

“Permit us to question — to doubt, that’s all — to not be sure.” Richard Feynman (1955)

This flyer provides details of the first Research and Practice in HE Seminar for the 2017-18 academic year.

All staff are welcome, and are encouraged to attend.

Refreshments will be provided.

To book a place please email TLAcademy@ljmu.ac.uk or contact extension 8101 / 8678.

4.15pm – 5.30pm, Wednesday 25th October
Room G14, Ground Floor, Exchange Station

Scaling up SCALE-UP: adoption and evaluation in a multi-disciplinary context

Jane McNeil, Director of Academic Development, Nottingham Trent University

Abstract

SCALE-UP (Student-Centred Active Learning Environment with Upside-down Pedagogies) is an active learning approach pioneered in physics by Robert Beichner at North Carolina State University. It is highly collaborative, studio- and problem-based, and uses a technology-rich learning environment. While SCALE-UP is not a new pedagogy, it does combine educational methods and environment in an interesting way and has been shown to have a positive impact on student learning outcomes.

In 2013, Nottingham Trent University became the first UK University to pilot SCALE-UP in an institutional, multi-disciplinary project, with 37 modules, across Levels 4-7, in 7 schools. The project found benefits for students’ conceptual understanding and overall attainment. This early

success allowed expansion and there are now over 200 colleagues using the approach. Wider benefits include a shift in institutional discourse about pedagogy and changes to the learning spaces we are building. This seminar will offer a discussion of the motivation to adopt SCALE-UP at NTU, along with the findings of the first-year evaluation and subsequent development. The current active collaborative learning project will be discussed, along with the approach used to evaluate impact on attainment disparities.

Biography

Jane McNeil is Director of Academic Development at Nottingham Trent University, where she has an institutional remit for educational development and quality management. Her perspective on these responsibilities has been shaped by her experience as a lecturer, as a practice innovator and as a policy developer. Her current interests include disruptive pedagogies, technology, and learning spaces; underpinned by a focus on strategic educational development.

In 2013, Jane led the first institutional, multi-disciplinary SCALE-UP project in the UK. She is now leading a HEFCE Catalyst funded project using active learning pedagogies at three institutions to address attainment disparities.

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