



Thinking Teaching

6 & 7 September 2018

Vikki Hill, Siobhan Clay, Lucy Panesar



ual:

Welcome & overview

ual:

**What does your
name mean?**

Icebreaker

ual:

Orient participants to the purpose and practice of teaching in HE

Situate participants' teaching in a meaningful context of practice and pedagogic theory

Explore basic techniques for designing a session

Help participants consider the learner and examine barriers to learning

Inspire participants, building confidence and a sense of agency

Course Aims

ual:

What would like to gain from attending the course?

Course Aims

ual:

10am Inclusive learning

11.30 Break

11.45 Learning theories

1pm Lunch

2pm - Tell Us About It Archive

2.30pm - Mapping your learning

3.15pm Break

3.30pm Micro-teaching briefing

Today's schedule

ual:

How would you describe the
contemporary
student context?

What factors are at play?

Warm up discussion

ual:

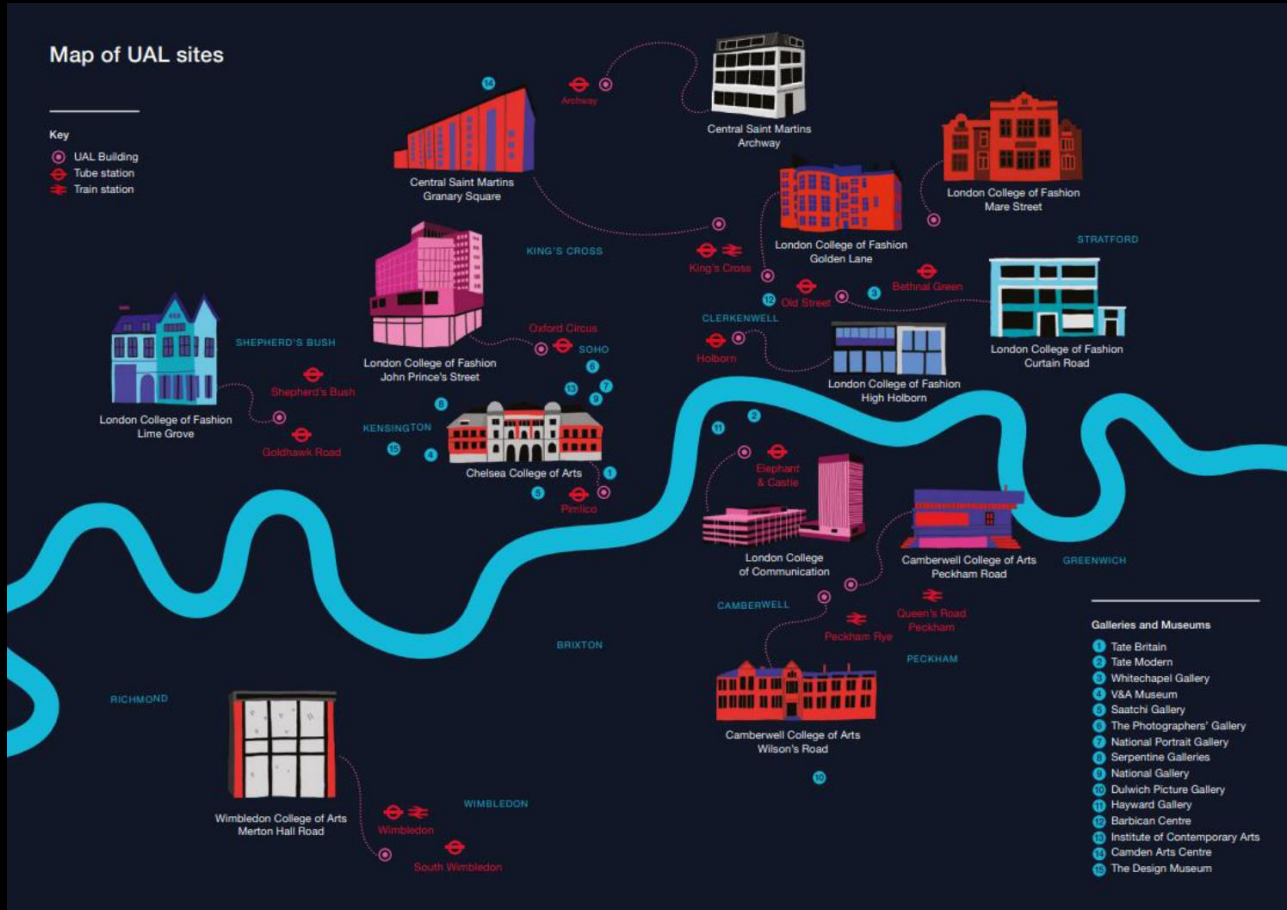
Intro to UAL

ual:



6 Colleges; London College of Fashion, Central Saint Martins, London College of Communication, Wimbledon College of Arts, Chelsea College of Arts, Camberwell College of Arts

ual:



ual:

6 colleges across 12 sites

Over 18,000 students from 144 countries

Taught by 3,000+ staff and technicians

100 courses in art and design, media and fashion business subjects

5th in the world for art and design

Largest specialist university in the world

TEF 2017

ual:

What does the acronym stand for?

What is its significance in HE?

UK HEI acronym activity

ual:

TEF

LGBTQ

NSS

ISA

DELHE

WP

BAME

NUS

UK HEI acronym activity

ual:

What does this phrase
mean to you?

Inclusive Learning

ual:

‘Inclusive learning and teaching in higher education refers to the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all. It embraces a view of the individual and individual differences as the source of diversity that can enrich the lives and learning of others’ (Hockings, 2010)

Inclusive Learning

ual:

- Disability Discrimination Act 1995
- Widening participation (Dearing, 1997)
- Equality Act 2010
- The rise in international students
- Black Asian Minority Ethnic (BAME) student attainment gap
- Fair Access and Participation in the Higher Education and Research Act 2017

Catalysts for Inclusivity in UK HE

ual:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and Civil Partnership
5. Pregnancy and Maternity
6. Race
7. Religion or Belief
8. Sex
9. Sexual Orientation

Nine Protected Characteristics under the
Equality Act 2010

ual:

What does it mean?

(Crenshaw, 2016)

Intersectionality

ual:

‘There is no such thing as a neutral educational process. Education either functions as an instrument that is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, or it becomes "the practice of freedom", the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.’

(Shaul in Friere, 1970, p.16)

Critical Pedagogy

ual:

‘Why in so many instances of global imperialist conquest by the West, art has been other appropriated or destroyed. I shared my amazement at all the African art I first saw years ago in the museums and galleries of Paris. It occurred to me then that if one could make a people lose touch with their capacity to create, lose sight of their will and their power to make art, then the work of subjugation, of colonization, is complete. Such work can be undone only by acts of concrete reclamation.’

(hooks, 1995, p.xv)

Critical Pedagogy

ual:

- Diversifying the reading list
 - Reviewing the visual representation within the course presentations
 - Drawing on diverse resources (internal/external)
 - Student-centred activities (see [Decolonising the Arts Curriculum Zine](#))
-

Designing for Inclusivity

ual:

**Reflections so
far...**

ual:



ual:

Questions to consider:

- What theories underpin UK/Western education at different levels?
- What different theories might underpin education in other national and cultural contexts?

Think

ual:

Read material on your given learning theory & its protagonists:

- Behaviourism
- Humanism
- Cognitivism

Present back the theory & its key aspects, with an example of how it might play out in arts curricula.

Discovery task

Aspect	Behaviourist	Cognitivist	Humanist	Social and situational
Theorists	Thorndike, Pavlov, Watson, Guthrie, Hull, Tolman, Skinner	Koffka, Kohler, Lewin, Piaget, Ausbel, Gagne	Maslow, Rogers	Bandura, Lave and Wenger, Salomon
Learning process	Change in behaviour (conditioning)	Internal mental process (including insight, information processing, memory, perception)	A personal act to fulfil potential	Interaction /observation in social contexts. movement from periphery to centre of a community of practice
Locus of learning	Stimuli in external environment	Internal cognitive structuring	Affective and cognitive needs	Learning is a relationship between people and environment
Purpose in Ed	Produce behaviour change in desired direction	Develop capacity and skills to better learn	Become self-actualized and autonomous	Full participation in communities of practice and utilizations of resources
Educator's role	Arranges environment to elicit desired response	Structures content of learning activity	Facilitates development of whole person	Works to establish communities of practice where conversation & participation can occur
Manifestations	Behavioural objectives	Cognitive development, Intelligence	Andragogy	Socialization, social participation
In Adult Learning	Competency-based education, skills development	Learning and memory as function of age and training	Self-directed learning, learning how to learn	Associationalism, Conversation

ual:

Constructivism Aims:

- structuring learning in relation to stages, to ensure
- engaged/intelligent population, who can do 'new things'
- structured, supported (scaffolded), life-long learning

**Constructivism 1: Theorists:
Piaget (1896- 1980), Bruner (early work)**

ual:



Read Biggs article on
Constructive Alignment

Homework

ual:



ual:

Tell Us About It

Diverse Voices in Creative practice

ual:

**High achieving students from
UAL from diverse backgrounds**

**Create an artefact around their
learning experience**

**Shared with staff and students
in workshops and exhibitions**

Tell Us About It

ual:

Students talked about the support and inspiration they received from the staff who taught them, the ones who accepted their differences and encouraged them to explore their identity through their work.

Tell Us About It: Key findings

ual:

Activity:

1. In pairs look at one of the Tell Us About it artefacts
2. Discuss what appeals to you about the piece and what does it tell you about the student experience? (20 minutes)

Diverse student voices

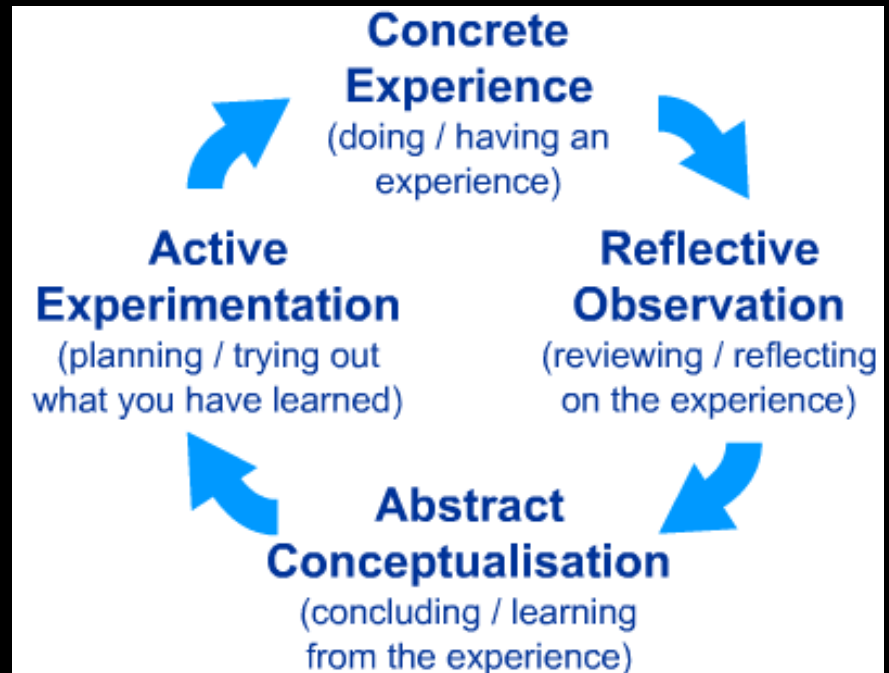


ual:

Map your learning

Visually map your own learning experiences in relation to making and learning in art, design and communication.

ual:



**Diagram of Kolb's experiential learning cycle
(based on Lewin and Dewey)**

ual:

“If you want truly to understand something, try to change it.”

Kurt Lewin – experiential learning, group dynamics, action research

ual:

With whom did your learning take place?
(the social aspect)

Where? In what spaces and with what
resources?

When? How old were you? Have the ways you
have learned changed over time and if so in
what ways?

Identify any barriers to learning along the way.
What were you excluded from?

How have the ways you've been taught
changed over the years/different across
different cultural contexts and disciplines?

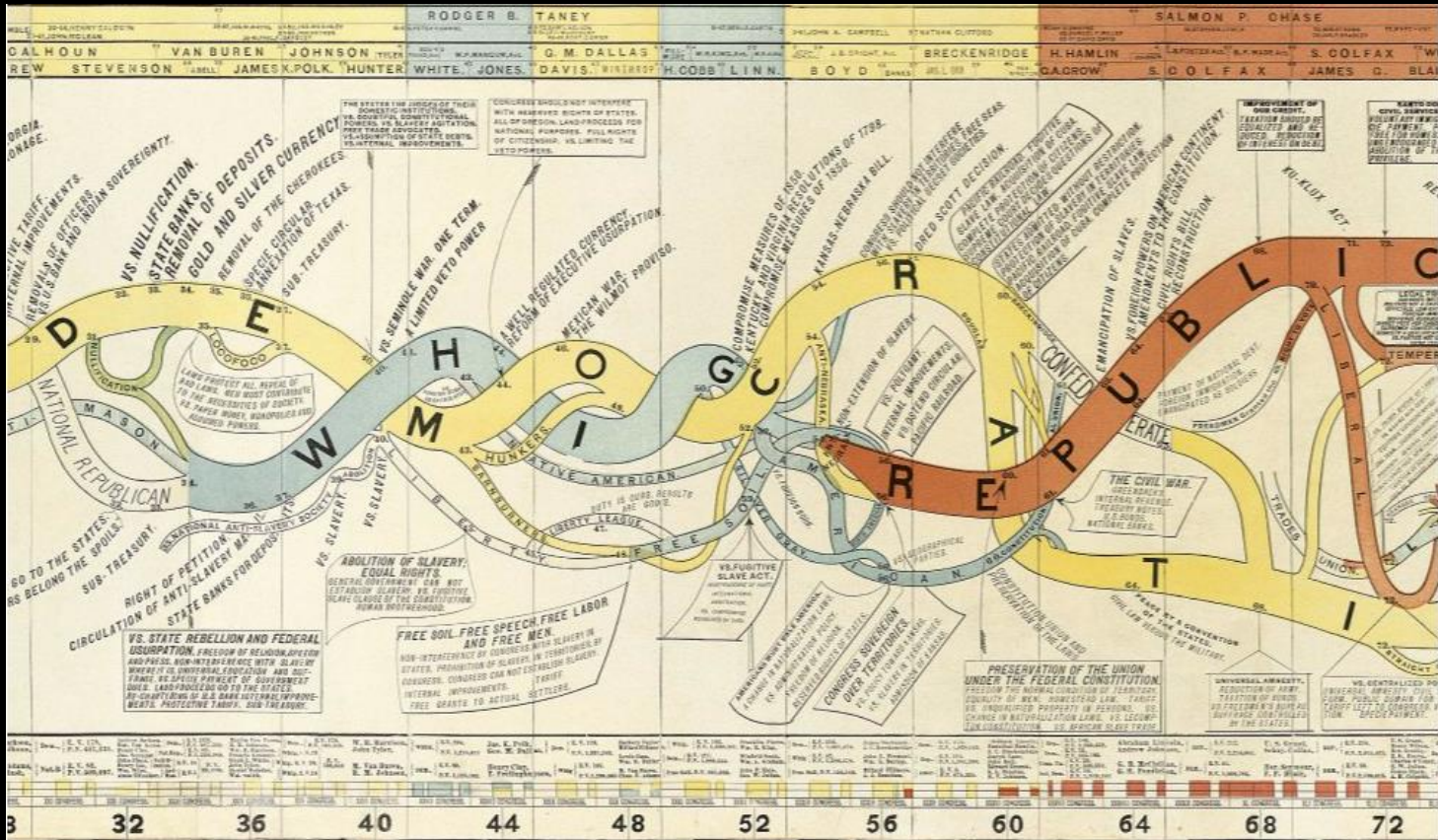
Same subject/age group but different country?

Considerations

ual:

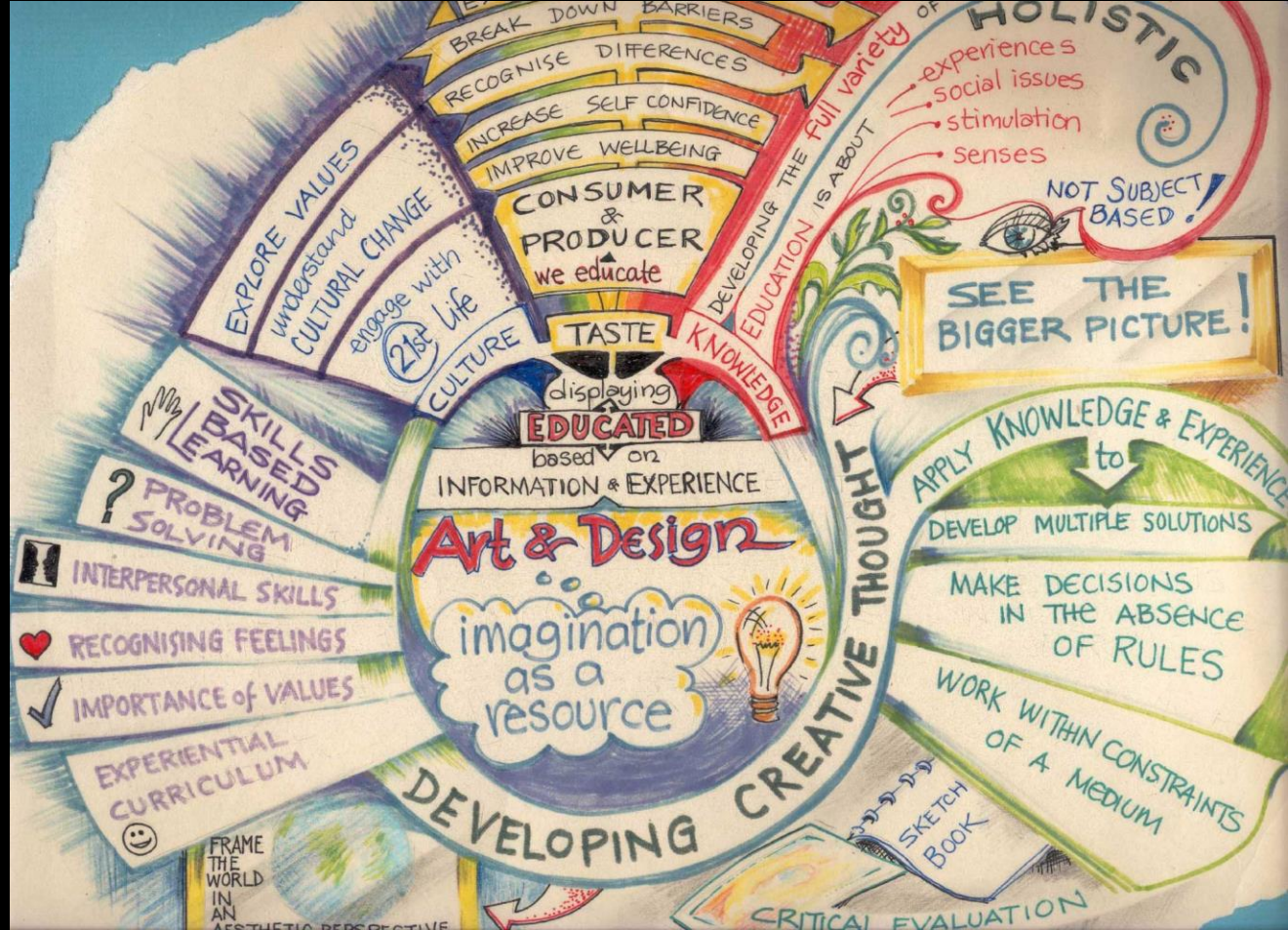
**Other examples of
learning maps**

ual:



Timeline

ual:



Concept map

ual:

Theory into practice?

Group discussion

ual:



ual:

In a group:

Read the brief

Each group member selects one of the following that relates to your discipline:

Object

Story

Game

Image

Making activity

Tomorrow deliver a 10 mins micro-teach that responds to the brief using your chosen mode.

Micro Teaching

ual:

Use the lesson plan sheet and consider the following in your planning:

- Timings
- Introduction
- Aims
- Learning Activities
- Inclusivity
- Checking for learning
- Plenary



ual:

On a Post-it note write down:

- One thing you learnt
- One thing you are still not clear about
- One question you still have

Checks for learning



Thinking Teaching

7 September 2018



ual:

Go to menti.com and enter code **75 85 29**
List three learning points from yesterday

Questions from yesterday

Reflections so far...

ual:

10:00 - Modalities Micro-Teaching

11.45 - Break

12:00 - Writing Learning Outcomes

13:00 - Lunch

14:00 - Curriculum Design (assessment design; schemes of work; session planning)

15.30 - Break

15.45 - Group Sharing & Reflection

Today's schedule

ual:

10 mins slot each

2 mins silent reflection and feedback on
post-it notes
(observations/ suggestions)

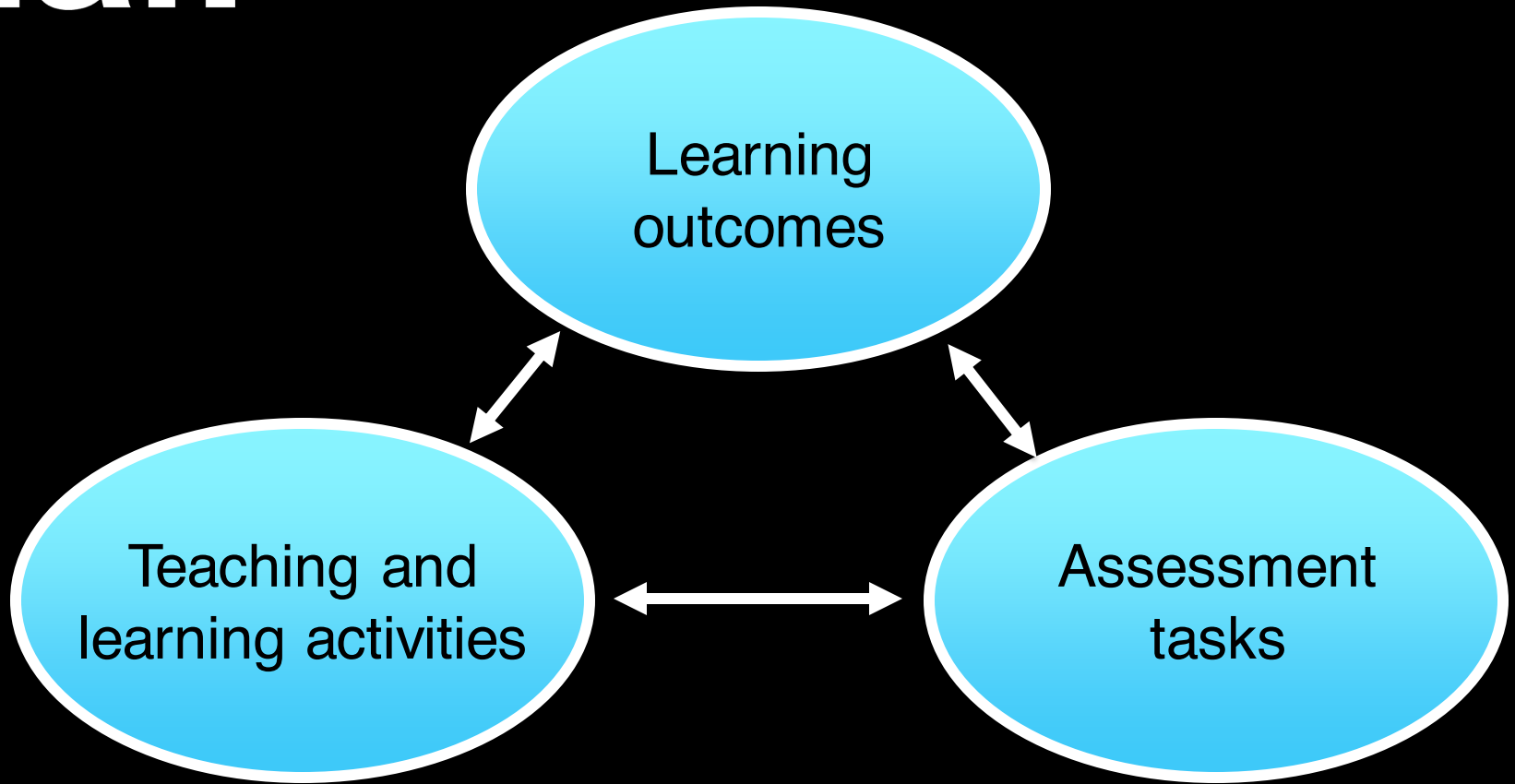
3 minutes discussion

Modalities Micro-Teaching

ual:



ual:



**Constructive alignment between learning outcomes,
learning and teaching activities and assessment
(Adapted from Biggs, 1999: 27)**

ual:

Learning and
teaching
activities

Designed to
meet learning
outcomes



**Intended
Learning
Outcomes**



Assessment
methods

Designed to
assess learning
outcomes

**Curriculum Design: Teaching as a
means to enable learning**

ual:

Action verb

Object (of the verb)

Context / condition

Learning Outcome elements

ual:

1. Demonstrate critical, open engagement with policy, practices and scholarship relating to teaching and learning.
2. Critically evaluate your professional practice and plan for further development with reference to the dimensions of the UK Professional Standards Framework.
3. Communicate effectively with peers to support professional development.

Break down the LOs above into
Action verb / Object / Context

ual:

1. Demonstrate critical, open engagement with policy, practices and scholarship relating to teaching and learning.

[subject knowledge; analysis]

2. Critically evaluate your professional practice and plan for further development with reference to the dimensions of the UK Professional Standards Framework.

[personal and professional development]

3. Communicate effectively with peers to support professional development.

[collaborative and independent working;
communication and presentation]

Linking LOs to Assessment Criteria

ual:

Groups discussion:

What experience do you have of
assessment?

ual:



ual:

Curriculum Design

ual:

Define these formats:

crit/ lecture/ tutorial/ workshop

Go round in pairs and write pros & cons
for each

Teaching Styles

ual:

Read WELLER article

Discuss co-creation

USS – curriculum is responding to students

ual:

Sub-tasks to devise:

- learning outcomes
- assessment
- scheme of work
- session plan

Bear in mind:

- constructive alignment
- inclusivity
- experiential learning
- balance of activities
- conceptions of curriculum

Curriculum Design tasks

ual:

Imagine your group is a course team
designing a new curriculum

What would happen each week, over 10
weeks?

Break it down into:

Week; learning topic; learning activity; self-
directed study activity

What principles underlie your decisions?

Scheme of Work design task

ual:



ual:

[Assessment criteria](#)

[Quality pages](#)

[Inclusive Attainment](#)

[Teaching and Learning Exchange](#)

[Spark Journal](#)

[HEA/ Associate Fellowship](#)

[Commonplace visual glossary](#)

Resources

ual:

Group Sharing & Reflections

ual:

- BBC (2017) '*Say My Name: The Chinese students fighting racism*'. Available at: <http://www.bbc.co.uk/news/av/world-asia-39139033/say-my-name-the-chinese-students-fighting-racism>
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<https://www.surveymonkey.co.uk/r/TTCOLAB>



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