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Making the implicit explicit

Exploring curriculum structure and design to facilitate connection-making and deeper learning

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Session aims

• Provoke thought
• Promote discussion
• Think through and review module design and content
• Discuss and challenge pedagogy
• Explore programme structure
• Consider how we work so as to help students connect the concepts, knowledge and understanding to develop deeper learning.
Backstory

• PhD research
• Children not able to connect learning across different elements of a lesson
• “They are not inside our heads when we are planning”
Some important questions

• How do we plan and structure learning so that we help students make connections between university and work-based learning?

• How do we help students take more risks in their teaching and planning of learning? Do we want to? What stops us?

• Do we recognise the complexity of work-based learning that our students are grappling with? How much time do we give for them to think, reflect, try out.
Suggested starting points and an idea

• Are we using seminar time in the most effective way?
• Is there alignment between our pedagogic principles and our programme and module design and content? If not what can we do?
• Just because our students enjoy our sessions does it mean they are learning effectively and developing as practitioners, thinkers, learners?
• How can we navigate the marketization of learning to give students a great experience and help them become effective learners?
For further info

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