



University of
Nottingham
International College

Internationalising the Curriculum Conference, NTU 12th July 2019

Students as co-producers of IoC practice – developing
a collaborative learning approach with international
students

Dr Di Dale, Professor Gary Prosser, Jade Kimberley,
Tafadzwa Masiye, Craig Fletcher and Rebecca Wain

The Active Learning Space pilot

- The rationale for the Active Learning Space (ALS) pilot
- The research questions
- Putting the pilot in place
- Messages from student feedback
- International students and their expectations of teaching style and approach
- Learning points
- Next steps

Kaplan International Pathways

- University of Glasgow
- The University of Liverpool
- University of York
- Nottingham Trent University
- The University of Nottingham
- University of the West of England – Bristol
- University of Brighton
- Bournemouth University
- University of Essex
- Kaplan International College London (KICL)

Centre for Learning
Innovation and Quality
(CLIQ)

The rationale for the Active Learning Space

- Periodic Curriculum Review in 2016
 - Consistent student experience across network of colleges
 - Active, collaborative, non-teacher-centric approach to learning and teaching
 - Redesign of learning spaces
 - Consistent introduction of technology



Planned Layout

The rationale for the Active Learning Space pilot at TUNIC

- A rapidly growing new Kaplan International Pathway College, partnership with UoN
- An opportunity to use a large available space to test a new approach to learning and teaching over 11 weeks
- A desire to combine technology, space and learning activity design to develop a collaborative, learner-centred approach to learning and teaching

The Research Questions

1. What were the impacts of the new pedagogical approach for staff and students?
2. To what extent did students feel that the new approach enriched their learning experience?
3. What are the implications for
 - a. students
 - b. staff
 - c. the institution?

Putting the pilot into place with learners and staff

Setup

- Space and technology configuration
 - Screen-mirroring technology – *Airtame* and *Vivi*
 - Nearpod
 - Staff laptops – hybrid Lenovo Yoga
- Training for staff
 - 4 sessions in December '18 / Jan '19, focussing on screen-mirroring, flipped pedagogies, active learning, technology enhanced learning

Monitoring and support

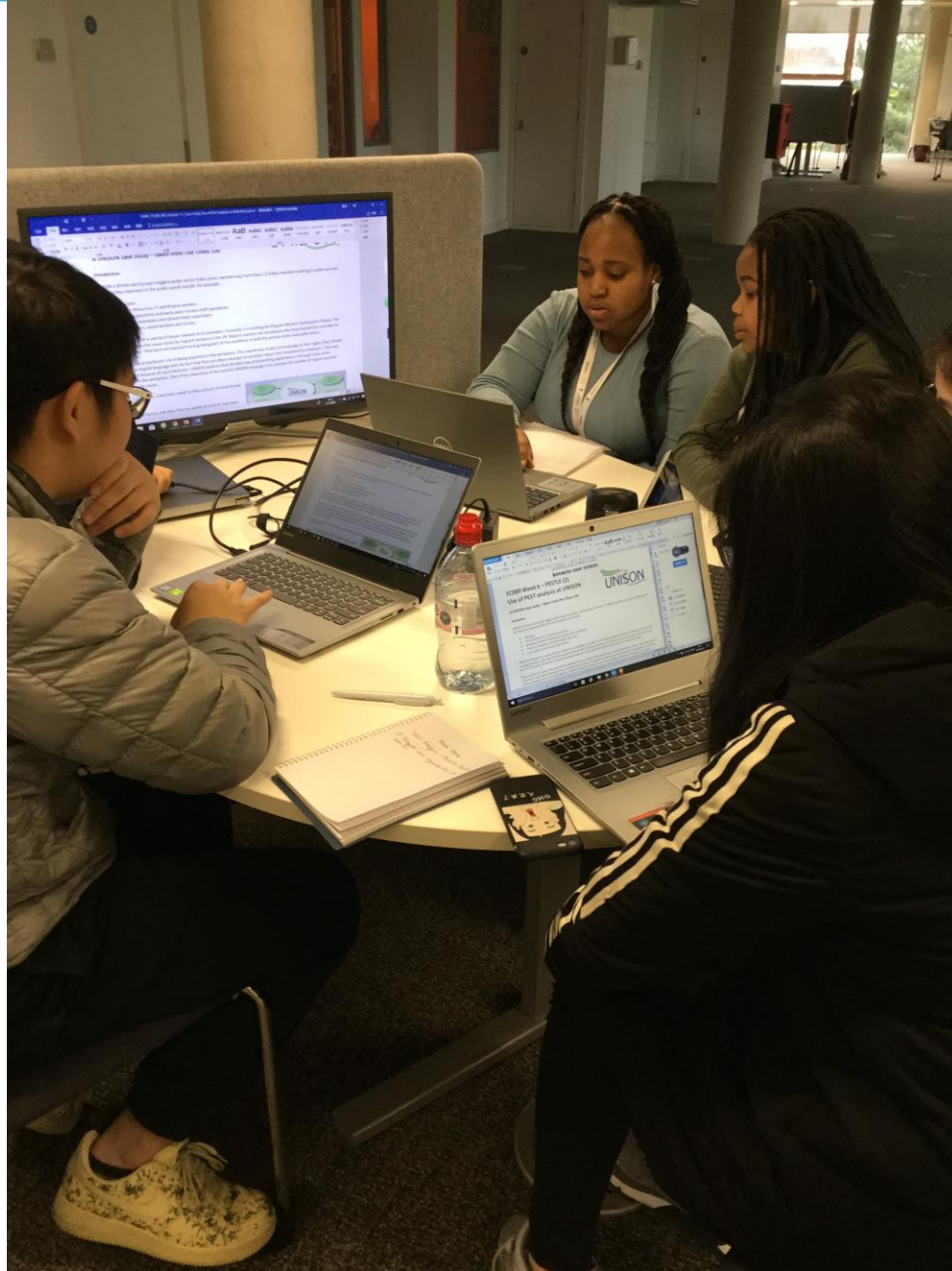
- Weekly summary of Action Research and learning points
- Involvement of participants from across the institution



Pilot setup – Spring 2018



Pilot – Spring 2018





Monitoring and support

- Weekly sessions between teaching staff, CLIQ, Estates and IT
 - Summary of Action Research and learning points
 - Staff knowledge share on use of tools / approaches
 - Rapid / agile resolution of any significant issues faced by staff or students
- Involvement of participants from across the institution
- Student surveys and focus groups carried out throughout the pilot.

Messages from Student feedback

- Collaboration was generally a positive experience for staff and students
- Students helped each other and staff to resolve technology issues
- Some students are also technologically challenged

“This morning's course is the best class I have ever attended this term. We can always discuss with the teammates and work together to complete the task.”

“As your saying in the morning, it is also your first time to attempt this type of class in this term, so what I wanna tell you is this type of lesson is pretty good and I really really appreciated it.”

“Hopefully we can have more opportunities to have this type of course today in the rest of the semester” .

International students and their expectations of teaching style and approach

- Cultural expectations of what the teacher should be doing/ what the student should do
- “I am paying for excellent teaching, I don't really care about the desks.”
- “This class style only works for discussion, not for subjects.”
- Noticeable change in student receptiveness to approach during the course of the pilot.

Learning points

- Make time for:
 - staff training
 - staff lesson preparation
 - experimenting with technology
- Encourage staff to try new software
- Limit the number of software tools in use
- Create a project team with TEL and IT champions
- Help the students to understand and engage with a collaborative approach
- Promote a positive mindset to respond to challenges
- Share best practice

Post-pilot

- Another 6 classrooms were converted to ALS configuration in September 2018
- Continuation and evolution of approach by college staff members
- Refinement of technological infrastructure in response to feedback and experience
- Roll-out across our network of colleges

Kaplan International College London – Autumn 2018





Contacts

- Diane.dale@kaplan.com
- Craig.fletcher@kaplan.com
- Jade.kimberley@kaplan.com
- Tafadzwa.masiye@kaplan.com
- Rebecca.Wain@Kaplan.com
- Gary.Prosser@Kaplan.com