

1. Record Nr.	UNINA9910963735203321
Titolo	Developing inquiry for learning : reflecting collaborative ways to learn how to learn in higher education / / Peter Ovens ... [et al.]
Pubbl/distr/stampa	Abingdon, Oxon ; ; New York, NY, : Routledge, 2011
ISBN	1-136-73353-1 1-280-66065-1 1-136-73354-X 9786613637581 0-203-81806-7
Edizione	[1st ed.]
Descrizione fisica	1 online resource (227 p.)
Classificazione	EDU000000EDU030000EDU037000
Altri autori (Persone)	OvensPeter <1944->
Disciplina	378.1/794
Soggetti	Study skills - Great Britain Inquiry-based learning - Great Britain Action research in education - Great Britain Tutors and tutoring - Great Britain
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front Cover; Developing Inquiry for Learning; Copyright Page; Contents; List of illustrations; Acknowledgements; 1. Introduction; Part I:The general approach of Inquiry Into Learning; 2. Learning to learn in higher education; 3. The Inquiry Into Learning approach; Part II:Using the Inquiry Into Learning approach in two modules of a Childhood Studies programme; 4. Inquiry Into Learning 1: becoming a reflective learner; 5. Inquiry Into Learning 2: becoming a professional inquirer Part III:Using experience of the Inquiry Into Learning approach to address topics related to developments in higher education6. The importance and power of student voice for promoting informal, formative assessment; 7. Setting expectations through assessment for learning; 8. Enriching processes and products of learning withinformation technology; Part IV:Theoretical and philosophical bases for the Inquiry Into Learning approach; 9. Patchwork Texts as a curriculum design and assessmentmethod; 10. Action research for personal professional development; 11. Why Inquiry Into Learning?;

Conclusion

12. Beginning anewBibliography; Index

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.