

Copping, Adrian (2019) Making the implicit explicit: exploring curriculum structure and design to facilitate connection-making and deeper learning. In: Learning & Teaching Fest 2019, 3 July 2019, University of Cumbria, Carlisle, UK. (Unpublished)

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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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