

student as producer

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Assessments for Learning; rethinking student evaluation

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Abstract

Disengaged and apathetic students are common in many classrooms, particularly in the earlier years of higher level. Learning to these students is a passive process, typified by a consumer-like attitude. One approach to engage students, and enhance the learning experience, is to redesign the curriculum by integrating active learning and generating a student centred learning environment. In this presentation alternative forms of active learning, aligned to an assessment for learning approach, will be outlined, discussed and experienced. Encouraging students to become active knowledge producers can allow peers to become a learning resource for each other. The dynamic integration of autonomous learning, when appropriately timed and aligned to the curriculum, can achieve an authentic and inspirational learning experience for all. Motivated students will engage in higher order thinking and will autonomously research, synthesise, analyse, create, edit and ultimately 'produce' their own knowledge. Research centred, student produced knowledge can also give the students an earlier, and more positive, research experience compared to the traditional 'capstone' final year project typical in the Sciences. Students that engage with this pedagogy are empowered to take ownership of their learning and learn effectively and efficiently through a unique approach which is most conducive to their style and will require less academic guidance. Empowered students are likely to become engaged students; engaged students are likely to be active "producing" students.

Presenter details

Dr Barry Ryan

Barry commenced teaching at Dublin Institute of Technology in 2009 and currently lectures on biotechnological, biochemical, chemical, quality and other ancillary aspects of Environmental Health, Food and Pharmaceutical Sciences. He has completed his PG Diploma in Third Level Teaching and Learning and is currently pursuing his MSc in Applied eLearning. His primary pedagogic research focuses on the effect of assessment, feedback and blended learning on undergraduate learning with particular emphasis on first year chemistry students. Further areas of pedagogic research include pre-laboratory preparation, engaging large classes and the integration of novel technology into the teaching and learning environment.