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Promoting and Assessing Student Led Learning. In: Learning and Teaching Fest  
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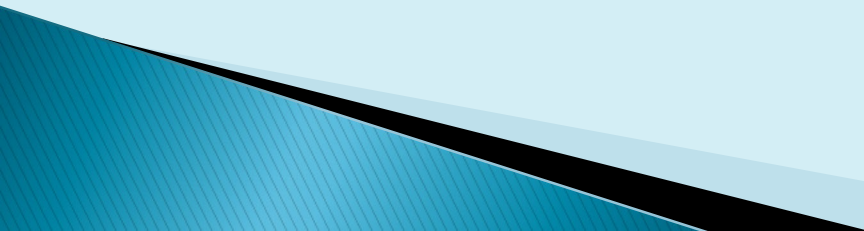
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# Promoting and Assessing Student Directed Learning

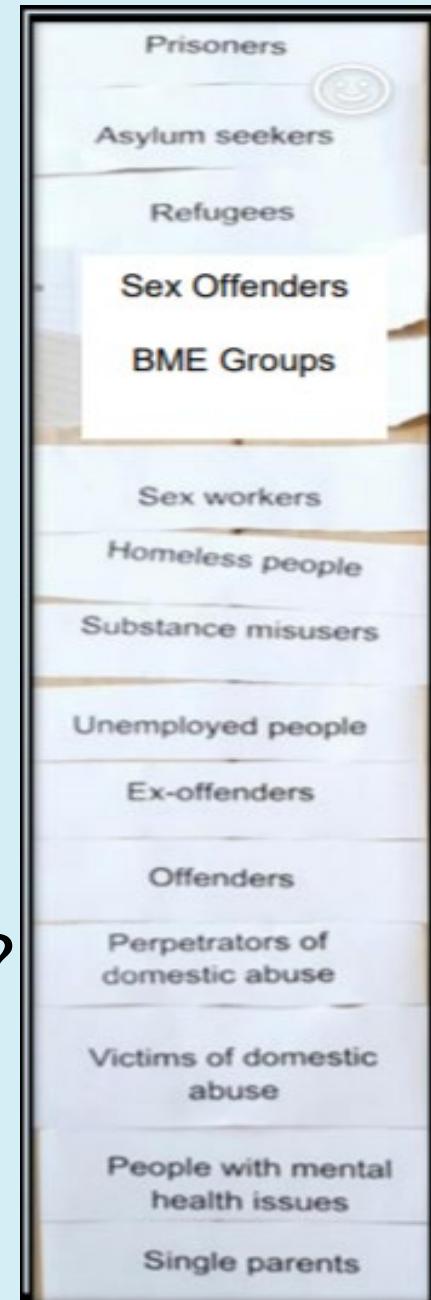
Nathan Walker  
Fay Dixon  
Katie Burns  
Kate Mukungu

# Outline of Session

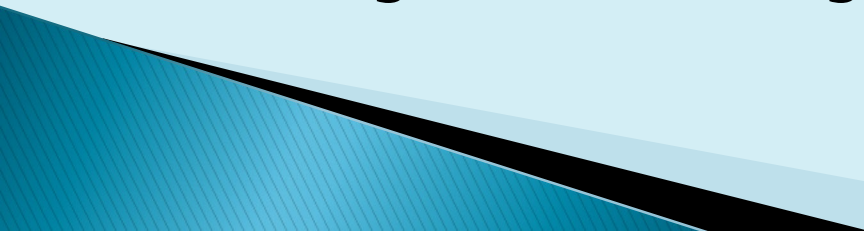
- ▶ The social exclusion module on criminology programme
  - ▶ Nathan's Experience
  - ▶ Fay's Experience
  - ▶ Katie's Experience
  - ▶ Student and Module Leader Reflections
- 

# Beginning the Year

- ▶ Voicing students opinions – who are socially excluded?
- ▶ Establishing a group dynamic
- ▶ What would students like to explore?  
There is no predetermined content!



# Agreeing Overall Module Topics

- ▶ Opened up interesting debate surrounding social exclusion
  - ▶ Allowed for creative thinking and gave deeper understanding to issues surrounding us daily
  - ▶ The module flowed freely, keeping things interesting
  - ▶ Safe classroom environment allowed for free speech and the sharing of experiences and feelings surrounding social exclusion
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# Communication

- ▶ High amount of student-lecturer cooperation.
- ▶ Giving feedback or finding strengths
- ▶ Motivation

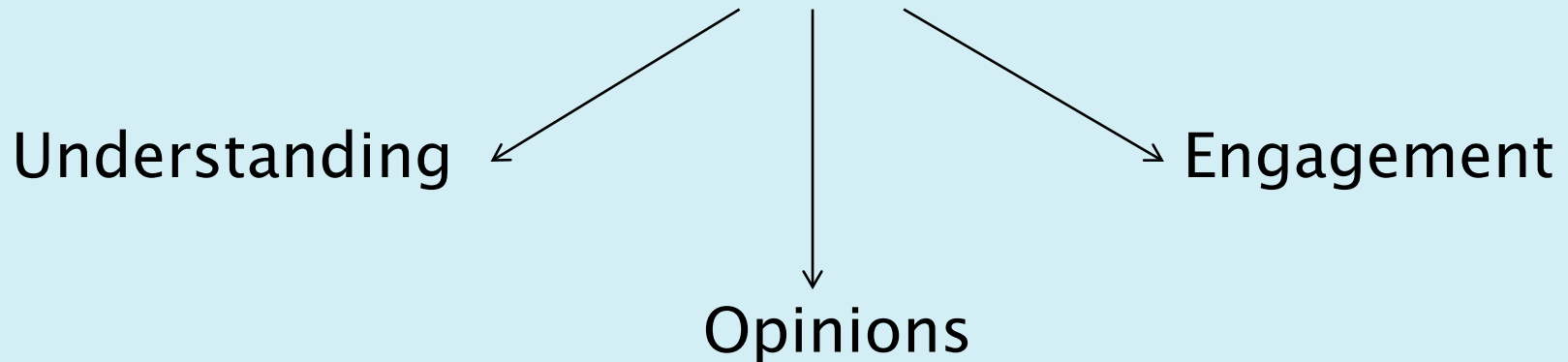


# Breakdown of Marks Agreed

- ▶ Lecturer marking of seminar and seminar related materials – 60%
- ▶ Lecturer mark of student self – reflection to be submitted post seminar – 25%
- ▶ Peer assessment of seminar, individually written and confidentially submitted to lecturer – 15%

# Nathan's Seminar

- ▶ Low income families and Homelessness
- ▶ Universal tax Credit Scheme
- ▶ Prior reading and Benefits



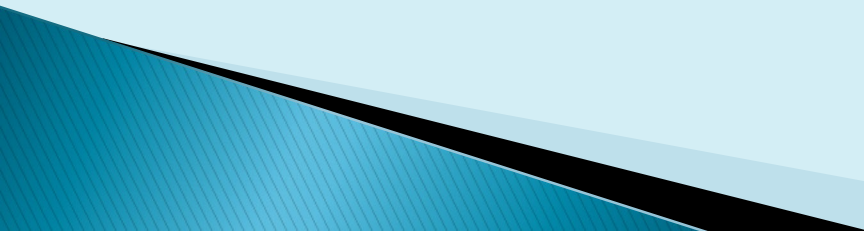


# Nathan's Experience

- ▶ Should be implemented in more modules
- ▶ Can be adapted to larger groups
- ▶ Improves overall class dynamic
- ▶ Refreshing take on lectures



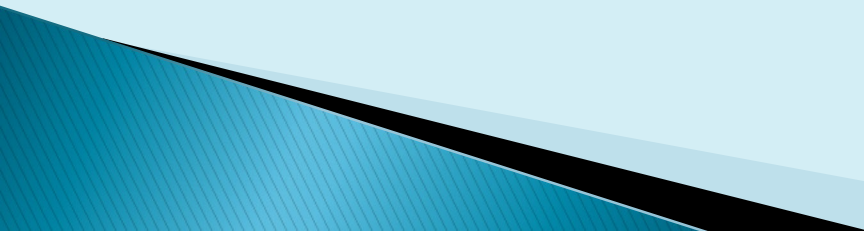
# Fay's Seminar

- ▶ Race and ethnicity
  - ▶ Why I chose this
  - ▶ Prepared by having a planning meeting lecturer
  - ▶ I focused on hate crime and Islamophobia
  - ▶ Kate focused on asylum seekers and refugees
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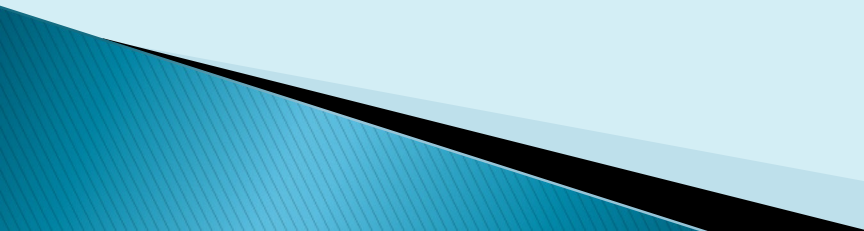
# Deciding Seminar Aims

- ▶ To gain understanding of the issue of hate crime in the UK
- ▶ To gain knowledge on current events surrounding hate crime and islamophobia, and,
- ▶ To build and understanding of the laws around hate crime and if they are put into practice

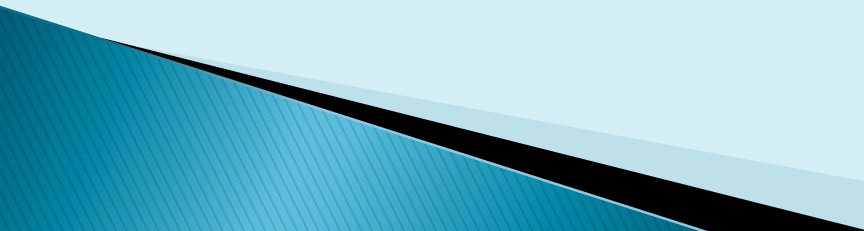
# Benefits and What I Would Change

- ▶ Short video opened up discussion of peoples experiences of hate crime
  - ▶ Improved confidence
  - ▶ Pace myself more – less rushing
  - ▶ Check out students' prior knowledge e.g. hate crime legislation
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# Katie's Seminar – Why I Chose Topic

- ▶ Working towards a career in Probation Services, therefore wished to focus on those convicted of an offence
  - ▶ Convicted sexual offenders are an often overlooked group in regards to social exclusion
  - ▶ An interesting challenge to view perpetrators of serious criminal offences as victims of social exclusion
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# Preparing for Seminar

- ▶ Priority was to approach subject with utmost sensitivity and integrity.
  - ▶ I discussed this with my lecturer to get balance right – report factual information about exclusion of offenders whilst acknowledging victims and those impacted by these crimes.
  - ▶ At start of seminar, I focused on creating safe space to share, including reminding group members they could leave at any point, if needed.
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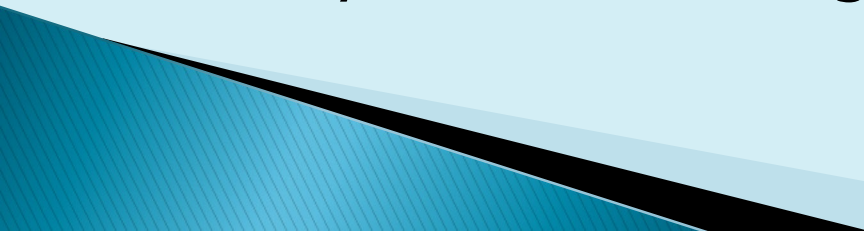
# Peer Reflections and Assessment

Refreshing approach that is beneficial to learning experience and skills development:

- ▶ Critical thinking
- ▶ Viewing peers work objectively
- ▶ Improved understanding of marking criteria and learning outcomes / applying that understanding
- ▶ Appreciating other people's work in much more great detail, as well as our own

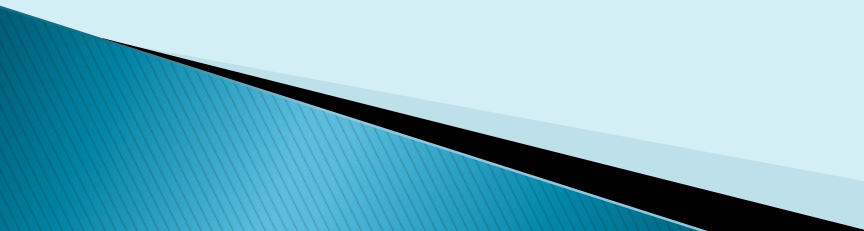


# Student Led Learning

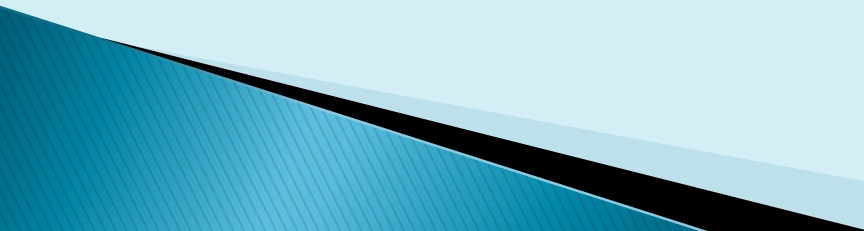
- ▶ Created a more interesting learning environment. By choosing topics we remained engaged.
  - ▶ Encouraged us to work harder – to get as much out of the seminars, if not more, as we put in. We also worked harder to not let peers down.
  - ▶ Enabled positive relationship building – between peers and with lecturer
  - ▶ By selecting our topics, we learnt from peers who were really passionate about their subject. This really showed through their seminars
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# Module Leader Reflections

- ▶ In community work it is unusual to decide all content in advance
  - ▶ + Approach was engaging and experiential
  - ▶ + Attendance was 100% during student led seminars. Students needed each other to succeed
  - ▶ – Also higher risk: concerned about pushing students out of their comfort zone
  - ▶ – Required more work than having content determined by lecturer in advance
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# Unexpected Benefits

- ▶ Aside from truly high quality seminars .....
  - ▶ Robust breakdown of marks negotiated with the group – a truly cooperative process
  - ▶ Quality of peer feedback was outstanding. Students referenced learning outcomes.
  - ▶ Everyone read the set reading – WOW. One student paid for article chosen as the set reading – DOUBLE WOW!
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# Suggested Adaptations

- ▶ Working in pairs (if a larger group)
  - ▶ If too anxiety provoking to facilitate seminar in person, alternatives could be experienced in the group; podcast or video
  - ▶ Increase % of mark that comes from peer assessment AND
  - ▶ Potentially, assess the quality of the feedback given by students, to their peers
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