Handout 6

# This sounds risky! What if it doesn’t work?

You don’t have to convert your whole session or whole module to active learning. See it as an iterative process and start small.

Combined with this, make sure to identify what you want success to look like and to then reflect on whether it achieved its aims and what both you and the students thought about it.

# One step at a time

We suggest starting with tweaks to what you are already doing. Don’t try to redo the whole programme until you feel confident in what you are doing.

1. Start by reviewing a session at a time within a module.
2. Break down each session into the different teaching approaches you are using within it.
3. Note alongside each of these which higher order thinking skills you are expecting students to use (apply, analyse, evaluate, create)
4. Within the session do you have a variety of higher order thinking skills you are expecting the students to use?
5. Are you using a variety of teaching approaches within the session?
6. Is there any opportunity for you to convert one or two components to use an active learning approach?
7. What is the maximum length of any one type of activity?
8. Next, you could consider several sessions or all sessions within a module. Over the module, do you have a mix of the higher order thinking skills you are expecting them to use and graduate attributes they are being explicitly encouraged to develop? (You might need to collaborate with colleagues for this if several of you teach sessions across the module).

# Task for next session

The first step is to try out some approaches in a low-risk environment.

The task:

* Develop a 20 minute activity for teaching mathematical content to undergraduate or postgraduate students. The activity should use one or more active learning approaches in its delivery.
* You should produce a lesson plan for the teaching activity and make sure to be explicit about the learning objectives, subject content, higher order thinking skills, resources and anticipated timing.
* The topic you choose to teach does not have to be related to what you have considered today – you can pick something different.
* You have access to a mentor that you can contact to talk to about this.
* There will also be two drop-in sessions where you can come with questions.

At the next session, in September, you will deliver your teaching activity as part of the workshop day to other workshop attendees, plus some additional volunteers (e.g. PGR students).