Before I start:
Please draw a picture of 'academic debate' in your classroom.
Or you can draw what it should look like.
(I won't ask you to share it...)
CEEBL MBS showcase 2010

Students facilitating and validating peer-learning:
Three years of EBL development

Katja Stuerzenhofecker
Project Team

Course team
Students: current & past
CEEBL staff

Subject Area
HEA Subject Centre
CEEBLL community
EBL community

Thanks to all of them for their contribution!

Religions & Theology
Religion, Culture & Gender: Content

- Changing nature of gender roles, relations and representations in Western culture since 1900
- Impact of changing gender roles and relations on Christianity & Judaism
- Interaction between religion, culture & gender in the media
  
  Huge potential for controversy!
Religion, Culture & Gender: Delivery & EBL tasks

- Lectures with small and large group discussions
- Seminars as Student-led Discussions
- Compulsory course readings
- VLE for docs & assignment submission
- EBL skills workshops
- Structured Learning Journal & Reading Log
- Essay as 'Briefing Guide'

Religions & Theology
Student-led Discussions
Content & Process

5 themes = 5 SLD groups of 7 students
2 case studies per SLD: theory & practice
Discussion-leaders trigger classroom discussion with their own questions arising from the case studies
Discussion-leaders facilitate and validate classroom discussion with clear learning outcomes
Learning Journals

Individual reflective task

One entry per lecture or SLD

Guided reflection on three areas:

– Student's learning
– Student's background viz. course content
– Case study related to course content
Project Aims Year 1

To give students the skills and awareness they need to be able to facilitate and engage in peer-learning activities effectively without involvement from teaching staff.

Because SLDs were not working!
Project Outputs Year 1

General diversity training

Facilitation skills training

Scribing skills training
CEEBL Project 2009

EBL supporting student dialogue and collaboration across faiths, genders, sexual orientations and other diversities in Religions & Theology

Richard Benda & Katja Stuerzenhofecker
Project Objectives Year 2

- Students using diversity in classroom for induction and knowledge creation
- Active participation in peer-learning activities
- Student facilitation of classroom discussions
Project Outputs Year 2

Discussion management skills training

Don't use the 'F' word!

Questioning skills training

This is actually a great skill!
Bloom's Taxonomy of Thinking Skills

**Knowledge** Recall information

**Comprehension** Explain topics, review items, and discuss issues; this includes translation, interpretation, extrapolation, and focuses on the meaning and intent of the material.

**Application** Use an abstraction (principle, theory, etc.) brought from other experiences. Requires application of previously learned knowledge and skills to new situations.

**Analysis** Break down material into its component parts and then use a systematic process to reach a logical conclusion.

**Synthesis** Hypothesize, predict, and use information to arrive at a generalization

**Evaluation** Use specific criteria to assess situations or to justify previous responses

**Religions & Theology**
HEA PRS Project 2009

Supporting Student-led Academic Debate Across Diversities in Theology and Religious Studies

Richard Benda & Katja Stuerzenhofecker

Religions & Theology
Project Aims Year 3

• to nurture academic debate among students that achieves clear learning outcomes
  Because this is not a 'chat'!

• to support students' harnessing diversity for knowledge construction
  Because they don't take it seriously!

• to develop the emotional aspects of academic assertiveness
  Because they don't challenge each other!

Religions & Theology
Evaluation to date

- Student-led Discussions are good
- Students like talking about 'real life'
- Each cohort needs its own learning curve
- Innovation vs. years of acculturation:
  Students teach rather than debate