

# Embedding Enquiry Based Learning in D&S

(Faculty of Development & Society)

## Description

This is a two year project working across the Faculty of Development and Society to embed the concept and practice of Enquiry Based Learning into a wide range of programmes of study delivered by the faculty. This is seen as a major vehicle for the promotion of learner autonomy and a means of enhancing the student experience.

## Objectives

The overall objectives of the project will be to:

- Impact on a large number of staff and students across the different divisions and subject groups
- Identify and harness existing good practice as a means of extending EBL
- Establish a robust framework for gathering objective, reliable and in depth qualitative data on the student experience
- Involve students in the development of EBL
- Disseminate and share good EBL practice
- Identify common issues in EBL

## Methodology

We have identified 12 individual faculty based projects which have flagged EBL as one of their main themes. About half of these are CPLA Small Projects and the other half have emerged from subject group LTA projects. There are three projects from the History subject group, four from Education and a further five across the subject areas of Criminology and Law.

These three broad subject areas were chosen to represent the diversity of provision across the faculty with different levels and types of provision and different contexts and constraints.

The project will be in two phases and each phase might conveniently be seen as spanning each of the two years of the project although there will be a certain amount of overlap. Phase 1 will be concerned with the collection of information on EBL activities across the faculty and Phase 2 will focus on Evaluation and Dissemination.

The Project Plan will involve a twofold approach:

1. To provide support for the individual projects where this is required
2. To gather feedback from the individual projects and draw generalisable conclusions about the adoption and development of EBL

## Strategies

- Auditing good practice across the faculty
- Working with course planning teams to embed EBL and Learner Autonomy strategies into course planning, review and validation
- Encouraging project participants to engage with the EBL SIG
- Facilitating student meta-evaluation across the projects where appropriate. e.g. using student reps and supported by the Student Union
- Dissemination and staff development activities (some of these to be student led).