constructive dialogue.

For observation of individual teaching sessions, the full range of activities involved in teaching and supporting learning is encouraged. In addition to lectures, laboratories, tutorials, and seminars, this may include online delivery, assessment and feedback, teaching on fieldtrips and teaching in sixth forms and colleges

The structure and content of programmes can be reviewed through the Programme Approach to PSELT. Programme Directors can also use the PSELT process and principles to observe provision of their discipline in local colleges and sixth forms.

## What are the benefits of peer observation?

Peer support is a developmental and rewarding process for all involved (Bell & Mladenovic, 2008) and contributes to a culture of quality learning and teaching. Talking to colleagues and reflecting on our teaching improves both our teaching practices and our sense of teaching self-efficacy (Neuhaus, 2019:130; Cohan, 2009).

For the person being observed peer observation has been found to improve teaching practices, enhance confidence in teaching, transform educational perspectives and develop critical reflection on teaching practice (Yiend, Weller & Kinchin, 2014; Bell & Mladenovic, 2008). Being observed and receiving feedback on teaching has been shown to be more effective for improving teaching than coaching or workshops alone (Sparks, 1986).

The benefits for the observer have been found to be as strong, if not stronger than for the observee. Teaching is often conducted in isolation from colleagues so being able to observe the practice of others provides an opportunity to learn new strategies or approaches and motivates us to try things once we’ve seen how other people have used them. Observation can also provide affirmation and reassurance of our current practices which increases our confidence and self-efficacy (Hendry, Bell & Thomson, 2014; Cohan, 2009).

Peer observation has also been found to benefit the wider learning community including enhancing the learning experience for students through improved teaching, the dissemination of effective practice across disciplines or Faculties, the fostering of a critically reflective, evaluative teaching culture and building a collegial, supportive environment. For new academics, or those new to teaching it can also support their integration into the learning community. (Yiend, Weller & Kinchin, 2014; Bell & Cooper, 2013; Bell & Mladenovic, 2008).

## What is effective teaching and learning practice?

A university-wide peer support scheme for enhancing learning and teaching must operate across a range of diverse learning and teaching situations at different levels, in different disciplines and within different pedagogical approaches. The University of Hull’s approach acknowledges that *all* teachers have the capacity to improve their practice and that collegiality and openness are important to enhancing learning and teaching.

The approach is underpinned by best teaching and learning practices as set out in the [Professional Standards Framework](https://www.advance-he.ac.uk/knowledge-hub/uk-professional-standards-framework-ukpsf). Prompt questions are provided for before, during and after the observation to support both observers and observees to consider and reflect on effective practice.

The Academy’s [Blended Learning checklist](https://universityofhull.box.com/s/zlgqf6akeil2k2uafyix0yrzccp8i1gy) may also help both the observee and observer to consider elements of effective practice in blended delivery.

# The Peer Observation Process – individual teaching sessions

There are three stages to the observation process:

1. preparation
2. observation
3. reflection and action

## Preparation

* 1. Observees are responsible for arranging their observation and should liaise with the observer to negotiate a mutually convenient time to undertake it. Observees may suggest a particular observer where the observee wishes to develop a specific aspect of their practice. The Peer Observation Record can be copied and created as a shared document (e.g., using Microsoft OneNote or a shared space on Teams) which both observer and observee can access and edit.
  2. It is up to the observee to decide what element of their learning and teaching practice they would like the observer to focus upon. This will then inform the nature of observer feedback following the activity. It may, for example, be an aspect of teaching in which the observee has considerable experience, something they wish to improve, a new approach they are trying and would like feedback on, the student learning experience or an aspect of their practice they have identified they would like to develop e.g., through their staff performance development review or MEQs.

## Observation

* 1. Observer and observee may wish to consider practical aspects of how the observation is to be carried out. If the observed activity is in a lecture theatre, seminar room or lab, where does the observer sit? If online teaching, how will the observed get access? Do you explain to the students why the observer is there? Should the observer observe the whole activity or just part of it?
  2. The observer should make notes during the observation. Prompts are provided in the Peer Observation Record for observers to consider when completing the observation.
  3. If the observer notes any practices which are unsafe, contravene safeguarding or contravene the Equality Act they should intervene where appropriate.
  4. After the activity has been observed the observer completes their notes in the Peer Observation Record and shares them with the observee. Such notes should be evaluative and developmental, including specific examples of practices observed and noting any suggestions for enhancements clearly. When preparing their notes for sharing, observers should keep in mind the collegiate dialogue at the heart of the process by writing objectively and reporting their observations fairly and accurately. Both observer and observee may wish to note key points arising from the observation report as foci for reflection and discussion in stage three.

## Reflection and action

* 1. The observee should arrange a date and time to discuss the observation with the observer. The discussion should take place ideally within a week of the observed activity to allow time to capture reflections and notes and whilst the activity is still fresh in both parties’ minds.
  2. Prior to meeting to discuss the observation, all participants should reflect on the observed activity and note the actions arising from these reflections. Prompts for reflection for both the observee and observer are provided in the Peer Observation Record. Reflections can be in any format (e.g., written, audio recorded, or video recorded).
  3. At the meeting, the observer should provide confidential feedback on the observed activity, drawn from the prompts in the Peer Observation Record. The discussion should focus on the areas identified by the observee in the preparation for the observation, however the observer may also wish to highlight and discuss other aspects of the observed activity. All feedback and reflections from the observed activity should be discussed in a professionally supportive and collegiate way by comparing views, identifying any areas of effective practice, and identifying any actions to support improvement.
  4. Any effective practice which the observee can share (e.g., in performance and development reviews, L&T events or through a Teaching Excellence Academy blog post or case study) should be noted and actioned by the observee.

***Reflections on observing teaching - for observers***

* 1. We can learn a lot about different teaching approaches, activities and ways of engaging students through observing the practice of others. As part of their own reflections, observers may like to consider:
* what do you think worked well in the activity you observed? Why and how?
* are there any approaches you could adopt or adapt for your own teaching?
* what were some of the challenges and how were they handled?
* how did it feel to be a 'student' in that session?
* anything you felt didn't go so well? Why?
* did you learn any practical tips or techniques?

## Giving feedback

The feedback on the observed activity must be handled sensitively. In such a discussion there is a joint responsibility to keep the feedback focussed and constructive, and to emphasise that the role of the observer should not be judgemental.

Meetings should always be a critically reflective conversation between colleagues, not the delivery of a judgement. They should be conducted as an honest and open dialogue between peers. However real issues where they are perceived to exist must be raised and discussed. Consideration should therefore be given by the observer as to how feedback is given to ensure that it is not provided in a way that may be perceived as confrontational or judgmental.

All participants need to be aware of the tone of their voice, language, and body language. It should also be acknowledged that there may be power asymmetry between observer and observee in terms of experience, position, and status.

Constructive feedback will:

* Allow the observee to describe the activity and say how they felt the activity went before the observer makes any further comment. The observee might reflect on whether the observation process had affected the activity in any way, for example, in their behaviour or that of the students
* Positively state what the observer considers the observee to have done with skill, insight, competence, etc., providing specific evidence or instances of any claims made
* Identify what did not appear to be so successful, or any areas in which some difficulties were observed. It is important that specific instances are cited as evidence for any comment about what did not go so well
* Provide the opportunity to discuss the issues raised
* Provide opportunity to discuss any matters of concern to the observer and to allow the observee to consider and reflect on these. This should always be handled sensitively
* Provide an opportunity to identify constructive solutions to any agreed difficulties, including sources of professional development and support
* Focus on issues rather than allow generalised description or evaluation

# References

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Neuhaus, J. (2019) *Geeky Pedagogy,* West Virginia University Press

Sparks, G. M. (1986) The effectiveness of alternative training activities in changing teaching practices, *American Educational Research Journal,* 23(2), 217-225

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# Peer Observation Record

****

**Peer Observation record (individual teaching session)**

## Preparation

|  |  |
| --- | --- |
| **Observee**: |  |
| Faculty: |  |
| School: |  |
| **Observer**: |  |
| Faculty: |  |
| School: |  |

|  |  |
| --- | --- |
| Name and number of module: |  |
| Nature of activity to be observed:  *(e.g. tutorial; asynchronous lecture)* |  |
| Session title: |  |
| Date and time of activity to be observed: |  |
| Room / online link: |  |
| Number of students:  *(expected / attended)* | / |
| Learning outcomes or competencies: | -  -  - |

## Self-reflection

|  |
| --- |
| I would find it helpful for the observer to focus and provide comment on the following areas *(highlight Observation Prompts and/or add specific areas below)*: |
|  |
| How do you think the observation will be useful for your practice? |
|  |

## Observation

The observer should use this table to capture their thoughts and reflections on the observed session. Notes should be evaluative and developmental, including specific examples of practices observed and noting any suggestions for enhancements clearly. When preparing their notes for sharing, observers should keep in mind the collegiate dialogue at the heart of the process by writing objectively and reporting their observations fairly and accurately.

**NB:** not all the elements listed below may feature in the observed activity. The examples are given as prompts as to what to look for – they are not intended as a checklist.

|  |  |
| --- | --- |
| **Prompts – Individual teaching sessions** | **Observer comments** |
| **Opening [K2]** | |
| * *Recap on previous learning takes place* * *There is a link to the previous session (if appropriate)* * *The intended competencies for the session are made clear* * *The beginning sets the scene appropriately for the session* |  |
| **Planning and organisation [A1]** | |
| * *The session has a coherent structure* * *The session is managed effectively* |  |
| **Methods / approach [K2]** | |
| * *Effective questioning and listening techniques are employed* * *Appropriate delivery method for intended learning* |  |
| **Delivery and pace [A2]** | |
| * *The pace of the session is appropriate* * *Strategies to gain attention, to refocus at intervals and to ensure attention is maintained are used* * *The communication of ideas is relevant, clear and at a level appropriate for all students* |  |
| **Content [K1]** | |
| * *Knowledge of subject matter is demonstrated* * *Content presented and explained clearly* * *Students are made aware of the purpose of any activities* * *Key learning points are reinforced throughout the session* |  |
| **Intellectual stimulation [A4]** | |
| * *Students are appropriately challenged* * *Different theories, perspectives and methods are presented* |  |
| **Student learning and participation [K3]** | |
| * *The active participation of all students (with the content, the teacher and/or each other) is encouraged* * *There are opportunities for students to clarify understanding, reflect and think critically* * *Student learning is checked and consolidated* * *Formative feedback given e.g. on learning from any activities* * *Students are given the opportunity to practise relevant skills (as appropriate)* |  |
| **Use of appropriate resources [A1]** | |
| * *Teaching resources are used effectively to support learning* * *The use of technology supports and enhances learning* |  |
| **Overall style and atmosphere [A4]** | |
| * *An effective rapport with students is established and maintained to facilitate positive engagement and communication* |  |
| **Acknowledgement of individual students’ particular needs [V1]** | |
| * *There is an awareness of diversity and inclusivity* * *Dignity and respect for all students is promoted* * *Activities and resources are accessible* |  |
| **Closing [K2]** | |
| * *The intended competencies are revisited to check coverage* * *Important learning points are reinforced* * *Links to assessment signposted* * *The summary links to work to be covered in and/or prior to the next session* * *Students are advised of learning resources and additional follow-up reading / activities to consolidate their learning* |  |

|  |  |
| --- | --- |
| **Observer comments (or link to recorded comments)** | **Observee response / reflections** |
| Overall, things I thought went well: | |
|  |  |
| My suggestions for improvement would be: | |
|  |  |
| Things I will take away from today: | |
|  |  |
| Any other thoughts: | |
|  |  |

## Reflection

|  |  |
| --- | --- |
| Date and time of meeting: |  |

**Prompts for discussion:**

* Areas identified by the observee in the preparation for the observation
* What the observee / observer thought went well in the activity
  + Why do you think it went well?
* Any effective practice observed during the activity
  + How can that practice be shared?
* What the observer’s suggestions for improvements are
  + How could it have been improved or approached differently?
  + What sources of support might be useful?
* What should be kept and what changed for next time?
* What the observer took away from the activity (e.g., for their own teaching or provision)
* Did the teaching contribute to student learning?
* In what ways was the observation useful (for observee and observer)
* ***For observations in sixth forms / colleges:*** how does the practice observed link to HE level? What can be learnt / transferred from this practice? How can the experience support programme teams to support student transitions into university?

**Observers should:**

* Allow the observee to self-reflect and offer how they thought the session/activity went, before making any comment
* Be descriptive, reflective and provide evidence for their comments
* Be specific rather than general
* Focus on behaviour rather than the person
* Focus on observations, so that any constructive criticism is justifiable
* Focus on behaviour that the observee can do something about
* Focus on "what" or "how" (observed behaviour) as well as "why"
* Provide opportunities for further discussion
* Provide clear suggestions about improvement that can be generated by the observee based on questions from the observer
* Identify points of good practice that you might use in your own teaching
* Provide an opportunity for critical reflection.

## Action

Actions arising from the observation and discussion *(e.g., enhancements to session, resources to follow up, CPD to pursue, practice to share etc)*

|  |  |  |
| --- | --- | --- |
| **Action** | **Who** | **When by** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

# Additional guidance and documents for Programme Approach to PSELT

# A Programme approach to PSELT

The evaluation of teaching practice has traditionally focussed on a single taught session, with one peer providing an evaluation for one colleague. The Programme approach to PSELT offers an alternative where a subset of staff teaching on a programme participate in a group workshop to both provide and receive feedback. This approach:

* Provides an adaptable solution for programme directors to nurture a collaborative team approach, delivering a more cohesive student experience
* Adopts the pace and theoretical underpinning (Laurillard's Conversational Framework) that are features of our well-received ABC learning design workshops
* Offers a time efficient approach to engage with PSELT that has sharing good practice at its heart
* Integrates PSELT with the CMEE process – the Programme PSELT workshop will generate content that can go directly into CMEE Programme Journal/Module Reflection report

## Methodology

The methodology is necessarily flexible to ensure it can be applied to any type of programme – outlined below is an example that can be followed and tailored by Programme Directors (PD's) as noted:

### Pre-workshop:

1. PD - recruit a workshop facilitator (e.g., from the Programme Directors Network, via the TEA, or within the faculty). Ideally the facilitator should be external to the programme to enable sharing of good practice
2. PD - identify 2-3 related modules on the programme (e.g., the modules could run at the same level and trimester or share a common competency). Accommodate for the size of module teaching teams as necessary – aim for circa 6 workshop attendees, plus the facilitator
3. PD - invite the teaching staff from the modules and the facilitator to the workshop
4. PD – brief the facilitator re commonality of modules and any bespoke workshop objectives (e.g., addressing student feedback that there is "generally too much..."/"not enough...")

### During Workshop:

1. Facilitator – run the workshop, following the structure of the [Programme PSELT form](#_Programme_PSELT_form) as an agenda, referring to the notes for facilitators contained within.
2. Facilitator – at the close of the workshop, review the form with the group to mutually agree the content captured

### Post-workshop:

1. Facilitator – add your reflection to the [Programme PSELT form](#_Programme_PSELT_form) and send it to the workshop attendees, plus the PD
2. Facilitator – share your takeaways with your own programme team
3. Workshop attendees – refer to the actions and develop the ideas; add this to Module Reflection report; be ready to implement for the next module delivery
4. PD – add the PSELT form content into the Programme Journal; add note to close the loops (i.e., what changes were affected? What were the results?)

This process can then be repeated to address a further subset of modules on the programme. Where external PDs act as facilitators, the PDs could arrange to facilitate the workshops on each other’s programme reciprocally.

## Considerations

* Translating the peer evaluation process to the module design level is not without its challenges - the following points should be recognised:
* Programme Directors should give fair notice to the team to ensure that any members have not already planned to engage with the PSELT process via the traditional observation of teaching (although nothing stops staff from engaging in both)
* The recommendation to introduce an external programme leader as the workshop facilitator is not mandatory, but it offers a route that opens the sharing of practice beyond the boundaries of the programme. Using an external facilitator may also afford benefits where you (the programme leader) need to participate in the workshop as you teach on one of the modules yourself. Programme Directors acting as facilitators get to bring all the good practice of the workshop 'home' to their own programme, and this is also a good example to evidence for SFHEA applications.
* Some modules are taught by particularly large teams, which would be difficult to organise and facilitate with all present. In these cases you may consider running the workshop for the one module rather than for mutual modules (the aim remains having circa 6 workshop attendees)
* Consider scheduling the workshop as a Teams meeting as this may be easier for the facilitator to see the attendees’ names, and for everyone to see the live document as it is updated. If the workshop is face to face, ensure the room has a presentation screen that everyone can see.

# Programme PSELT form

***Facilitator –*** *welcome everyone to the workshop, introduce yourself and take the attendance register below*

*[the name/initials/module can be completed beforehand]*

|  |  |  |  |
| --- | --- | --- | --- |
| **Programme name:** |  | | |
| **Date of workshop:** |  | | |
| **Facilitator:** |  | | |
| **Attendance register** | | | |
| **Name:** | **Initials:** | **Module** | **Attendance** |
|  |  |  | Choose an item. |
|  |  |  | Choose an item. |
|  |  |  | Choose an item. |
|  |  |  | Choose an item. |
|  |  |  | Choose an item. |
|  |  |  | Choose an item. |
|  |  |  | Choose an item. |
|  |  |  | Choose an item. |

## Activity 1: Around the room in 80 seconds

***Facilitator –*** *introduce the activity as described below*

*[keep the pace fast. No need to capture the output – this is a warmup activity]*

Everyone gets 10 seconds to:

1. introduce themselves
2. State the module title/level they are here to discuss
3. Say the one thing they like most about this module

## Activity 2: use of **Discussion** as a type of learning

***Facilitator –*** *begin by sharing this page onward to the presentation screen so everyone can follow the instructions below*

**You have 2 minutes for the following task:**

Look at Laurillard’s definition of **discussion** and the examples provided below. Be prepared to share your responses to these two questions *after* the two minutes:

1. Thinking about your module, how much do you enable your students to experience this type of learning? **\***
   1. I think they could do more of this
   2. It is already carefully designed – I wouldn’t change this
   3. I think they could do less of this
2. How are your discussion activities working in practice? Is there any advice you would share or seek for this type of learning?

**\***Consider all instances, i.e., is it synchronous/asynchronous; online/f2f; done with whole class/in groups/individually; independent of you/with you present

|  |  |
| --- | --- |
| **Discussion** | |
| Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher, and/or from their peers | |
| **EXAMPLES:** | |
| **Conventional Method** | **Digital technology** |
| tutorials | online tutorials |
| Seminars | seminars |
| discussion groups | discussion groups/forums |
| class discussions | web-conferencing tools |
|  | synchronous and asynchronous options |

***Facilitator –*** *now**ask each member in turn to briefly share their responses to Q1 and Q2 (****keep it fast*** *- 2 minutes per person). Record the responses in the table below (only short summaries for Q2), then move onto the next task*

|  |  |  |  |
| --- | --- | --- | --- |
| Attendee (use initials) | Q1: how much do you enable your students to experience this type of learning? | Q2: how is it working? Any advice you would share or seek? | Peer advice for actions |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |

**For your next task you have 10-15 minutes:**

Working as a group, provide peer support to any colleagues who “could do more” or “could do less” (Q1); or have sought specific advice in Q2.

***Facilitator –*** *allow fair time for each colleague to receive advice from one or more peer. Note the advice as a short summary in the “Peer advice for actions” column in the table above. Include the initials of the peer(s) contributing the advice. You too may want to offer your own advice!*

## Activity 3: use of **Investigation** as a type of learning

***Facilitator – note that the workshop format now repeats from the previous activity, but focusing on another of the 6 learning types***

**You have 2 minutes for the following task:**

Look at Laurillard’s definition of **investigation** and the examples provided below. Be prepared to share your responses to these two questions *after* the two minutes:

1. Thinking about your module, how much do you enable your students to experience this type of learning? **\***
   1. I think they could do more of this
   2. It is already carefully designed – I would not change this
   3. I think they could do less of this
2. How are your investigation activities working in practice? Is there any advice you would share or seek for this type of learning?

**\***Consider all instances, i.e., is it synchronous/asynchronous; online/f2f; done with whole class/in groups/individually; independent of you/with you present

|  |  |
| --- | --- |
| **Investigation** | |
| Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught | |
| **EXAMPLES:** | |
| **Conventional Method** | **Digital technology** |
| using text-based study guides | using online advice and guidance |
| analysing the ideas and information in a range of materials and resources | analysing the ideas and information in a range of digital resources |
| using conventional methods to collect and analyse data | using digital tools to collect and analyse data |
| comparing texts | comparing digital texts |
| searching and evaluating information and ideas | using digital tools for searching and evaluating information and ideas |

***Facilitator –*** *now**ask each member in turn to briefly share their responses to Q1 and Q2 (****keep it fast*** *- 2 minutes per person). Record the responses in the table below (only short summaries for Q2), then move onto the next task*

|  |  |  |  |
| --- | --- | --- | --- |
| Attendee (use initials) | Q1: how much do you enable your students to experience this type of learning? | Q2: how is it working? Any advice you would share or seek? | Peer advice for actions |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |

**For your next task you have 10-15 minutes:**

Working as a group, provide peer support to any colleagues who “could do more” or “could do less” (Q1); or have sought specific advice in Q2.

***Facilitator –*** *allow fair time for each colleague to receive advice from one or more peer. Note the advice as a short summary in the “Peer advice for actions” column in the table above. Include the initials of the peer(s) contributing the advice. You too may want to offer your own advice!*

## Activity 4: use of **Acquisition** as a type of learning

**You have 2 minutes for the following task:**

Look at Laurillard’s definition of **Acquisition** and the examples provided below. Be prepared to share your responses to these two questions *after* the two minutes:

1. Thinking about your module, how much do you enable your students to experience this type of learning? **\***
   1. I think they could do more of this
   2. It is already carefully designed – I would not change this
   3. I think they could do less of this
2. How are your Acquisition activities working in practice? Is there any advice you would share or seek for this type of learning?

**\***Consider all instances, i.e., is it synchronous/asynchronous; online/f2f; done with whole class/in groups/individually; independent of you/with you present

|  |  |
| --- | --- |
| **Acquisition** | |
| Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos | |
| **EXAMPLES:** | |
| **Conventional Method** | **Digital technology** |
| reading books, papers | reading multimedia, websites, digital documents and resources (e.g., using eBooks/articles via university library access; OER resources) |
| listening to teacher presentations face-to-face, lectures | listening to podcasts; watching video lectures, webcasts, didactic parts of webinars (e.g., using Panopto/Teams) |
| watching demonstrations, master classes | watching animations, videos, making observations from field/lab footage (e.g., using BoB, YouTube) |
|  |  |
|  |  |

***Facilitator –*** *now**ask each member in turn to briefly share their responses to Q1 and Q2 (****keep it fast*** *- 2 minutes per person). Record the responses in the table below (only short summaries for Q2), then move onto the next task*

|  |  |  |  |
| --- | --- | --- | --- |
| Attendee (use initials) | Q1: how much do you enable your students to experience this type of learning? | Q2: how is it working? Any advice you would share or seek? | Peer advice for actions |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |

**For your next task you have 10-15 minutes:**

Working as a group, provide peer support to any colleagues who “could do more” or “could do less” (Q1); or have sought specific advice in Q2.

***Facilitator –*** *allow fair time for each colleague to receive advice from one or more peer. Note the advice as a short summary in the “Peer advice for actions” column in the table above. Include the initials of the peer(s) contributing the advice. You too may want to offer your own advice!*

## Activity 5: use of **Collaboration** as a type of learning

***Facilitator –*** *begin by sharing this page on the presentation screen so everyone can follow the instructions below*

**You have 2 minutes for the following task:**

Look at Laurillard’s definition of **Collaboration** and the examples provided below. Be prepared to share your responses to these two questions *after* the two minutes:

1. Thinking about your module, how much do you enable your students to experience this type of learning? **\***
   1. I think they could do more of this
   2. It is already carefully designed – I would not change this
   3. I think they could do less of this
2. How are your Collaboration activities working in practice? Is there any advice you would share or seek for this type of learning?

**\***Consider all instances, i.e., is it synchronous/asynchronous; online/f2f; done with whole class/in groups/individually; independent of you/with you present

|  |  |
| --- | --- |
| **Collaboration** | |
| Learning through collaboration embraces mainly discussion, practice, and production. Building on investigations and acquisition it is about taking part in the process of knowledge building itself | |
| **EXAMPLES:** | |
| **Conventional Method** | **Digital technology** |
| small group project | small group projects using online forums, wikis, chat rooms, etc. for discussing others’ outputs |
| discussing others’ outputs | building a joint digital output |
| building joint output |  |

***Facilitator –*** *now**ask each member in turn to briefly share their responses to Q1 and Q2 (****keep it fast*** *- 2 minutes per person). Record the responses in the table below (only short summaries for Q2), then move onto the next task*

|  |  |  |  |
| --- | --- | --- | --- |
| Attendee (use initials) | Q1: how much do you enable your students to experience this type of learning? | Q2: how is it working? Any advice you would share or seek? | Peer advice for actions |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |

**For your next task you have 10-15 minutes:**

Working as a group, provide peer support to any colleagues who “could do more” or “could do less” (Q1); or have sought specific advice in Q2.

***Facilitator –*** *allow fair time for each colleague to receive advice from one or more peer. Note the advice as a short summary in the “Peer advice for actions” column in the table above. Include the initials of the peer(s) contributing the advice. You too may want to offer your own advice!*

## Activity 6: use of **Practice** as a type of learning

***Facilitator –*** *begin by sharing this page on the presentation screen so everyone can follow the instructions below*

**You have 2 minutes for the following task:**

Look at Laurillard’s definition of **Practice** and the examples provided below. Be prepared to share your responses to these two questions *after* the two minutes:

1. Thinking about your module, how much do you enable your students to experience this type of learning? **\***
   1. I think they could do more of this
   2. It is already carefully designed – I would not change this
   3. I think they could do less of this
2. How are your Practice activities working in practice? Is there any advice you would share or seek for this type of learning?

**\***Consider all instances, i.e., is it synchronous/asynchronous; online/f2f; done with whole class/in groups/individually; independent of you/with you present

|  |  |
| --- | --- |
| **Practice** | |
| Learning through practice enables the learner to adapt their actions to the task goal and use the feedback to improve their next action. Feedback may come from self-reflection, from peers, from the teacher, or from the activity itself, if it shows them how to improve the result of their action in relation to the goal | |
| **EXAMPLES:** | |
| **Conventional Method** | **Digital technology** |
| practising exercises | using models |
| doing practice-based projects | simulations |
| labs | microworlds |
| field trips | virtual labs and field trips |
| face-to-face role-play activities | online roleplay activities |

***Facilitator –*** *now**ask each member in turn to briefly share their responses to Q1 and Q2 (****keep it fast*** *- 2 minutes per person). Record the responses in the table below (only short summaries for Q2), then move onto the next task*

|  |  |  |  |
| --- | --- | --- | --- |
| Attendee (use initials) | Q1: how much do you enable your students to experience this type of learning? | Q2: how is it working? Any advice you would share or seek? | Peer advice for actions |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |

**For your next task you have 10-15 minutes:**

Working as a group, provide peer support to any colleagues who “could do more” or “could do less” (Q1); or have sought specific advice in Q2.

***Facilitator –*** *allow fair time for each colleague to receive advice from one or more peer. Note the advice as a short summary in the “Peer advice for actions” column in the table above. Include the initials of the peer(s) contributing the advice. You too may want to offer your own advice!*

## Activity 7: use of **Production** as a type of learning

***Facilitator –*** *begin by sharing this page on the presentation screen so everyone can follow the instructions below*

**You have 2 minutes for the following task:**

Look at Laurillard’s definition of **Production** and the examples provided below. Be prepared to share your responses to these two questions *after* the two minutes:

1. Thinking about your module, how much do you enable your students to experience this type of learning? **\***
   1. I think they could do more of this
   2. It is already carefully designed – I would not change this
   3. I think they could do less of this
2. How are your Production activities working in practice? Is there any advice you would share or seek for this type of learning?

**\***Consider all instances, i.e., is it synchronous/asynchronous; online/f2f; done with whole class/in groups/individually; independent of you/with you present

|  |  |
| --- | --- |
| **Production** | |
| Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice | |
| **EXAMPLES:** | |
| **Conventional Method - producing articulations using:** | **Digital technology - producing and storing digital documents using:** |
| statements | representations of designs |
| essays | performances, artefacts |
| reports | animations |
| accounts | models |
| designs | resources |
| performances | slideshows |
| artefacts | photos |
| animations | videos |
| models | blogs |
|  | e-portfolios |

***Facilitator –*** *now**ask each member in turn to briefly share their responses to Q1 and Q2 (****keep it fast*** *- 2 minutes per person). Record the responses in the table below (only short summaries for Q2), then move onto the next task*

|  |  |  |  |
| --- | --- | --- | --- |
| Attendee (use initials) | Q1: how much do you enable your students to experience this type of learning? | Q2: how is it working? Any advice you would share or seek? | Peer advice for actions |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |
|  | [select] |  |  |

**For your next task you have 10-15 minutes:**

Working as a group, provide peer support to any colleagues who “could do more” or “could do less” (Q1); or have sought specific advice in Q2.

***Facilitator –*** *allow fair time for each colleague to receive advice from one or more peer. Note the advice as a short summary in the “Peer advice for actions” column in the table above. Include the initials of the peer(s) contributing the advice. You too may want to offer your own advice!*

## Final activity:

**For your final task you have 5 minutes:**

To wrap up, go around the room for each participant to recall:

1. the actions they are taking away to explore further
2. the advice they have offered to help their peers

***Facilitator –*** *you may need to scroll through the document as a memory aid.*

***Subject to any closing remarks or questions you can now close the workshop***

# Facilitator’s post-workshop reflection:

Before sending this document back with the attendees and PD, provide a short reflection in the box below. Think about themes such as the good practice you have heard discussed, the common challenges that are also being faced in your own programme, or opportunities that you’ve identified for interdisciplinary collaboration:

[add your reflection here]