

Department of Social & Policy Sciences



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The search for active learning: Lessons from a happy accident

Hedley Bashforth
Nitin Parmar

ESTICT@Bath

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<http://opus.bath.ac.uk/18900/>

Context

- Redesign of Year 1 units
- Focus on 2 Social Research units
- Embedding study skills in a research-focused set of activities: small group, large group and VLE
- ‘The search for active learning’

Ingredients

- Small project funding
- Vibrant team of PG Research students
- Central e-Learning Team
- Learning Technologies

The 'Enabler'

- Audience Response System pilot
- Promotion of good practice
- Departmental focus
- Re-construction of *pedagogical relationships*



The EVS exercise

- Small groups conducting literature reviews
- Creation of survey questions with support via VLE-based discussion forums
- Survey questions displayed to peer group in turn



Appropriateness of wording



Reducing bias

Discussion of survey questions

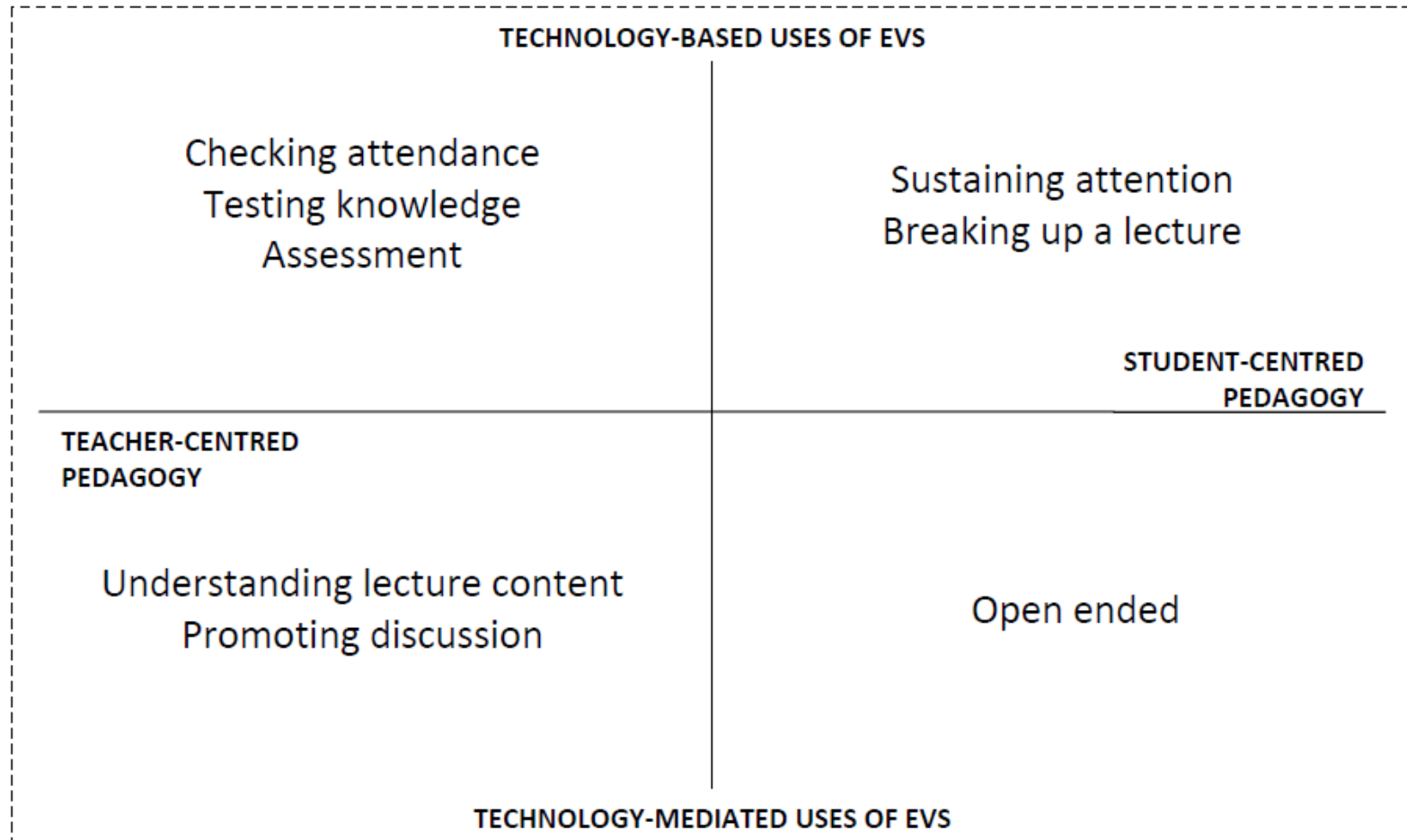


Reducing ambiguity

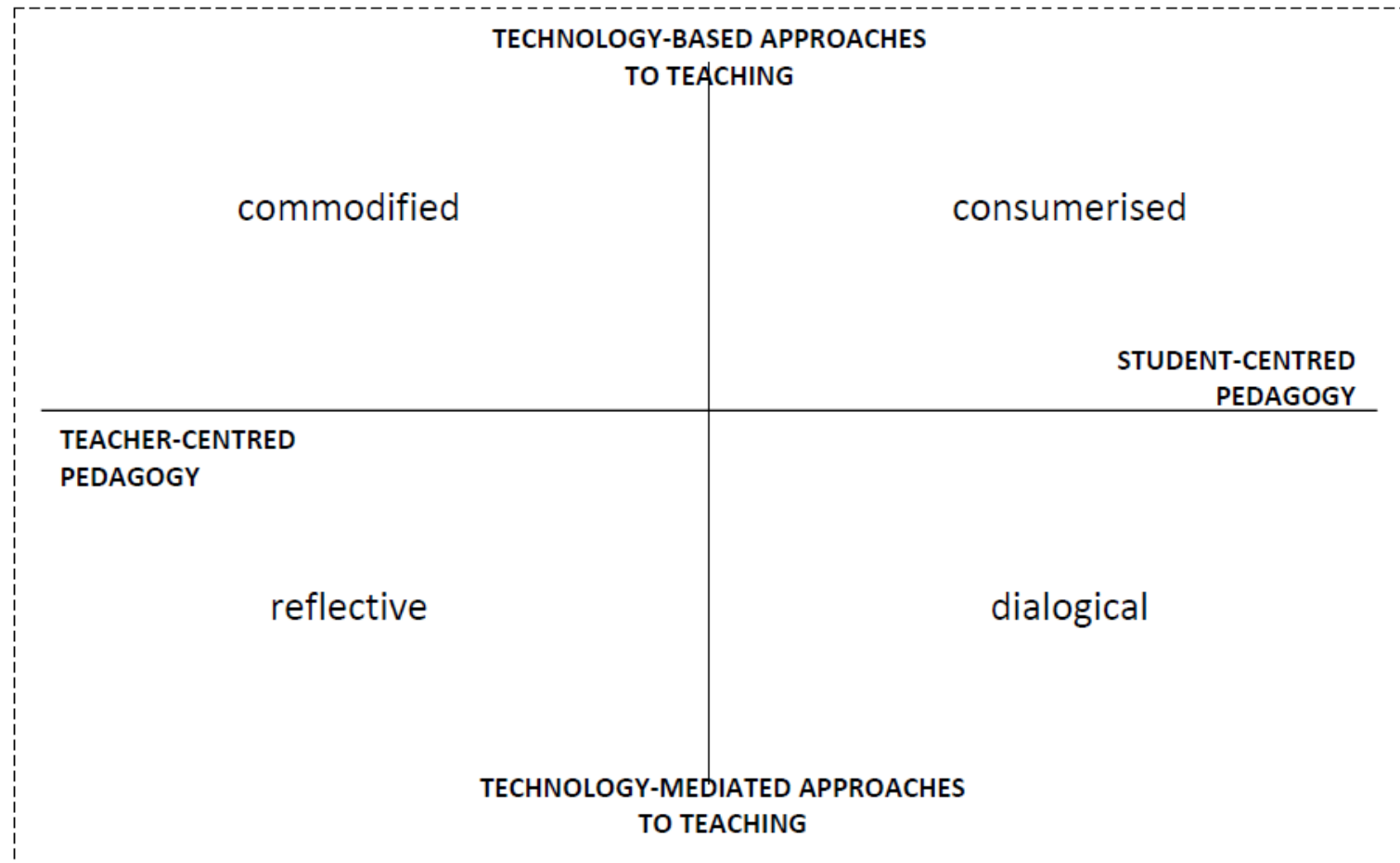


Question approach

Different uses of EVS



Different meanings of active learning



“ We came to use EVS in the way we did because of the co-incidence of a number of factors: the institutional search for technologies that were seen to promote the kinds of active learning that might raise student survey satisfaction scores, the pedagogic search for new ways of teaching about old problems, *but crucially the chance meeting between an Academic and a Learning Technologist outside the formal structures of institutional management.* ”

Contact

Hedley Bashforth
H.Bashforth@bath.ac.uk

Nitin Parmar
N.R.Parmar@bath.ac.uk
go.bath.ac.uk/nitin

