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Conclusion

12. Beginning anewBibliography; Index

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| Sommario/riassunto | "Developing Inquiry for Learning shows how university tutors can help students to improve their abilities to learn and to become professional inquirers. The number of students participating in Higher Education increases every year, along with the assumption that learning is a relatively passive process. University tutors need to have the tools to be able to respond to a modern teaching environment that demands a diverse spectrum of skills. They must be able to help students become collaborative learners and independently motivated rather than subsisting on a spoon-fed approach. In the innovative and practically proven approach developed by the authors of this book, students are guided to implement action research into their learning practices and reflections. Using a rolling programme of cyclical inquiries and whole group 'conferences' on improving learning, students write 'patches' on learning development which are then shared across the year group online. Each student's cumulative set of patches, together with their regular reflective writing, provide the basis for assembling a composite final assignment, a 'patchwork text', for assessment. This style of curriculum and assessment organization encourages regular peer feedback and formative assessment, as part of the whole module process. This is a dynamic approach which builds personal confidence within students both as learners and as professionals. Providing teaching materials and examples of students' responses, including the use of Blogs, Wikis and Discussion Boards, Developing Inquiry for Learning analyses and theorises on the deeper characteristics of the difficulties being addressed"-- Provided by publisher. |