



You replied to **yourself**

18 OCT

THE ROLE OF ACTIVE LEARNING

4 months since the last reply to your reply:

@AartiKotecha I have used Kahoot a few times but I also encountered technical issues with students unable to log on and this has made me a bit hesitant to revisit it! However, the technical issues helped me to realise the importance of always having a Plan B in case things go wrong!!

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You made a comment

17 OCT

THE ROLE OF ACTIVE LEARNING

4 months since the last reply to your comment:

An active learning method I find useful for initial assessment involves asking a student to recall what they remember from the previous session / lecture (to randomise and actually add an element of fun I use wheeldecide.com - all of the student's names are put on the wheel and it randomly selects someone to start the discussion - This is also a great way for...

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You made a comment

17 OCT

TRANSFORMATIVE LEARNING – THE COVENTRY WAY

4 months since the last reply to your comment:

Transformative learning seems to be about presenting and developing new ideas which may challenge existing beliefs and assumptions or previously fixed ways of doing things. This process of engaging with new and different ideas is designed to encourage more critical thinking. The six pillars present a framework or starting point for developing the strategy....



You made a comment

13 NOV

CONSTRUCTIVE ALIGNMENT IN PRACTICE

3 months since the last reply to your comment:

I think constructive alignment is naturally embedded within good curriculum development - It's not something that happens by chance (although it's possible to already be doing it without knowing the theoretical term). Well considered planning from the start (within faculty - individual modules and whole course structure) and knowledge of the learners should...

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You replied to Rachael Hunter

19 NOV

REVIEWING YOUR OWN LEARNING OUTCOMES

3 months since the last reply to your reply:

[@DarrenStevens](#) - OK, then how best to proceed? I'm interested to know how you would answer your own questions. Should we abandon words like 'understand' completely? In favour of (what?) if describe is problematic? "How do I ensure the audience gets it?" "If they don't engage, can I be responsible for their lack of engagement?"

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You replied to Saima Nafis

15 NOV

DO LEARNING OUTCOMES IMPEDE CREATIVITY?

3 months since the last reply to your reply:

[@SaimaNafis](#) I really like the distinction you have used between 'destination' and 'journey' as this really helps to highlight the scope and opportunities for creative approaches along the way



You made a comment

11 DEC

CONSIDERING BLENDED LEARNING

about 2 months since the last reply to your comment:

As a teacher I ensure that information on the Moodle VLE site is always up to date and includes copies of lesson resources including PowerPoint slides which students can access in their own time. I also signpost learners to online resources such as Lynda.com and Bob (learningonscreen.ac.uk) which can help enhance their learning experience - Students can use...

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You made a comment

11 DEC

CONSIDERING THE VIRTUAL SPACE

about 2 months since the last reply to your comment:

The main virtual space I use is Moodle. However, I also regularly use Padlet for students to work collaboratively on group work projects. The best example of virtual space I have seen since starting at CU was when a lecturer screened a documentary film followed by a live Skype video conversation with the film's director - it instantly engaged students and...

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You made a comment

11 DEC

CASE STUDY: LIGHT BITES

about 2 months since the last reply to your comment:

I like the idea of starting a session with an empty space and building and adapting the learning environment throughout the session. Having participants move around encourages interaction and helps break down barriers. It also appears to be a very good way to embed an initial assessment point by asking participants to rate themselves according to their...




You made a comment

27 JAN

COMMUNICATING YOUR EVALUATION AND ACTIONS

I'm not sure we should ever want to "close the 'feedback loop'" as this defeats the ideal that reflective cycle should be ever present and feedback should remain an ongoing dialogue... At the start of a module I think it's good practice to discuss any changes that have been made in response to previous MEQ feedback. I think it's also important to regularly...

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You made a comment

27 JAN

EVALUATION AND REFLECTION AS AN ITERATIVE PROCESS

Last semester I taught a Film Production Add+Vantage module - this module doesn't run again until Semester 1 next year.
Relating the evaluation process to Kolb:
I've had the CONCRETE EXPERIENCE - planning, delivering, assessment marking and giving feedback.
I've had the REFLECTIVE OBSERVATION - considering MEQ results; feedback from my lesson observation...

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You replied to yourself

25 JAN

TAKING ACTION

[@IanUpton](#) One example - We have a module called 'Post Digital Worlds' it involves 90 students going on small group field trips to different destinations across Europe at the same time (in March). I understand that last year the planning was fairly last minute, there were some issues with budgets and some students kicked back at the choice of location they were...