

Transition

Investigating students' previous learning experience (PLE)

Planning a project to investigate PLE

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Why is it useful to know about students' previous learning experiences?

- Expectations and preparedness are important factors in students' engagement and progression in HE. (Ozga and Sukhnandian (1998))
- Previous learning experience is a major source of students' beliefs and expectations about what HE involves including about subject and pedagogy (Kinchin 2005)

From this



Google image

...to this



Activity 1

In pairs

1. How much do you know about your students' previous learning experience?
2. What would you like to know and why?

put this on separate post it notes and keep

Questions

- **I knew** about A level teaching of Psychology five years (and one syllabus change) earlier.
- **I knew** about the amount of teacher support that A level and access students received at college.
- **I wanted to know** whether the A level curriculum prepared students for the level 4 Bioscience curriculum that they would encounter at Kingston **because** I wanted to evaluate our expectations.

Methods

- Review of curriculum alignment
 - Review A level syllabus against Kingston level 1 syllabus
- Classroom observation
 - 7 members of the teaching team visited 6 local schools and colleges

Resources

- Goodwill of colleagues - masses, helped by lots of feedback on the progress of the project, support for the visits and providing food with meetings
- Cover for teaching so that visits didn't have to take place in people's own time.
- Some allowance for my time, I drastically underestimated this.

Outcomes 1

- Proved to be extremely useful as a staff development activity
- Colleagues were interested and motivated by the process
- ‘Explains a lot of what was, to me, puzzling behaviour by students.’

Outcomes 2

Being more explicit about the demands of higher education.

- expansion of learning outcomes
- expectations guide
- essay writing project

Reflecting previous learning experience

- developing the use of smaller groups in practical laboratory classes
- trying to make adaptations to the large lecture format

Activity 2

- *Pairs move into groups*
 - Share what you've already done on what you would like to know
 - How would you find out about it?
 - *(Stick post it onto A3 paper and use half the sheet to record your ideas)*
 - What resources would you need to carry this out?
How would you secure them?
(Use the other half of the sheet to record this)
- That's a project!

Last Thought

- How much does our teaching take into account our students' future learning?
- What can/should we do about that transition?

Appendix

- References

Kinchin, I.M. (2005) Preparing students for study in higher education. *Education Today*, 55(2): 29 – 32.

Ozga, J. and Sukhnandan, L. (1998) Undergraduate non completion: developing an explanatory model, *Higher Education Quarterly*, **52**(3), 316-333

- Findings of observation of A level Biology classes

- Small group teaching
- Extensive guidance
- Lot of classroom talk
- Issues about classroom behaviour (i.e. lateness)
- Limited range of practical experience with relatively limited range of equipment.