Curriculum 2021

Active Learning

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Introduction to the workshops

Part 1: one hour overview to the Active Learning Hallmark in Curriculum 2021.

Part 2: Introduction to the Active Learning network

Workshop learning outcomes

1. Conceptualise the active learning hallmark in your learning and teaching context.
2. Identify and explore existing examples of your application of active learning.
3. Introduce an approach to developing active learning.
4. Investigate and identify potential new applications of active learning to enhance your learning and teaching and you associated support requirements.

Activity #1

What questions do you have about active learning in the context of Curriculum 2021?

Go to **PollEv.com/benmcgrae373** or text **BENMCGRAE373** to **020 3322 5822**

Active Learning (AL) in Curriculum 2021

Active learning relies on instructional methods which engage and challenge students in the learning process through activities, often collaborative and reflective, not only inside but also outside the classroom (Zepke & Leach 2010). Active learning contrasts with traditional transmission-based models of learning where students are passive receptors of knowledge from an instructor (Prince 2004). Active learners are continuously using feedback to assess the extent of their learning and identifying what they need to learn next, with or without a tutor present.

An overview to active learning

Improving student learning in 'traditional' forms of learning & teaching e.g. lectures

An overview to active learning

Greater application, where appropriate, of active forms for learning & teaching e.g. team based learning

An overview to active learning

2 important aspects:

1. Appropriate student **skill** development: learning, research, employability.
2. Increasing application of formative **feedback**: self, peer, tutor.

Activity #2

What active learning do you currently use in your learning and teaching?

Go to **PollEv.com/benmcgrae373** or text **BENMCGRAE373** to **020 3322 5822**

Active learning resources

1. Curriculum 2021 booklet – overview to all the Hallmarks, Attributes and Principles.

2. Curriculum 2021 case studies – examples of effective practice for each Hallmark and Attributes (ongoing development).

3. Programme level self-evaluation questions (P-SEQ) - used by programme teams to support the review of programmes.

Important: P-SEQ is for programme teams to reflect and discuss how to engage with Curriculum 2021 and not a compliance document.

www.liverpool.ac.uk/cie

Activity #3

Reflect on you application of active learning to an area of your learning and teaching:

1. **Learning outcomes:** are module intended learning outcomes written in student learning terms?
2. **Application of active learning:** how are you, or how could you support the greater use of active learning?
3. **Learning skills:** do students have the learning skills to engage with active forms of learning used?
4. **Formative feedback:** how effectively do you, how could you further enhance student learning with formative feedback?
5. **Communication:** how well do you, could you communicate the purpose of any active learning & formative feedback that you use?

Workshop feedback

Please give feedback on this workshop using the provided form.

Curriculum 2021
Active learning network

Purpose:

- Share best practice & expertise.

- Innovate and solve problems collaboratively.

- Collaborate on ideas and projects.

- Invite in external experts.

Curriculum 2021
Active learning network

Proposed structure:

- Network for each of the 3 hallmarks and 3 attributes.

- Open to all staff to join single or all networks.

- CIE to facilitate, but open to staff to suggest areas of focus and discussion.

- One physical meeting per semester.

- Digital technologies to support – initially email Listserv.

- Annual showcase event.

Curriculum 2021
Active learning network

Post your comments to the following online Padlet site:

https://padlet.com/livunicie/cbaveq4o8n5q

An approach to developing active learning

Focuses on what students are **doing** to support their learning:

1. Develops from programme/ module intended learning outcomes.
2. Integrates formative assessment & feedback.

Intended learning outcomes

"When designing our courses (programmes/ modules/ individual sessions) we must have in mind a set of expectations (what students should be able to **do** as a result of our teaching and their learning) and **standards** (to what level of competence and expertise).

Writing aims and learning outcomes simply makes these expectations and standards more **explicit.**"

Butcher, C. Davies, C. Highton, M. (2006) Designing learning: From module design to effective teaching. P 40. Routledge.

Intended learning outcomes

A knowledge of (an understanding of) drug development plans.

or...

Examine and *evaluate* the different ways in which families can influence a drug development plan.

Intended learning outcomes: Bloom's taxonomy

	Bloom's taxonomy
6	Evaluation
5	Synthesis
4	Analysis
3	Application
2	**Comprehension**
1	**Knowledge**

Enable students to **identify** the principle types of igneous rocks and **explain** how they have been formed

Example intended learning outcomes

Master's level Health Sciences module

1. *Critically evaluate* the regulatory framework, and the legislations for the marketing authorisation of medications.
2. *Apply* regulatory and ethical guidelines and other available regulatory support to a Paediatric Investigation Plan.
3. *Examine* and *evaluate* the different ways in which families can influence a drug development plan.
4. *Critically evaluate* a Paediatric Investigation Plan to *identify* and *correct* regulatory errors.