

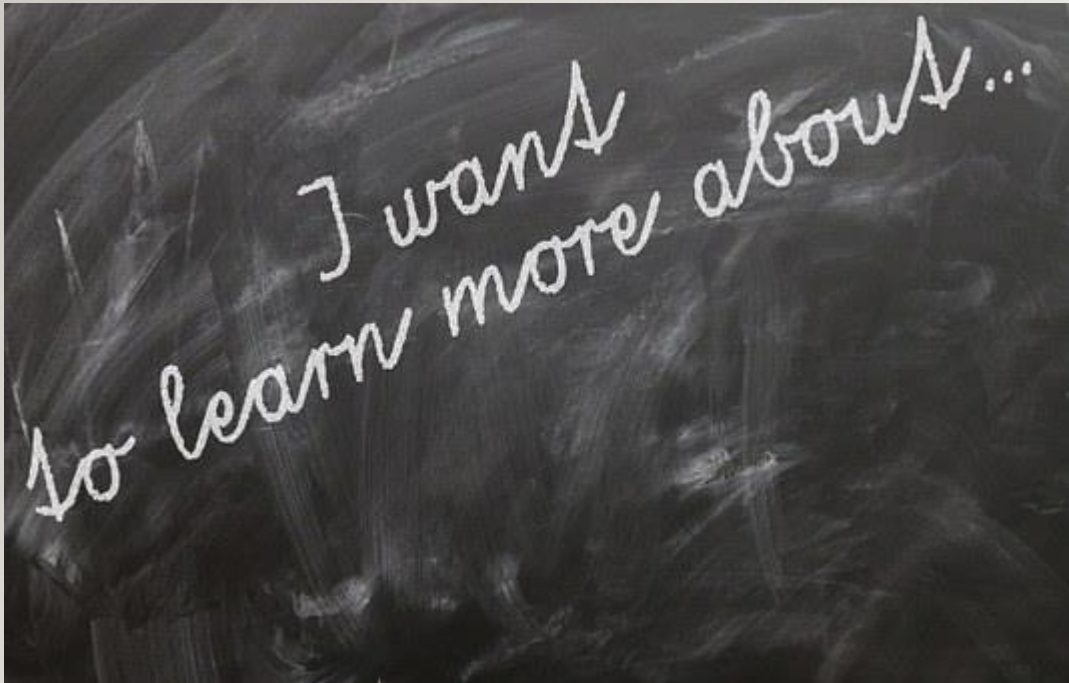
# DISRUPTING WORLDS

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HANNAH EMERY

# THE STUDENT EXPERIENCE: EXPECTED, DESIRED, ACHIEVED

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- Started as attendance study
- Students who do attend don't always achieve
- Why not?

# THE WORLD

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Kumashiro (2001, p.8) defines education as **‘learning something different, learning something new, learning something that disrupts one’s common-sense view of the world’**.



## THE NEW HE STUDENT

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Owton (2016) reminds us that not all students are **‘waiting to enter the "the real world"; they are living, and have to breathlessly juggle studies and other commitments that can lead to emotional and financial hardship’**.

## FAIR POINT?

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- Marton and Saljo (1976, cited in Ak, 2008): surface and deep learning
- Biggs and Tang (2011, p. 24) suggest that some less academically inclined students have a desire to ‘get the task out of the way with **minimum trouble**’.
- According to Donnison and Penn-Edwards (2012, p. 10), ‘the surface approach to learning is about achieving course requirements with the **minimum of effort**’.

# AIMS

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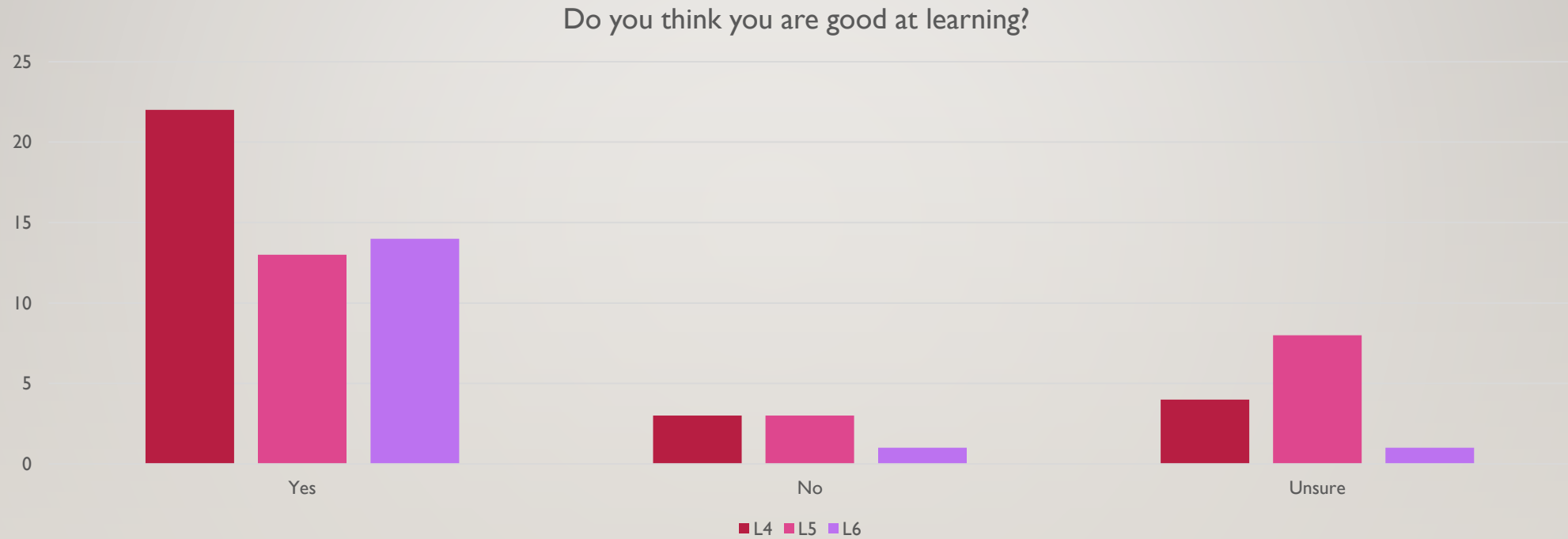
- Identify motivators for completing higher education courses
- State barriers to deeper level and independent thought
- Analyse student perception of effort
- Establish ways in which learning mentors can facilitate independent, critical thought

# HOW?

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- Tutorial visits with questionnaires
- Society, Health and Childhood; Creative Arts; Engineering
- Focus group


# DO YOU FEEL YOU ARE GOOD AT LEARNING?





# WHAT DO YOU EXPECT TO TAKE AWAY FROM YOUR TAUGHT SESSIONS?

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Remember me!

- ‘Know what we are meant to be doing to pass the course’
- ‘Knowledge and understanding of the module.’
- ‘Content information’
- ‘Guidance on theory to use in assignments.’
- ‘To have more of an understanding and questions answered if I have any.’

# THE WAY TO LEARN

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# WHAT DO YOU HOPE TO GAIN FROM YOUR END QUALIFICATION?

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- ‘A higher job in childcare.’
- ‘Allow me to access better jobs.’
- ‘An established degree.’
- ‘To complete to degree level.’
- ‘A qualification that will allow me to progress my studies to full degree level.’

# CONFIDENCE

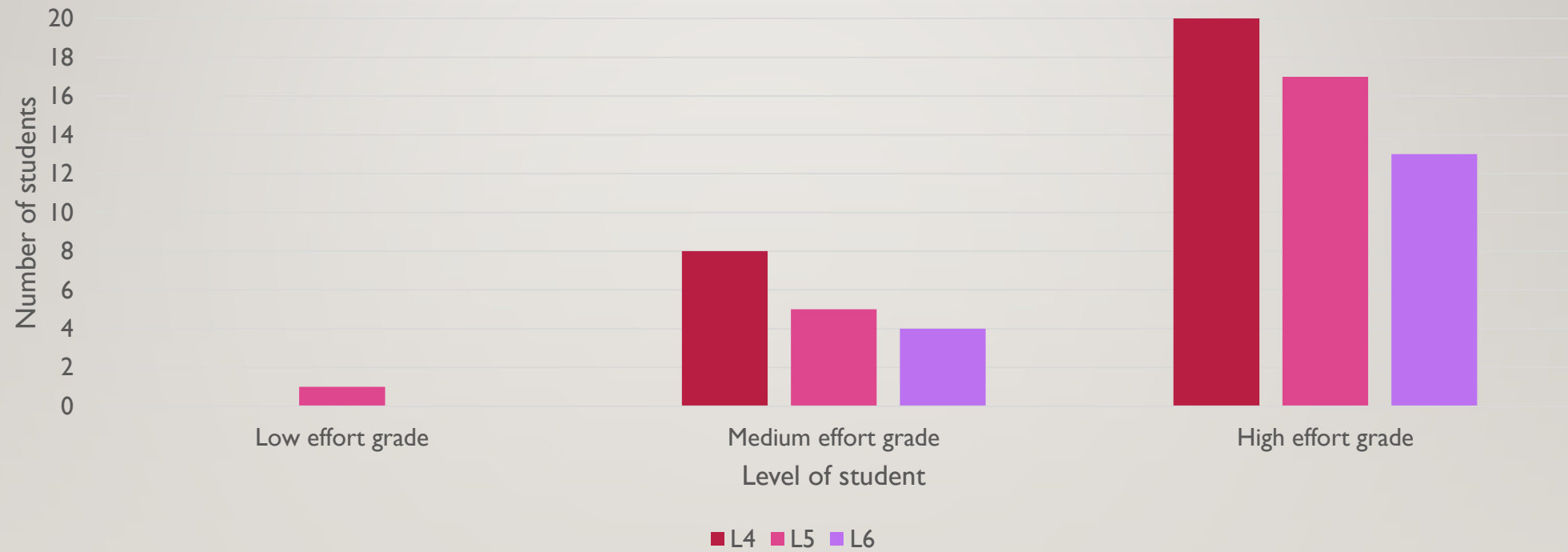
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- For level 4 students, confidence was a commonly stated response when asked what they wished to gain from their end qualification.
- As Student B in the focus group stated: **‘I’ll feel personally valued if I have a degree’.**



‘they are taught to **value the prize** rather than appreciate the learning involved in embracing uncertainty’ (McIntosh and Shaw, 2017, p.12)

# PERCEPTIONS OF EFFORT



## POTENTIAL CHALLENGE

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Embark upon the course: expect a qualification and confidence within industry (impersonal)



High levels of perceived effort

Frustration and self-doubt (personal)

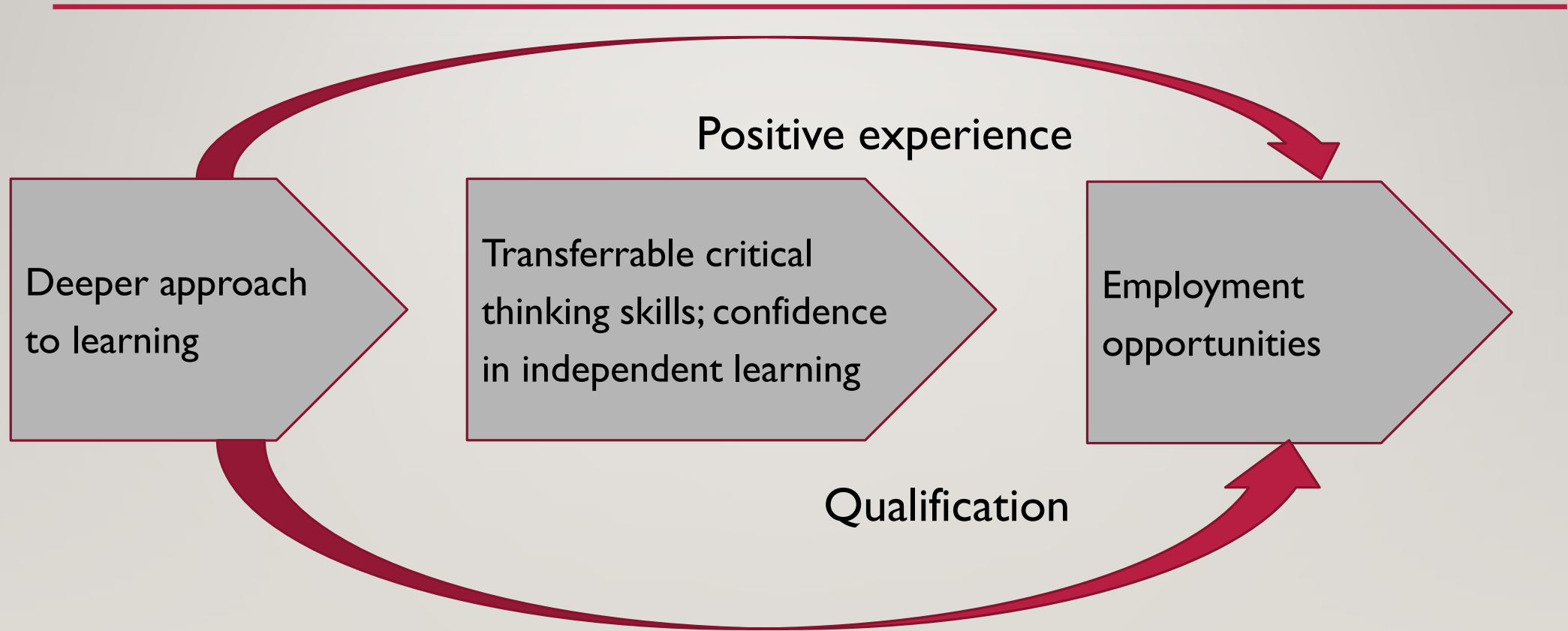
# EMOTIONAL STUDYING

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- Effort and confidence are central to study and student outcomes
- Also closely linked to emotions and learning as something personal
- Frustrations with learning can therefore create 'disruption' but should not be avoided







## SHOULD SURFACE LEARNING EVER TAKE PLACE?

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For many WVP students, a tendency to ‘surface learn’ is **not the whole problem**. It is the **inferences** of this kind of approach that can put students at risk not only of withdrawing, but of failing to have the **experience they wanted and expected**. These inferences: lack of **confidence**, inability to engage with **independent learning** and the drive to complete and pass assignments rather than change their ways of thinking in terms of **conceptual change**, are what academic and/ or mentoring services could potentially help with the most.

# RECOMMENDATIONS

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- The need for independent learning should continue to be highlighted as early as possible (pre-entry).
- Discussions during these early workshops can highlight that emotions about learning may be part of the experience, and that understanding and overcoming these feelings will make the students more confident, resilient people who are able to find fulfilment during their course of study and beyond.
- Academic services should continue to help students to consider a richer range of efforts, help them to reflect on the **type** of effort they are making and move away from the ideas of ‘quick tips’.

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**‘disruption [...] is occurring at every level –  
societal, cultural,  
economic and environmental’ (Arvanitakis and Hornsby,  
2016).**

**‘[e]ffective learning changes the way we see the world’  
(Biggs and Tang, 2011, p.23).**

## CONCLUSION

‘education involves learning something different, learning something new, learning something that **disrupts one’s common-sense view of the world.**’  
(Kumashiro, 2001, p.8).

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