Title: Content, context and (meta)cognition

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Session Learning Outcomes

By the end of this session, delegates will be able to:

1. Discuss learning gain in relation to a proposed model.
2. Consider the possible mechanisms and relationships linking *content* and *(meta)cognition.*
3. Position their own practice, within their institutional context in respect of possible measures of learning gain.

Session Outline

The various measures of learning gain can be considered in relation to possible educational purpose. We will propose and outline a model, based on analysis of literature, that allows for discussion of this in relation to how learning gain is measured. Biesta's (2015) three domains (qualification, socialisation & subjectification) will be used to consider the various emphasis that individual and institutional context give to educational purpose. In addition, the measures of learning gain will also be discussed in the light of the way the concept is operationalised. For example, operationalising the measure of learning gain in terms of critical thinking (say using CLA+1), arguably, does not involve a subject context. Equally, measures of learning gain applied to a subject (say, simple degree results) might ignore changes (gains(?)) in other aspects of possible purpose such as aspects of student disposition (for example; resilience or persistence (Claxton, 2014).
Although the discussion around these issues is difficult to resolve, this workshop aims to prompt further debate around them, especially in respect of how a specific context with a particular learning gain focus might influence academic development activity.

1 CLA+ measures a student's critical thinking, problem solving, analytic reasoning, effective communication, scientific reasoning, quantitative reasoning and critical reading.

Session Activities and Approximate Timings

The session will have an emphasis on small group work and interaction. Groups will be provided with large copies of the proposed model on which they will be able to annotate to

provoke discussion. This will be achieved via a brief presentation of the model (ten minutes) followed by group discussion of:

1. How educational purpose (qualification, socialisation & subjectification) might be positioned within the proposed model (five minutes / discussion)
2. How different measures of learning gain might be positioned within the proposed model (ten minutes / discussion)(LO1 & 2)
3. How and why different emphasis might be given to different aspects of educational purpose and how these interrelate (ten minutes / discussion)(LO2).

Plenary around the above discussions and How, in the light of discussion 3, academic development activities might be changed (ten minutes / discussion)(LO3).
(forty five minutes in total)

References

Biesta, G. (2015) What is education for? On good education, teacher judgement, and educational professionalism, European Journal of Education, 50(1), 75–87.

Claxton, G. (2014) School as an epistemic apprenticeship: the case of building learning power / La escuela como aprendizaje epistémico: el caso de construyendo el poder para el aprendizaje, Journal for the Study of Education and Development Infancia y Aprendizaje, 37(2), 227-247,