

Active learning and widening participation: the what, why and how.



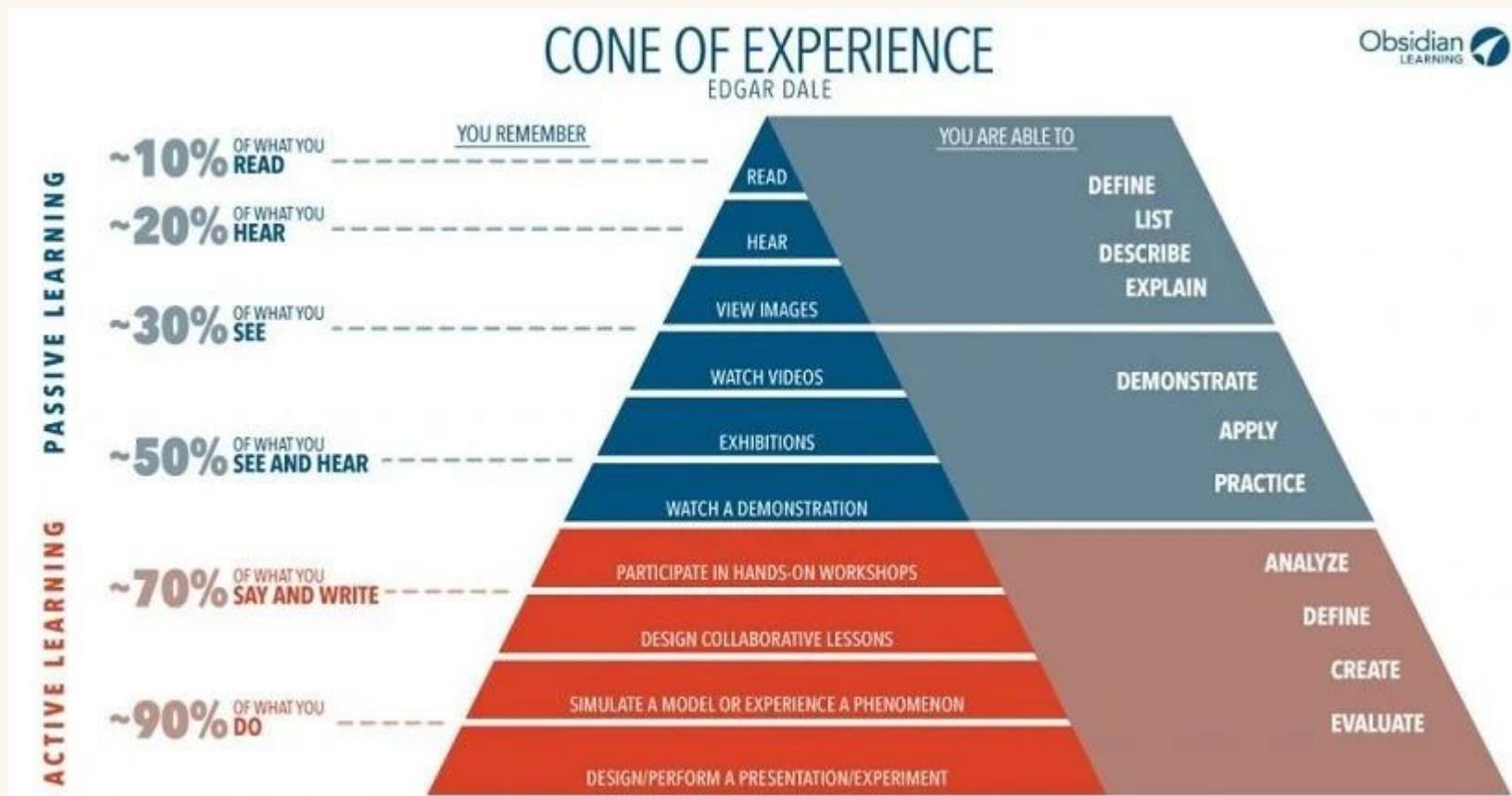
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Bonwell and Eison (1991) define active learning as anything that involves learners in doing and thinking about what they are doing. Active learning is more focused on cognitive development than the acquisition of facts and transmission of information. The role of the learner is not being a passive listener and note taker. The learner's role is being involved in learning activities such as discussions, reviewing, and evaluating, concept mapping, role playing, hands-on projects, and cooperative group studies to develop higher-order thinking skills such as analysis, synthesis, and evaluation.

https://link.springer.com/referenceworkentry/10.1007%2F978-1-4419-1428-6_489

Active learning – a definition +



“As a highly structured subset of collaborative learning, Cuseo (1992) finds cooperative learning to be “the most well-defined and procedurally structured form of collaboration between students... [and it] has been the most researched and empirically documented form of collaborative learning in terms of its positive impact on numerous measures”

Millis, B.J., Cottell, P.G., 1998. Cooperative learning for higher education faculty, American Council on Education/Oryx Press series on higher education. Oryx Press, Phoenix, Ariz. page 5

Cooperative learning and widening participation



Elizabeth Cohen's book *Designing Groupwork: Strategies for the Heterogeneous Classroom* (2014: 37) argues that well managed group work has the potential to address status issues in the classroom but 'if status characteristics are allowed to operate unchecked, the interaction of the children will only reinforce the prejudices they entered school with'.

"The most consistent findings for cooperative learning.. have centered on affective and attitudinal change. Outcomes measures such as racial/ethnic relations, sex difference relations, self-esteem and other pro-social outcomes have all been well documented in the cooperative learning research"

Millis, B.J., Cottell, P.G., 1998. Cooperative learning for higher education faculty, American Council on Education/Oryx Press series on higher education. Oryx Press, Phoenix, Ariz. page 5

Cooperative learning and widening participation



In its *Thematic Review* of extra and co-curricular interventions, the Girls' Education Challenge, a UK Government organisation, concluded that:

“Extra and co-curricular interventions provide good opportunities for promoting more gender equitable attitudes among a range of school stakeholders and are often the only opportunity for projects to introduce new teaching methods, including more student-centred approaches, and supplementary curricula.”

Girls' Education Challenge, 2018. Thematic Review: Extra and Co-Curricular Interventions, GEC Thematic Reviews. Girl's Education Challenge. Page 4

Embedding active learning in WP activities

NERUPI Objectives



- Access appropriate academic and personal support and fully utilise university services.
- Engage with and fully utilise available learning and teaching approaches and resources
- Engage pro-actively with the changing demands of their studies and develop pro-active support-seeking behaviours to ensure their success
- Consolidate their capacity to utilise assignment feedback effectively to ensure continued academic development
- Extend their capacity for critical thinking, perspective taking and creative engagement with their subject area

When creating active cooperative learning tasks, materials should provide students with:

- Choice
- Opportunities for discussion and shared decision-making
- Time for critical reflection before, during and after task completion
- Access to a framework to help them compare their task performance with the projected outcome.

Weekly programme included:

- Individual writing skills exercises
- Collaborative editing of sample provided for better writing
- Critical reading exercise followed up by group evaluation of writing styles
- Reflective exercises

In addition, learners were also expected to:

- Conduct peer reviews
- Reflect on feedback received
- Research

Active learning criteria:

- Choice
- Opportunities for discussion and shared decision-making
- Time for critical reflection before, during and after task completion
- Access to a framework to help them compare their task performance with the projected outcome.

1. Pre and post activity questionnaires
 - On a scale from 1 to 5, how would you rate your:
 - your critical thinking skills / your study skills / your writing skills / your confidence in asking and utilising feedback to improve your work
 - What impact would you say the course has had on:
 - your critical thinking skills / your study skills / your writing skills / your confidence in asking and utilising feedback to improve your work
 - How likely are you to:
 - recommend the Critics Programme to a fellow student?
 - take part in another extra-curricular activity provided by the APSS team?
2. Weekly reflective diary
3. Quantitative data (success only):
 - attendance on course
 - achievement at end of year exams

On a scale from 1 to 5, how would you rate your:		1	2	3	4	5= Excellent
Critical Thinking	PRE	0	38%	25%	38%	0
Critical Thinking	POST	0	0	0	85.7%	14.3%
Study Skills	PRE	13%	13%	63%	13%	0
Study Skills	POST	0	0	71.4%	28.6%	0
Writing Skills	PRE	0	13%	50%	38%	0
Writing Skills	POST	0	0	28.6%	57.1%	14.3%
Confidence in asking and utilising feedback to improve your work	PRE	0	50%	38%	13%	0
Confidence in asking and utilising feedback to improve your work	POST	0	0	28.6%	42.9%	28.6%

Reflective diary: week 1

FACTS	FEELINGS	FUTURE
We learn about the history and criticism of Black history month. Also, go through observation and description skills by examples of artworks	I feel it is inspiring to learn about the historical background of black history month. And I feel sorry that I did not really notice the relation between slavery trade and Tate before	I haven't approached looking at artwork in that way before. I think it will be an interesting thing to practise and could inform how I look at artwork in the future
learning about BHM history and context, looking at different artworks and practicing how to analyze/describe an artwork	I felt interested when we started to look at the artists and inspired by some of the work we saw.	I have learned how to read artwork less depending on the context.
look, think, question, challenge to look beyond first glance, listen to our own reactions	really excited about the process - I felt that my thoughts on the painting were constantly shifting. But also scared to make a mistake, miss something or misinterpret.	I learned about different approaches you can use when encountering an artwork.
We went through the origins of the black history month which roots back in the US. Further we talked about how it was formed in the creative arts. In the end of the session we did two different exercises, one where we briefly were to write the first things that come up when we saw the paintings, and the other exercise where we went more in detail considering the 'what', 'how' and 'the feels'.	I felt pleased with the learning. I am new to the practice of giving critiques to artwork, so I felt it was a good introduction!	That it is useful to just write even without having a clear idea. Also I would love to take the set of questions that we were given and go to a museum. I feel like I could probably engage with the artwork in a more conscious manner.

Reflective diary: week 2

FACTS	FEELINGS	FUTURE
Critical analysis, editing, impressions, structuring, providing feedback, evaluating, annotating	I feel peer editing help me a lot with understanding my own writing from other perspective. The poem is also touching.	I got great, concrete feedback on critical writing and also had the opportunity to discuss freely. It was useful also in terms of gaining confidence.
We did an peer editing exercise and then learn more about how to write criticism with passionate opening and hook. Also some reading exercise on poem.	I felt extremely at ease, the environment is stimulating and judgement free. I felt I wanted to share as much as I could, which is rare as I am often frightened by these virtual platforms.	I've learned to be more concise and assertive in my writing, and to not be afraid to experiment with bold claims or statements.
We went through our review from last week and looked at ways we could improve, further we focused on poetry and how we can approach it critically	Distracted at times but also interested, engaged, and excited.	I learn that it is important to get the very precise word for my writing and peer editing help me to notice mistake that I did not pick out before.
We discussed our critical responses and received feedback on them. We read a poem that related to BHM and wrote down our impressions, feelings, ideas. We attempted to understand as much as we could about it and about how it made us feel.	I was not fully concentrated today, but liked today's topic. I feel that the learning environment is very casual and friendly.	I learned about how the different aspects of the artwork can structure the writing

Reflective diary: week 3

FACTS	FEELINGS	FUTURE
We discussed our writing for last and learn how to get the writing more tide and clear. We also learn how to write the mic-drop.	I feel like grammar is still a communication barriers for me	I learn to double check with with the choice of word combination and find ways to shorten my lines
We went through comments on our writing, and then we went through factors that can be useful to think about when reviewing a movie.	I feel like it is very interesting to see the common factors in reviewing different art forms	I have learned that its useful to go through the text and analyze what your words are actually saying
informative, in-depth, doable	I felt happy and confident to share in this space and learned a lot in the process	I found the focus on the opening and closing useful, esp in rounding up

QUESTIONS?