

# Enquiry Based Learning in D & S

(Faculty of Development & Society)



## Background & Rationale

**A project focusing on the use of Enquiry Based Learning (EBL) to introduce and embed Learner Autonomy (LA).**

EBL has been defined in various ways and for the purpose of the project we employed the description used by the University of Manchester "Enquiry-Based Learning CETL (CEEBL) which has already been adopted for the ACES Faculty based EBL project. This sees EBL as an approach to learning which "inspires students to learn for themselves, bringing a real research-orientated approach to the subject." Building on work within the history subject area we wanted to develop existing pockets of excellence at module level this across courses and programmes.

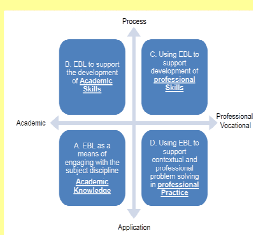
## What we did

**1. Review existing practice;** 12 Faculty based projects provided feedback on the adoption and development of EBL. Interviews were also carried out with the subject based LTA co-coordinators and other key staff.

**2. Embedding;** The lessons learned from this review used to support work with course teams to embed EBL and LA into course planning, review and validation.

**3. Curriculum Development;** Case studies and other support materials generated working closely with the Faculty Lead (Curriculum Development) and Faculty Intranet pages.

**4. Curriculum Advocates;** Three pilot projects supporting individual planning teams in Education, Planning & Housing. Support to investigate and identify models for developing enquiry to feed into re-validation.



## Continuation Strategy

Learner autonomy identified as a key Faculty LTA priority for 2010-2014. Continued support through the Curriculum Development initiative ensures that learner autonomy remains a key area in course planning, review and validation. Case study materials and generative questions established on Faculty intranet pages. Departmental LTA Leads will promote this through interventions in the course planning and validation process.

## Conclusions

*"To successfully embed LA in programme curriculum it is essential to see the approach as a partnership between tutor and student. Rather than independent learning LA, is more to do with interdependent learning where students can learn from each other. Equally important, and why this approach can be recommended, is that tutors gain the confidence to wean students away from over-directed teaching and assessment"* **R Lloyd-Jones; CPLA AD, History Subject Group**

## Outcomes and Papers

**Impact on Faculty LTA Strategy/Staff Development Events/ Informal Networking Events/Primary and Early Years Dissertation conference/Authentic Learning Wksp ...and...**

**Resources/toolkits developed:**

<https://staff.shu.ac.uk/fds/student/lta/learning/stpa/ebL.asp>

**CPLA case studies:**

<http://extra.shu.ac.uk/cetl/cpla/smallscaleprojects2008.html>

**Conference and other papers:** Demissie, F, Burnett, C, Haynes, M & Sharpe, S (2009) "Now I feel like I am at university": using a community of enquiry approach to promote engagement and academic literacy amongst undergraduate students. Paper presented at learning Through Enquiry Alliance conference, University of Reading, 2009. Askham, P (2009) *Enquiry Based Learning: Creating a Community of Practice Paper presented at learning Through Enquiry Alliance conference, University of Reading, 2009.* Askham, P. & Burnett, C. (2009) *Tell me what I need to know: learning to address the challenge of changing student expectations.* Paper presented at Higher Education Academy Conference, University of Manchester, 2009. Askham, P & Elfving-Hwang, J (2009) *Enquiry Based Learning: Creating a Community of Practice Paper presented at the PROBEL Conference, Tampere, Finland, April 2009.* Askham, P. (2010) *Authentic and Simulated Learning in the Built Environment*, paper presented at the All Ireland Symposium for Built Environment Education, University of Ulster, Belfast, 22 January 2010. Askham, P and Burnett, C (2009) *The role of enquiry in the Faculty of Development and Society: manifestations and possibilities;* [https://staff.shu.ac.uk/fds/userfiles/file/Manifestations%20and%20possibilities\(1\).doc](https://staff.shu.ac.uk/fds/userfiles/file/Manifestations%20and%20possibilities(1).doc)

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