

Putting Students In Their Lecturers' Shoes



What are the aims of this project?

This project aims to investigate, plan, develop and implement supplementary instruction into the learning, teaching and assessment in a module on a level 4, 5, or 6 computing, sports management and nursing degree course with a view to promote student learning autonomy.

The objectives of the project are:

- To gain a clear understanding/definition of learner autonomy.
- To develop a framework for implementing supplementary instruction at the module level.
- To establish whether students at different levels of study are capable of, amenable to and learn from being in the lecture's shoes (i.e. preparing, delivering and reflecting on a lecture)
- To evaluate the outcomes of the project.

The anticipated outcome of the project will be the development of best practice guidelines for supplementary instruction implementation for different types of degree programmes and level of study.

What is the background / rationale?

Supplementary instruction has been used to encourage autonomous learning (Wallace, 2001) and can help to develop student's abilities to become critical thinkers. It is also a student centered learning approach which actively involves the learner (the student) and the facilitator of the learning in a learning partnership (ibid). Evidence suggests that when academics and students enter a partnership that encourages and allows the students to take responsibility for their learning, course design and content delivery (Powell, 1998) greater student autonomy of learning was promoted.

This style of teaching encourages students to discover and reflect on a subject. Nortcliffe (2005) suggests that when students have been given the opportunity to drive and deliver a module: the module assessment results indicate that a higher level of learning. Additionally, this approach offered the students an opportunity to develop different key skills, autonomous learning and active learning styles as opposed to a passive approach (i.e a traditional lecture) (ibid).

The project will therefore explore the integration of supplementary instruction into modules in degree programmes and levels of study across the University to support learner autonomy.

What are the benefits to student learning?

The project will provide research based evidence on the validity of the supplementary instruction approach and will therefore promote learner autonomy and illustrate the transferability of the approach across the University. Guidelines for best practice and implementation will be provided which can provide answers to the following questions;

- Which student group (level and course) are more receptive to the benefits of the supplementary instruction approach?
- How can the approach be implemented into a module/ course curriculum?
- What type of subject matter is suited to this approach? Recursive, factual, opinion, theoretical or practical subjects?

How will this project be evaluated?

The project will be evaluated using industry specific research tools (see Nortcliffe, 2005). Each individual study will use the same method of implementation and the same data collection instrument to ensure comparability. The project proposes to analyse the module results with all stake-holders' opinions on of the implementation through focus groups and one to one interviews, to yield an appreciation of the depth of student learning and student autonomy.

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