

The fragmented route to a whole institution approach. Reporting on a work in progress

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This paper will present a case study of one project demonstrating how a learning developer and a discipline based academic worked together to develop an integrated approach to teaching students about studying and academic processes. We pooled our expertise to enable one of us, Fran Gibson, to create a teaching session in which students would simultaneously learn about the subject matter and about ways of studying it. Students were directed to the learning outcomes of the session and to ways of drawing on these to engage in active learning of the subject material, during the lecture and in the future.

This session forms part of the process of creating an institutional approach to learning development based on the view that developing knowledge of how to study a discipline is part of developing knowledge of the discipline itself. The aim is to build on existing good practice to identify the way in which this can happen throughout a student's course and career.

The development of integrated provision is pursued via a range of approaches and activities. Individual sessions are an important part of the process. They are a means of enabling people to try things out and to see what is achievable in an unthreatening way. The next stage is to link sessions up, so that the potential for development is fully exploited. This can then lead to the development of an integrated curriculum. All of these stages co exist en route to the embedding of a whole institution approach.

Presenters

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