

## **Notes on LDHEN sessions: Lynne Rutter**

### **Kirsten Hardie – On Trial: teaching without talking.**

This session gave a fascinating insight to the work Kirsten is undertaking at the Arts Institute at Bournemouth with graphic design students. She has designed a learning experience that explores the context of a courtroom scenario for dynamic role-play. Students are totally in control of setting up the courtroom, take all the roles themselves, involving all the students in a live 'trial' of a design object. The tutor facilitates and coaches but is the silent witness at the trial and is not allowed to intervene or say anything.

The workshop gave us the necessary background to the students and their type of study, as well as an interesting exploration of the learning experience itself via a media PowerPoint presentation. Student commentary and pedagogic underpinnings to creative learning and an exploration of the concept of 'teaching without talking' (Donald Finkel) all contributed to us gaining a well-informed picture of the event.

Kirsten invited comments and debate surrounding the learning issue, and although we were a small number we all engaged with the concept and idea. We particularly focused on the engagement this requires in order for the students to take the necessary responsibility and ensure that learning occurs. It appears that the level of research undertaken and the commitment of students within their roles even astounded Kirsten. This really was active 'learning by doing'. The students appeared to love the session and get to a deeper level of learning by taking on the debate surrounding wider ethical issues in their subjects, i.e. learning to think of questions, to be critical, take on other perspectives, build a case and justify their reasoning. The idea will be extended to other groups who now want to do their own after talking to their peers.