

Centre for Excellence in Enquiry-Based Learning

Positioning for next two academic years: 2008/09 and 2009/10

Student Satisfaction

The goal for the next two years of CEEBL is, ultimately to ensure that University of Manchester (UoM) students are exposed to a learning experience which:

- engages them in a student-centred learning environment**
- an educational experience which will enable them attain the knowledge and skills to create value within their communities and professions**
- will provide them with a global view and an understanding of the interconnectedness of their discipline within a social, environmental and economic context**

An institutional initiative is proposed which will engage all the University Faculties in large multi and inter-disciplinary projects, with EBL case studies and scenarios provided by academics from Schools within the Faculties.

To achieve these goals and deliver a University-wide initiative which will evoke the intellectual curiosity of academics and students alike, the projects will require a theme. The theme will provide the context for EBL to be delivered.

CEEBL Contextual Themes: EBL for sustainable development, global citizenship and ethics

There are three themes which could provide the breadth, depth and relevant challenge for multi and inter-disciplinary student enquiry. These are: sustainable development, global citizenship and ethics.

Under each of these umbrellas are tremendous opportunities for developing EBL case studies which evoke the intellectual curiosity of academics and students. The context of sustainable development global and citizenship would enable the development of relevant case studies. Current topics to be covered include, climate change, renewable energy, conflict resolution and so on. By introducing highly relevant topics it is envisaged that students will engage with a sense of social responsibility underpinned with reflections on personal values and ethics.

UoM T&L strategic context

CEEBL will seek to ensure its goals are included in the University of Manchester strategies and complement existing Teaching and Learning strategies and initiatives, in particular the review of undergraduate education to achieve a leveraging of value for the University and to optimise the penetration of EBL into the curricula.

Sustainable Development

The UoM has signed the Talloires declaration, committing the University to:

- Educate for environmentally responsible citizenship
- Foster environmental literacy for all
- Collaborate for interdisciplinary approaches

CEEBL would seek to create opportunities for collaboration with the Sustainable Consumption Institute, The Environment at Manchester (TEAM) and the Associate Dean for Sustainable Development.

Global Citizenship

With a culturally diverse international studentship and increased globalisation this theme is particularly appropriate for our graduates. It also concords with the purposes of undergraduate learning as stated by the President in the Undergraduate Review which includes; to prepare graduates for citizenship and leadership in diverse, global environments.

The essential qualities of global citizenship defined by Daisaku Ikeda are:

- The wisdom to perceive the interconnectedness of all life and living
- The courage to respect and strive to understand people of different cultures, and to grow from encounters with them
- Empathy that reaches beyond one's immediate surroundings and extends to those suffering in distant place

CEEBL will seek to collaborate with the International Development Division to develop modules for mixed groups of home and international students, who will be facilitated to engage in cross-cultural enquiries concerning how their disciplinary and professional are affected by changing global perspectives.

Ethics

The social and ethical consequences of advances in science and technology are increasingly impinging on the lives of individuals. For example:

- Genetic selection of human embryos and the conflicts of interest between parents, the unborn child, social groups and society
- Genetic manipulation of humans and animals and the mixing of human and animal genes and cells to create hybrids
- The funding disparity in healthcare research between diseases of the developed and developing world
- The ethics surrounding different models of healthcare delivery, from a US system that rations by wealth to a UK-type model that aims to provide free access to care at the point of delivery
- Global trade, the free-market economy and 'fair trade' initiatives
- Climate change and the ethics of conflict between bio-energy and food supply in developing countries

CEEBL will collaborate with The Centre for Social Ethics and Policy (CSEP) and the newly formed Institute of Science, Ethics and Innovation to explore these, and other areas.

The Earth Charter

It is envisaged that the Earth Charter may be utilised as a reflective and a pedagogical tool for integrating sustainability into the curriculum. The Earth Charter proposes an ethical vision towards environmental protection, human rights, equitable human development. It provides a new framework of the fundamental values for creating a just, sustainable and peaceful global society. The World Commission on Environment and Development called for "a universal declaration" and "new charter" to set "new norms" to guide the transition to sustainable development. (Our Common Future, 1987) The Earth Charter was formally endorsed by UNESCO in 2000 after a wide consultation process.

Personalised Learning

To ensure that CEEBL can contribute to the personalised learning agenda, it is envisaged that the EBL case studies will be explored through facilitated peer assisted group work. This learning environment will foster verbal and written communication skills and leadership.

The EBL case studies will provide an open framework for students to shape their own enquiries into topics and issues that are of particular interest and personal relevance to them, but also allow students to tease out aspects of the case-studies that are of particular relevance to their discipline or profession.

A supplementary programme of personalised skills training will be provided and developed which will ensure students are fully supported in developing the knowledge and skills to engage in an EBL learning experience.

CEEBL Vehicle: EBL in eLearning

The eLearning re-structuring and goals associated with the review of UG education in eLearning present an opportunity for the embedding of EBL into the curriculum. A huge investment is being made into eLearning and the number of and extent that courses will be delivered online will increase dramatically over the next two years. CEEBL will provide events and workshops to Learning Technologists & Academics in the Schools, promoting best practice and providing training in how to incorporate EBL in eLearning to bring key benefits to online curriculum.

Building on Existing Developments and Expertise

These developments will build on CEEBL's developing portfolio of projects in developing EBL across the University of Manchester (details of many of these projects can be found on CEEBL's website). The wealth of experience, knowledge, contacts and expertise developed in these projects will feed into the development of these new developments.

Project Case Study: *Embedding Interdisciplinary: The evolution of an UG EBL module*

This provides a very powerful model covering several components of CEEBL's developing position:

- Interdisciplinarity: students from five departments work together on a project, each bringing their discipline expertise to the table;
- Personalised Learning: the groups determine the topic of their enquiry;
- Sustainability and Global Citizenship: the topics of investigation are of immediate social concern and often have ecological or international dimensions;
- eLearning: resources, group communication, tutor feedback and assessment submission were all supported through the Universities VLE.

Whilst this is a particularly appropriate example, other projects have also touched on these aspects:

Sustainability and Global Citizenship

The *Manchester Access Programme* (MAP) has developed an *EBL Masterclass*, which asks A-Level pupils to investigate issues around climate change. CEEBL is supporting the *Green Cities Projects*, which facilitates cross-faculty communities of practice in environmental and sustainable development research, through brokering sustainability projects with, in some cases interdisciplinary, groups of students from Manchester City Council. CEEBL has also provided the learning space for the *Sustainable Development for Engineers and Scientists* module.

eLearning

The major CEEBL project in the *Faculty of Life Sciences*, engages third-year project students to develop EBL eLearning (eEBL) objects to support the second-year curriculum.

Through this work they have identified three distinct models for achieving interactive eEBL.

Other projects have used eLearning to supplement their EBL activities in a variety of ways from: mounting supporting materials and resources, through facilitating group work and assessment to exploring the potential of immersive virtual environments, namely Second Life.

Personalised Learning

Arguably, all of our projects have incorporated aspects of Personalised Learning, since EBL naturally incorporates some of the attributes of personalised learning. In the different instances of EBL students have varying degrees of control over the process, pace and content of their learning: providing a degree of choice reflecting their style or learning and subjects of interest. It is conducted in small, facilitated groups: providing a rich forum for dialogue and feedback from both their peers and the facilitator. Throughout the process the students have a great deal of expression in terms of the choices they make, the roles they take, more importantly their voice is at the centre of the learning process as they articulate their enquiry and subsequent understanding through a variety of assessment outputs.

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