
Developing the expert learner

The following presentation was produced by learners as part of their research and was shown during the Solihull College 'What does good learning look like?' session.

**Expert learning research project:
What does good learning look like?**

By Jess Court and Danielle Bate

Introduction

Over the last few weeks we have been carrying out an investigation. Firstly we sat down and thought of specific aspects that we feel make teaching and learning effective within an educational setting. From the factors we thought of, we were able to create a tick chart for the observations we carried out, and we observed some of our teachers* as they taught other groups.

To make this a fair test we also observed them teaching mature learners as well as 16 to 19 year olds. The observations lasted for 30 minutes and from them we were able to tick the boxes we thought the lessons covered. The observations we carried out did, in fact, tick every box and demonstrated excellence and professionalism from both learners and teachers, as well as effective learning and teaching.

The results were interesting as we were able to see for ourselves what distracts learners and how the learners' involvement is important in order for teaching to support effective learning.

During this project we also formulated a questionnaire for our peers to fill out, and from this we have concluded a variety of results. This has given us the opportunity to allow our peers to put their opinion across about how they feel teaching could be improved in order to provide the best learning.

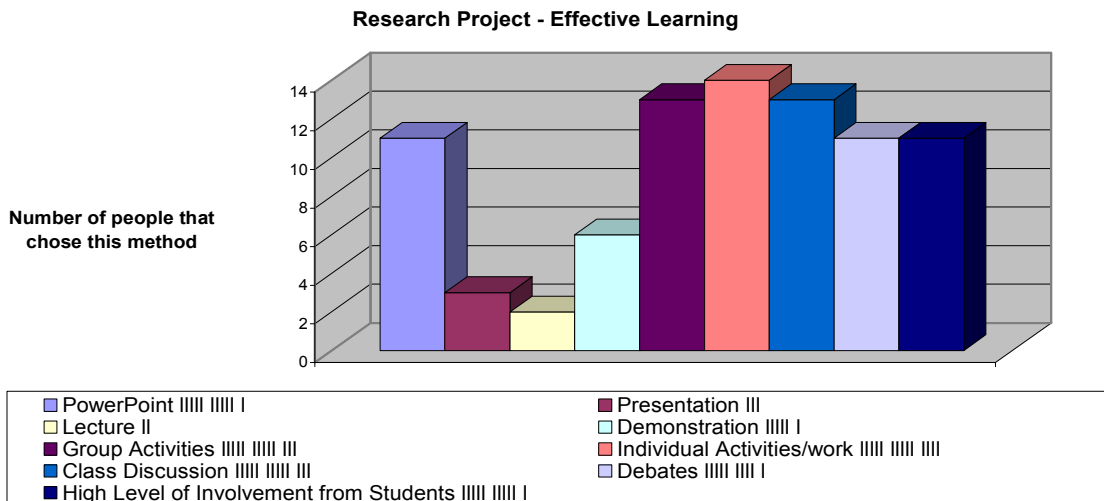
*We use 'teaching and learning' and 'teacher' as generic terms to include:

- teaching, training and learning
- teachers, tutors, trainers, lecturers and instructors in the further education (FE) system.

Developing the expert learner

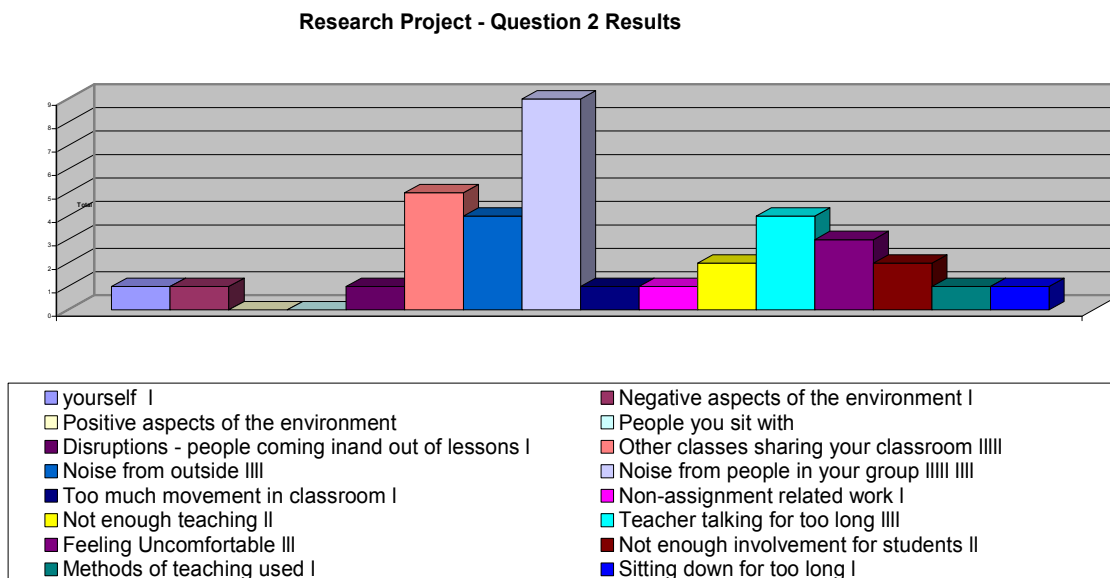
Question 1

In the lessons, which teaching methods do you prefer?



Question 2

During lessons, what do you believe unsettles you or your fellow learners?

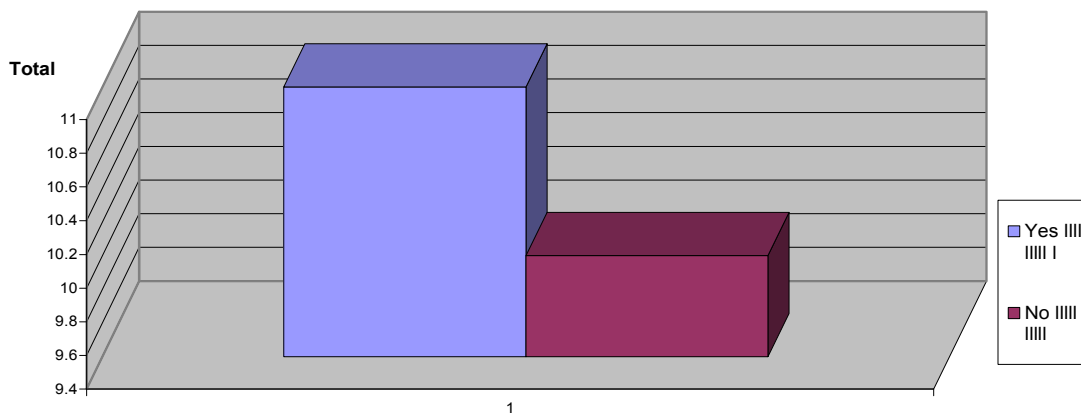


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Question 3

Would you like to be able to have more opportunities to have more involvement?

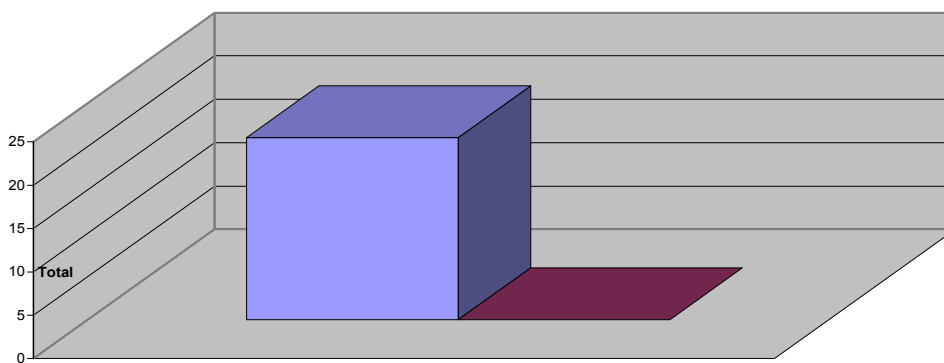
Research Project - Question 3 Results



Question 4

Do teachers use appropriate resources to teach the intended?

Research Project - Question 4 Results

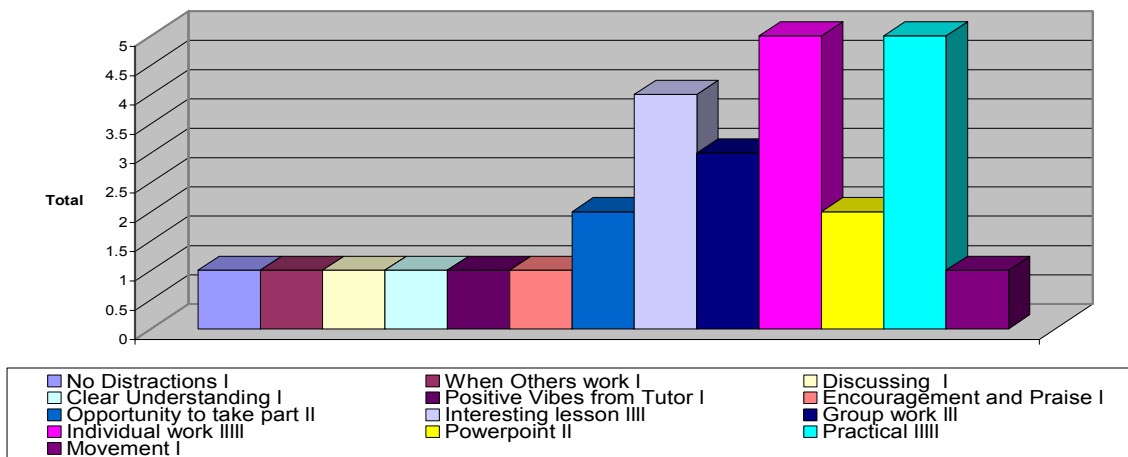


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Question 5

What motivates you to learn more effectively, and why will it get you motivated to learn?

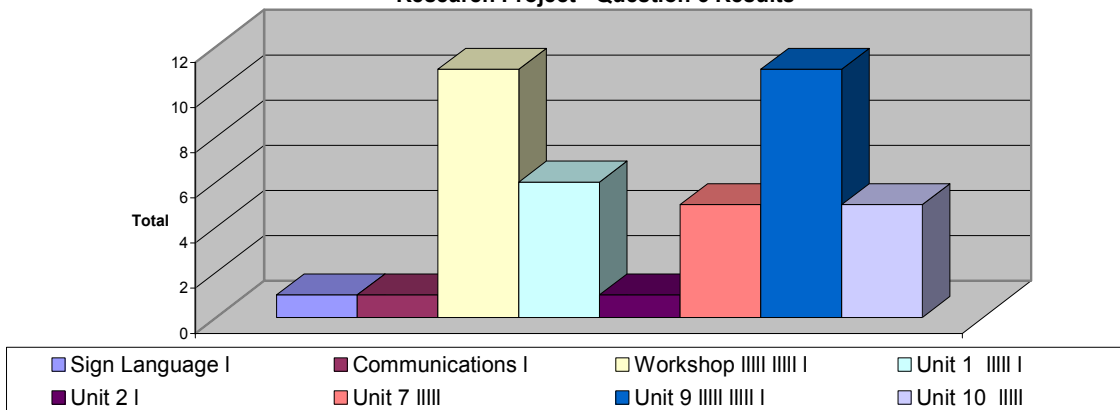
Research Project - Question 5 Results



Question 6

Describe a lesson you concentrate best in?

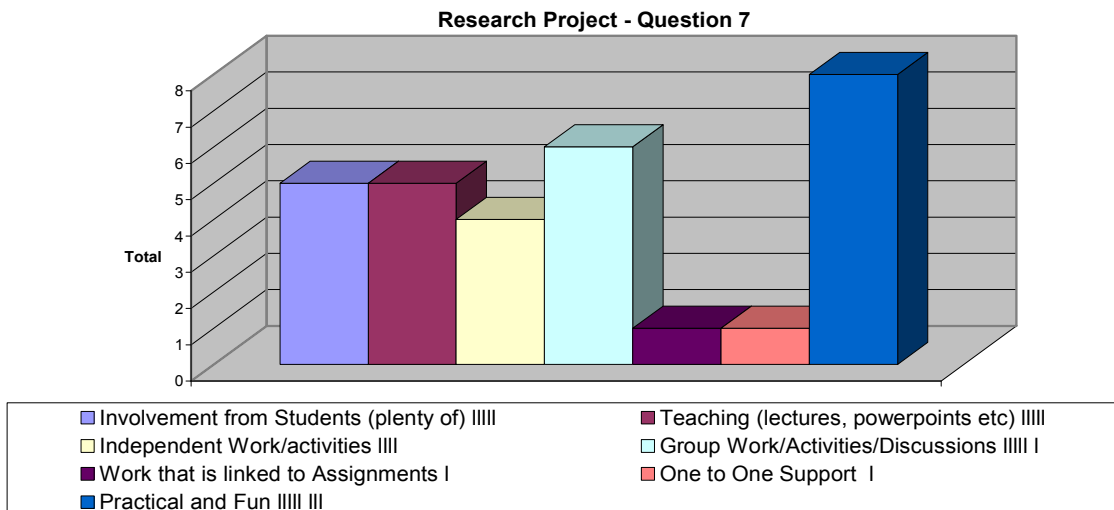
Research Project - Question 6 Results



Developing the expert learner

Question 7

Which approaches would you want your teacher to use when teaching you?



Evaluation

Recommendations:

- Keep talking to a minimum as it makes learners restless and bored.
- Use a range of teaching methods to meet the range of needs.
- Involve as much practical work as possible and/or class discussions and debates as these can be controversial and exciting for learners.
- Get to the point and assess the purpose of the teaching taking place – to show its importance.
- Allow as much learner involvement as possible – do not over use the method, as it will lose its purpose.

Thank you for your time; we hope you enjoyed our research project as much as we did.

Many thanks.

Danielle Bate and Jess Court