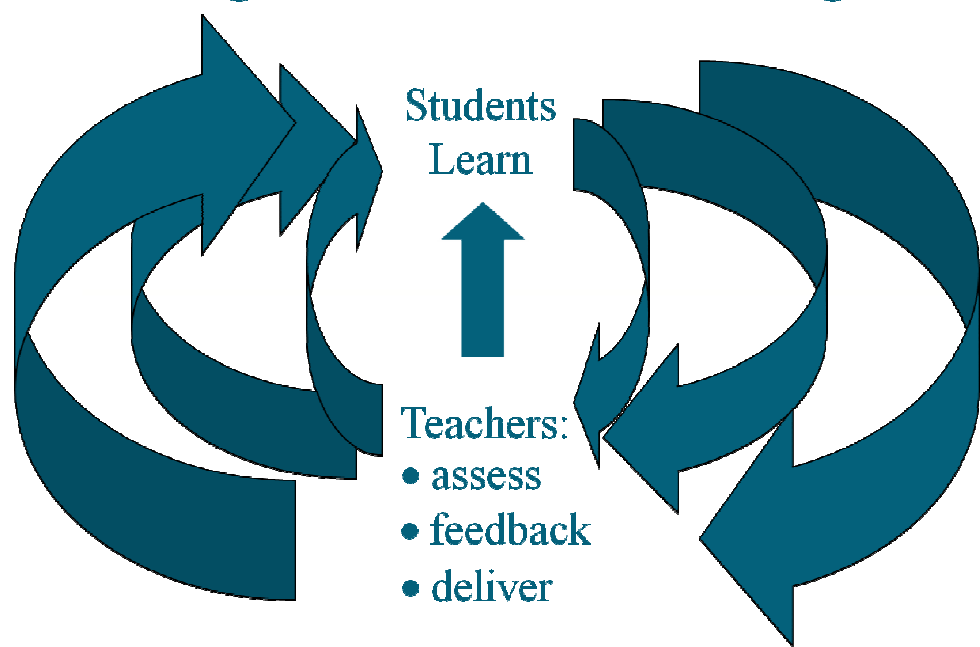


Leave It To The Students! - Using Supplementary Instruction To Encourage Student Engagement

Rob Wilson, Elaine Stringer and Anne Nortcliffe



Higher Level of Learning



What Did We Learn?

- We increased our understanding of learner autonomy
- Students were able to demonstrate learner autonomy at all levels
- Student led teaching does promote deeper learning

- 'It is clear that learner autonomy is a capacity... it will grow with practice, or be lost through inactivity'

(McGarry 1995)



Our Approach

- Cross faculty
- Different academic levels:-
 - Level 4 Sports Management
 - Level 5 Computing, Network and Engineering course
 - Level 6 Pre-registration Nursing
- Scenarios/tasks
- Team working
- Problem solving, critical reasoning
- Student led teaching
- Peer review
- Level 4 Groups of 3-4 students devised a 20 minute interactive presentation on a seminar topic.
- Presentations were thoroughly researched and put academic information into accessible language.
- Student groups designed and delivered module
- A group students deliver one ½ hr lecture each
- Total ten student lectures, 1/2hr each in length
- Academic provides further elaboration for remainder each lecture hour
- Module is supported by Blackboard:
 - On-line groups
 - On-line discussions
 - On-line academic summaries

Learner Autonomy
 Different Academic Levels
Student Led Teaching
 Decision Making, Prioritising, Self Appraisal, Active Learners, Intrinsicly Motivated, Independent learning, Communication, Control of their Learning, Reflection, Competen Learners, Time Management, Goal Setting

Recommendations

- Continuity throughout the programme
- Clear, incremental information
- Clearly expressed rationale
- Uniformity of implementation
- Planned progression
- Built into the learning, teaching and assessment
- Monitoring/feedback systems

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