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Does one size fit all? Using scholarship to enhance the student learning experience.

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Does one size fit all? Using scholarship to enhance the student learning experience

Grace Clifton

Overview

1. Scholarship strategy and priorities
2. The scholarship project
3. Enhancing the student learning experience
4. Any questions?

Scholarship strategy and priorities



- University scholarship priorities (2013-14)
 - First year experience
 - Learning design
 - Academic student support
 - International distance education (models and practices)
- Discussions at Faculty level
 - Programme Committee paper and/or on-line discussion
- Faculty scholarship priorities (2013-14)
 - Understanding the study experience
 - Practice-informed teaching and learning
 - Intercultural learning and global identities
 - Learning and teaching with new technologies
 - Innovative development within an area of (the Faculty) curriculum

The scholarship project - 1



The module and the method

E212 – Childhood

- First presentation February 2013
- 975 students
- 93% female
- 87% white ethnic background
- Majority of students in 30-49 years age group
- 54% motivation for study – work and personal development
- Childhood and Youth Studies, Early Years, Primary Teaching and Learning, Youth Work = a “hybrid” learning experience (Helyer et al. 2011)?

Method

- Questionnaire to 2 tutor groups – telephone or email
- Managed by an experienced Associate Lecturer (AL)
- Initial analysis by AL

The scholarship project - 2



The findings

- Everyday examples - “the important concepts were hard to understand as there was not enough to hook onto them”
- “More like level 3”
- Assignments – “the wording of (essays) was sometimes difficult”
- Exam – “difficult” but “helpful”
- Previous study – “able to relate to and remember other theorists” but not for FD
- Previous work experience – not sure if allowed “to relate it to what I studied”

Enhancing the student learning experience



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One size can no longer fit all

Module level:

- Offer greater consistency in the provision of study skills – develop skills audit and preparatory materials
- Adapt existing materials and guidance to acknowledge prior study experience and students' prior/ current experiences of working with or interactions with children
- Support the transition from level 1 to level 2 study
 - Embedding library resources and study skills into module materials and developing 'good academic practice'
 - Develop 'podcasts' setting our clear expectations at level 2
 - Guidance on preparation for assessments (exam)
 - Reflection and online Personal Development Plans (PDP)

Qualification level:

- Need for collaboration across different qualification teams
- Monitor student experience across qualifications



Any questions?

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