

Title: Engaging with the literature to help us engage students better with their learning journey

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Abstract:

Session Learning Outcomes

The workshop and associated activities will enable participants to explore the ways in which we might enhance the student journey through engagement with a variety of literatures. Everyone is likely to arrive at different meanings of the literature for their own practice and the consequent impact on the student learning journey.

Session Outline

Being an effective teacher or academic developer requires us to go beyond a pragmatic or “well it seems to work” approach to our practice to one inspired, informed or challenged by various outside influences, including the educational literature, whether it be research, conceptual or grounded in experience.

In doing so we can model an approach to student learning that moves beyond a focus on content to one that considers how, and perhaps even why, student engagement can and should be enhanced.

Whilst preparing my input to a chapter on Effective Classroom Teaching (Hunt, *et al* 2012) and responding to a discussion on the SEDA JISCmail list (July-August 2011), I began to reflect on the books which have, and continue, to influence my thinking and practice as an academic developer.

In this workshop we will explore some of the literature which may give us insights into enhancing the student learning journey. I have set up a blog – www.SEDAConference2012.blogspot.com - which potential participants in the workshop can access. In this I will introduce a number of writers which have particularly influenced my own practice, including Ron Barnett (2000 & 2007), Stephen Brookfield (1995, 2005 & 2006), Carl Rogers (1983) and Stephen Rowland (2000) and others I have gained inspiration from such as Ken Bain (2004), the weekly Tomorrow’s Professor e-mailing from Stanford University and resources from The IDEA Center in the US.

Session Activities and Approximate Timings

The workshop will begin with a brief précis of the references I have suggested, the discussion on the blog and other sources introduced there by participants.

The next stage will be in small groups where participants will discuss references that have particular meaning for you. You are asked to bring a brief synopsis of a single article/book which, or work by an author who, has had a significant on your practice: *what it is, who it is by, the particular significance it has for you and a memorable/meaningful quote of two*. You may bring these with you, post them on the blog or send them to me.

The workshop will work better if participants do some of the reading, writing and reflection beforehand and/or engage with the contributions on the blog.

By the end of the workshop we should have a wall covered with annotated sources of literature which have the power to influence the way in which we enhance the student journey. I will collate these and post them on the blog after the conference.

References

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Brookfield, SD 1995, *Becoming a critically reflective teacher*. Jossey-Bass, San Francisco.

Brookfield, SD 2006, *The skilful teacher: on technique, trust and responsiveness in the classroom*, 2nd ed, Jossey-Bass, San Francisco

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Hunt, L, Chalmers, D & Macdonald, R (2012, forthcoming) Effective Classroom Teaching, in Hunt, L & Chalmers, D (eds.) *University Teaching in Focus: A learning-centred approach*. ACER

Rogers, C 1983, *Freedom to learn for the 80's*, C.E. Merrill, Columbus, Ohio.

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The Idea Center: www.theideacenter.org

Tomorrow's Professor mailing list: <https://mailman.stanford.edu/mailman/listinfo/tomorrows-professor>

SEDA jiscmail list (21 August 2011): <https://www.jiscmail.ac.uk/cgi-bin/webadmin?A2=ind1108&L=SEDA&F=&S=&P=26435>