Pathways to learning: new approaches in higher education

Webinar 2 of the programme

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Introduction

- Welcome or welcome back
- Facilitators today – Dr Kris Stutchbury, Prof Nebath Tanglang and Dr Patricia Wambugu (Egerton University, Kenya)
- Rachel Roger, Olivier Biard supporting us
- Aims for today:
  - Check on progress and provide support for the forums and assessment
  - Consider how LCE works in large groups
  - Focus on student teachers as learners
  - Look ahead to weeks 3 and 4
  - Introduce the community activities (optional)

How is it going?

- Respond to the Poll questions
1. How are you finding the course? Tick as many as you wish
   - Interesting
   - Boring
   - Easy
   - Relevant to my practice
   - Demanding

2. Have you read the comments on the forums? Yes/No

3. Have you contributed to the course forum? Yes/no?

4. I have learnt something that I will use in my teaching SA, A, not sure, D, SD

5. What challenges are you encountering? Tick as many as you wish
   - Connectivity
   - Making time
   - Reading on the screen
   - Participating in forum discussions
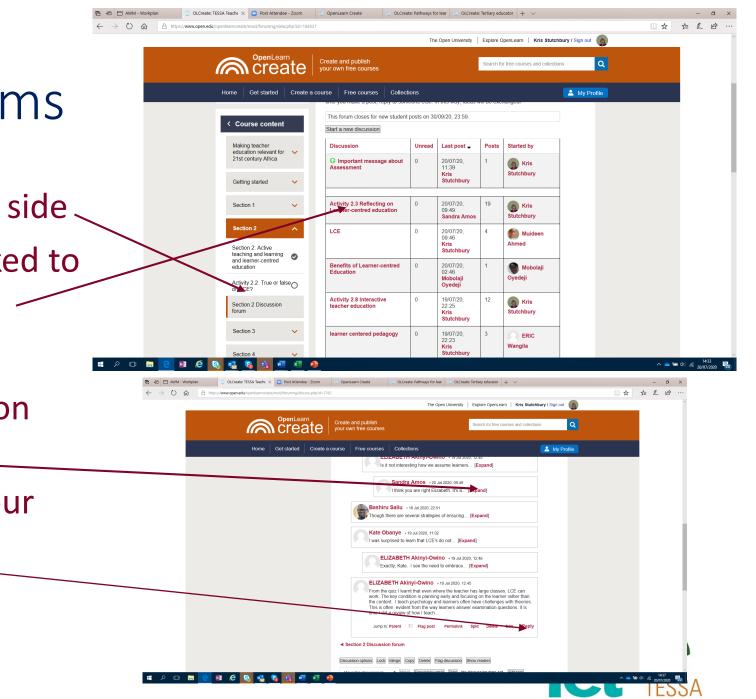   - Navigation of the website including the forums

Using course forums

- Use menu on the left hand side
- Look for the discussion linked to the Activity you are doing
- Click on the discussion
- Read the posts by clicking on 'expand'
- Click on 'reply' and type your response

Assessment

- Not the same as a conventional test
- Complete the online quizzes
- Demo an online quiz

How large is your largest class?

- Poll: How large is your largest class?
- 30-50
- 50-100
- 100-200
- 200-500
- 500+

Teaching large classes – Example 1

- Teaching a course called 'the secondary school curriculum'
- 398 students, in a dining hall, two blind students
- Class reps divided them into groups of 10
- Gave the learning outcomes so all were aware of what was required
- Gave each group a different scenario and asked them to construct a timetable for the institution or programme
- Each group presented to Patricah at a convenient time
- She chose 2 groups to present to the whole class

Teaching Large Classes – Example 2

- 102 students learning 'special methods for teaching Physics'
- Formed 10 groups of approximately 10 students
- Share the learning outcome which was to apply the methods they had learnt to practice
- Each group was given a teaching approach: exposition, probing questioning, experiential learning, using local materials etc.
- Each group prepared a 'lesson' with one teacher teaching the other 9 students.
- Each group presented their 'lesson' to the class who provided feedback.

Did you notice……?

- By sharing learning outcomes, learners are able to take responsibility for their learning

- The tasks were highly practical and relevant to the students' future work as a teacher

- The appointment of 'class reps' provides a way of organising large groups of students

- Presenting back was done thoughtfully – in example 1 all the feedback was to the tutor with the best examples to the whole group. In example 2, all had the chance to present on a different topic, which was interesting for the group

- There were opportunities for collaborative learning

- Patriciah uses examples from teaching practice in her work, giving it authenticity and relevance

Who are our learners?

- What does student teacher, Tobias need to know, understand and be able to do in order to be an effective teacher?

- What opportunities are there to learn these things on your programme?

Student-centred planning

If you want to be a 'student-centred' tutor or lecturer, what are the key questions you would consider when you are planning a teaching session?

Discuss in a break-out room.

- One person volunteer to act a Chair

- Make sure everyone speaks – but speaks briefly

- Type **one** suggestion into the chat

Student-centred planning

- What experiences will students bring to the session?
- Where are the students in their training and what account do I need to take of this?
- How can I engage students?
- How can I make my slides accessible and interesting?
- How can I find out some of their ideas?
- How can I make this content relevant to their work as a teacher?
- What questions will I ask?
- How can I create opportunities for them to talk to each other?
- How can I find out their ideas?

Teacher-centred planning

- How can I get through this content?
- How can I fit the information on to my slides?
- How long will it take me to convey this information?
- What will I do in this session? Where will I stand?
- What forms/registers do we need to complete?
- How many students will I have?

Looking ahead

How to use ICT to support learning?

Poll

1. What ICT do you have access to?

   smart phone/laptop/desktop/projector/tablet

2. What ICT do teachers have access to?

   smart phone/laptop/desktop/projector/tablet

3. What ICT do student teachers have access to?

   smart phone/laptop/desktop/projector/tablet

4. What applications are in common use?

   Whats App/Facebook/Twitter/YouTube/Telegram/TEAMS/Google Applications

Using ICT to support learning

- Start with the technology that is available

- Think about what adds the most value

- What applications do your students use?

- Skills gap

Looking ahead

- I have heard of OER   yes/no

- I have used OER in my own teaching   yes/no

- I have adapted OER that I have found for my own use   yes/no

Open Educational Resources

- Free resources, can be circulated, adapted and copied.

- Creative commons license

- 'repository of ideas'

- Authors do not get royalties

- Taking advantage of OER is a cultural issue. The power is in the hands of the user.

- Users require skills in critical review and adaptation

- Train teachers in the skills of critical review or review repositories and publish a list of resources they are allowed to use?

nQuire

- A collaborative learning tool

- Sign up, contribute to the discussion and respond to other contributions

- The recording of the webinar is now available at the following link so that those who want can review and those who missed it can engage and catch up: *https://www.youtube.com/watch?v=W3c35DihPyE*

Final discussion

In your breakout room

- Someone take the lead and Chair the discussion

- What have you learnt so far from this programme?

- What will you do differently in your practice when teaching resumes?

- Write one sentence for each question in the chat from your group

Final observations

- Final word from each of the presenters:
- Prof Tanglang
- Dr Patricia Wambugu
- Dr Kris Stutchbury