

Presenters:

Karen O'Rourke (Associate Director, Centre for Excellence in Enquiry-Based Learning, The University of Manchester, UK)
Greg Tinker CEEBL Student Sabbatical Officer 2006-7
Mary Sattenstall CEEBL Student Intern - Medical and Human Science
Louise Goldring CEEBL Student Intern - Humanities
Jamie Wood CEEBL Student Intern - Humanities
Kate Maull CEEBL Student Intern - Life Sciences

Title of Session: Engaging Students in the CETL Initiative

Type of Session: Presentation and Workshop (60 minutes?)

Summary: The University of Manchester has been recognized by the Higher Education Funding Council for England (HEFCE) as a Centre for Excellence in Teaching and Learning in Enquiry-Based Learning (CEEBL). We recognise that students (and staff) need to make transitions in adopting new approaches to learning and assessment, especially with the more open-ended approaches involved in EBL. Manchester's EBL provision is supported by a long and successful track record in working with students as partners in their learning. Examples include our widespread use of peer mentoring and peer assisted study schemes (PASS, or SI as it known outside the UK), initiatives that have informed our CEEBL Student Intern Programme.

Abstract:

The University of Manchester has been recognized by the Higher Education Funding Council for England (HEFCE) as a Centre for Excellence in Teaching and Learning in Enquiry-Based Learning (CEEBL). HEFCE funding of £4.5M over five years will extend the range and scope of EBL activity throughout the University of Manchester and across the UK Higher Education community. Our underpinning belief is that implementation of EBL should reflect its principles – a spirit of enquiry and collaborative learning. We recognise that students (and staff) need to make transitions in adopting new approaches to learning and assessment, especially with the more open-ended approaches involved in EBL. Manchester's EBL provision is supported by a long and successful track record in working with 'students as partners'.

EBL describes an environment in which learning is driven by a process of enquiry owned by the student. EBL is usually organised around work in small groups or with structured support from others, promoting the social cohesion that is often difficult to achieve in a mass higher education system. It is not surprising that our existing research into EBL suggests that it can improve the student experience, with enhanced recruitment, satisfaction and retention. Such improvements cannot be achieved without recognizing and responding to the fact that students entering a university driven by an EBL approach are entering a learning context that may be radically different from the one to which they are accustomed.

As CEEBL facilitates activity that directly impacts on students it is crucial that we engage students to inform our programme of activities. The involvement of students in developing and supporting EBL is exemplified by our current interns (named above).

This presentation will provide delegates with an opportunity meet the current CEEBL student interns who will describe their pathway to success and excellence in direct relation to their previous leadership roles in schemes such as PASS, peer mentoring and volunteering. The presenters will discuss future opportunities for personal development through the CEEBL internship and will describe the legacy they are creating to support the next group of CEEBL interns 2007-8.