

Vanguard Course Principles

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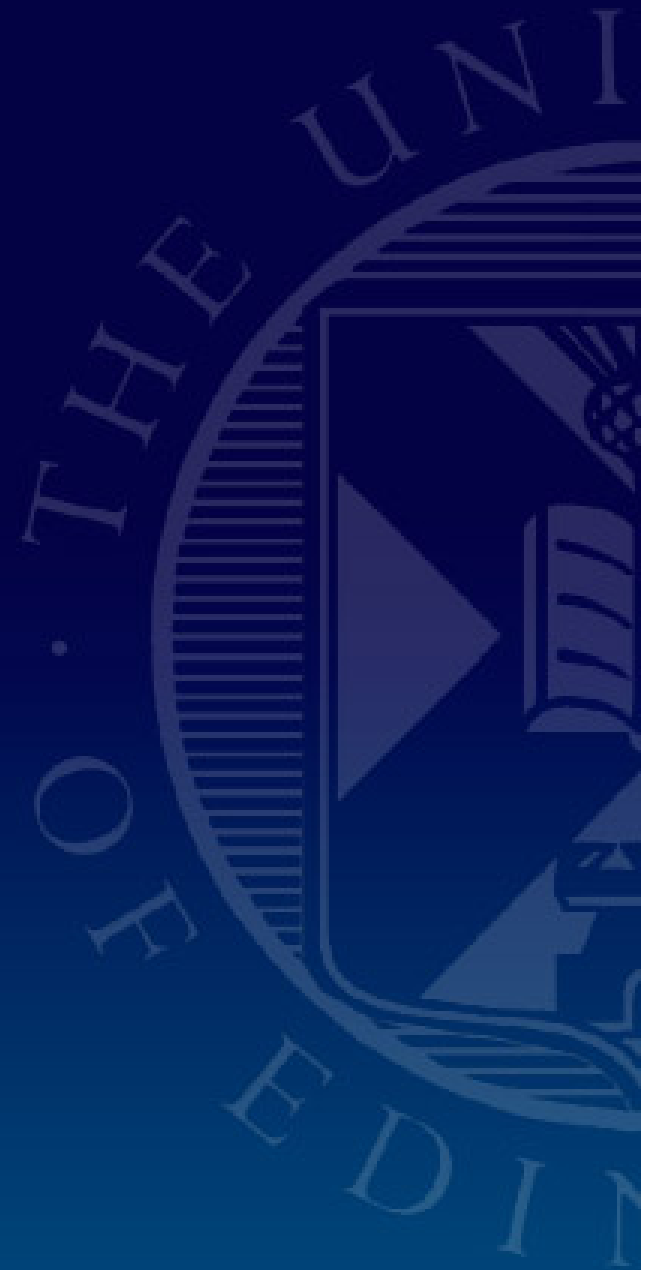


Vanguard Courses

- Model to implement TL strategy
- Existing courses, which volunteer to review their TLA
- Involves whole course team
- 2006/2007 12 courses, 6 schools
- **Resources:**
 - *The LTS should not be allowed to lead to long-term increases in costs. That is, any investment in one area should be balanced by a reduction in resources elsewhere.*
- Support: Velda (TLA), Daniela (eLearning) + additional person from August 2007
- Evaluation: quantitative & qualitative by TLA

Principles

1. Assessment
2. Modes of Learning
3. Student support



Assessment

- Progression and Excellence
- Self assessment
- Assessment and the curriculum

Principle 1: progression and excellence

*Separate elements of assessment should determine a **student's fitness to progress**, and their **achievement of excellence**.*

*Students should receive **feedback** on their performance with respect to both of these criteria.*



Redesign of tutorial sheets (EE1)

- From easy examples to “ridiculously difficult ones”
 - Worked examples (including hints and solutions)
 - Standard level questions (including hints and comments on exam standards, e.g. “This would be a hard section B question, but not outrageous”, “typical exam-question level”)
 - Some things to try to test your understanding

Assessment

- Progression and Excellence
- Self assessment
- Assessment and the curriculum

Principle 2: self assessment

*This should occur at suitable points during the course as a **routine**, rather than extraordinary, element of the assessment structure. Self-assessments should take place after the students have covered the material that relates to a particular learning outcome, so that they can assess their attainment of the learning outcome.*

Clickers (EE1, MAC, PHY1A)



Assessment

- Progression and Excellence
- Self assessment
- Assessment and the curriculum

Principle 3: assessment and the curriculum

*Formal assessment should **reinforce good study habits.** Assessments should be structured to ensure that students engage with all parts of the curriculum, and cannot avoid areas with a 'question-spotting' approach.*

Exams

- Incorporation of compulsory short answers that assess fitness for progression across entire course curriculum & longer questions for in depth understanding (PHY1A)
- MCQ section covering whole curriculum (40%) (ODL)
- All questions made compulsory testing the whole syllabus (AM1, MM1)

Modes of Learning

- Empowerment of the students
- Interactive group working



Principle 1: empowerment of students

*The students should feel that they are **responsible for their own learning**, taking decisions about how they learn. Where **alternative modes of study** are available, we should in general not regard a student's decision not to participate in one mode as a sign of lack of engagement. **Detailed guidance** will be provided to students to ensure it is made clear which elements it is compulsory to attend.*

Examples

- Provision of online content covering lectures (INF1A)
- No attendance taken in tutorials (EE1)
- Detailed notes on ppt presentation, especially for content that cannot be taught during lecture (EE1)

Modes of Learning

- Empowerment of the students
- Interactive/group working

Principle 2: interactive/group working

*Students should be encouraged to **work in groups**, and supported in this. Students are likely to particularly require **guidance** in the Semester 1 of their first year.*



Examples

- Training of tutors for EE1
- Use of teaching studios (PHY1A)
- Apprenticeship model - Pairing PG tutor and staff (CHE1A)
- Senior tutors – ODL
- Peer feedback in tutorials (AM1, MM1)

Student support

- The professional student
- Pastoral care

Principle 1: the professional student

*As this style of learning is different from the students' experience at secondary school...they will need to be **educated in this new style of learning**, by a suitable induction process, and receive appropriate **support** during their studies. Staff will provide an encouraging environment for students...They will need to be aware of our **expectations** of them, and to **have an understanding of learning as a process.***

Examples

- Study skill support in tutorials (ODL)
- Roles of a chemist in introductory lecture (CHE1A)
- Bunsen learner study skills and advice site (done by CHE students)
- Self-directed practical programming task (EE1)

Student support

- The professional student
- Pastoral care



Principle 2: pastoral care

*We need to aim for a **supportive environment**, but one that puts the **responsibility for seeking support firmly on the students**. The activities of individual students may be monitored, but this information should be fed to the students to allow them to decide themselves whether they should change their participation. They should not be contacted by DOS if they do not attend academic activities. Of course, we must remain alert for evidence of serious pastoral problems.*

Thank you!

