

Principles of the Learning and Teaching Strategy

1. The Scholarship of Teaching and Learning

We are committed to the scholarship of teaching and learning. As academics, we will learn how to develop our teaching approaches in order to achieve better learning by our students, and to help them to develop as effective and independent learners.

“It’s worth spending some time getting this right”

2. Learning with Enquiry

We are a scholarly community based on enquiry, and on generating knowledge. Students will be made familiar with the scientific method from the beginning of their studies; there will be a strong strand of learning with enquiry (learning to ask the right questions) at all levels, integrated where possible with our research activities.

“Research is our business and it should be our students’ too...”

3. Personal Learning

Our learning environment, and the requirements and expectations that we communicate to students, will be designed to ensure that they are given, and feel, a genuine responsibility for their own learning, seeing rewards and benefits from effectively managing their activities, and negative consequences from failing to do so.

“Students learn best when they want to, rather than because they have to...”

4. Collaborative Learning

Collaborative learning of an informal nature will be encouraged and study-support measures will be designed with that in mind. Where possible, our degree programmes will contain significant elements of formal collaborative learning, supported by academic staff and by flexible computer-based interactions.

“Doing stuff together is cool...”

5. Flexibility of Learning Styles

Wherever possible, learning opportunities will respond to the variety of students’ circumstances, experiences and aptitudes.

“Martini Learning... One size does not always fit all...”

6. Assessment for Learning

In pre-honours years, preparedness to progress to the next level and excellence will be assessed by separate elements of summative assessment. The extent of formal summative assessment will be the minimum required for these purposes. Students will monitor their own learning by self-assessment.

In honours years, summative assessment will be the minimum required to assess the students’ achievement. Students will monitor their own learning by self-assessment. All assessment should be formative, in the sense that students receive feedback on (or can self-assess) their performance.

“Make sure assessment is a learning experience...”