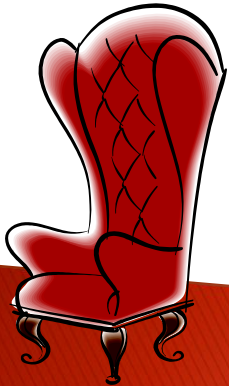
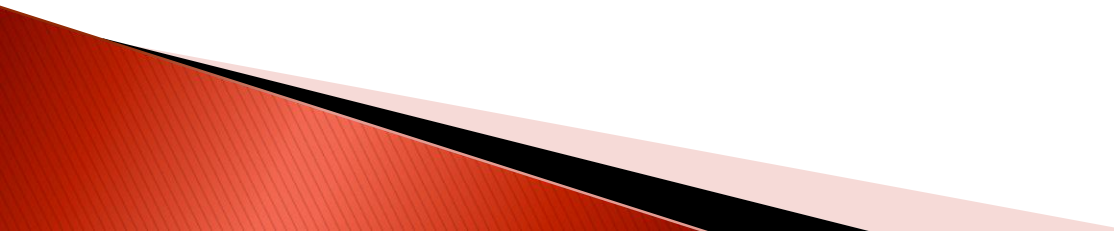


Students co-constructing knowledge in Higher Education

Engaging in the 'Hot Seat'



Engaging students

- There are a number of concerns about student engagement with their studies
 - In these local institutions there are many working class students with little experience or understanding of HE studies
 - The student experience is discussed by Crozier and Reay 2011, NSS, Scottish Enhancement Themes... Healey and Jenkins (2009)*
 - Students needs and expectations of study should be known, and addressed within HEIs,
 - Students bring with them their own legacy of learning, as do their lecturers
- 

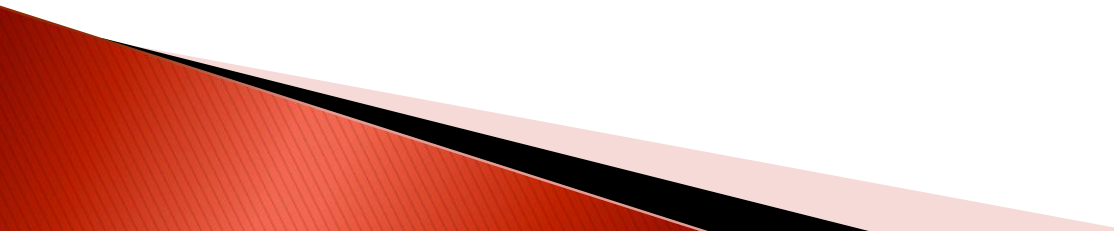
Enabling students

- Empathy in exploring the University experience
- Listening and hearing student concerns
- Helping students to own their learning and make connections
- The library and e-resources are not divorced from classroom activities
- Responding appropriately – students and staff have no wish to be accused of ‘spoon feeding’ providing a spoon and directions so that they can feed themselves’ (Kingston and Forland 2008)
- Developing skills and attributes for the 21st century (Barrie, 2004,2007)
- Pedagogic understanding and a pedagogic process is required to understand content... (Healey and Jenkins 2007, 2009)

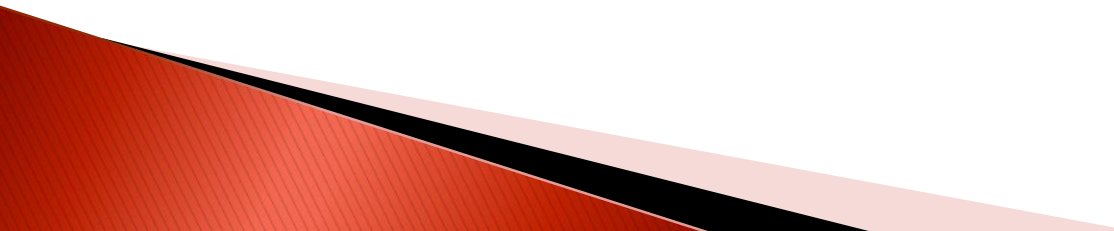
Ability to source:making sense

- Not everyone is a member of the ‘Google generation’
- Technological dinosaurs” still roam the classrooms
- Making the demands overt and explicit
- Implicit expectations are blurred expectations
- Blurred expectations achieved blurred learning
- Learning can be a social and collegiate activity as well as an internalised and personal activity
- Socialisation and skills development are not inseparable
- ‘Hands on workshops’ and learning activities that break down ideas – develop a currency of information skills: topic ideas, words, linking words and making records and taking references
- The actual physical location of buildings, IT resources and finding of text books, reference books, newspapers (credible ones), conference proceedings, academic journal articles, web pages television and radio documentaries can be helpful to new students
- Such guidance is then practiced, it can also be noted back in the students’ research-teaching nexus and tasks

Creating pathways with peers

- ▶ Keeping the classes motivated to learn
 - ▶ Enculturation processes
 - ▶ Building on what is already known
 - ▶ Culture shock or embracing new ways of learning? (Brookfield, 2005)
 - ▶ Challenging notions of self doubt and self confidence
- 

Reluctance or just not knowing?

- ▶ Types of reading
 - ▶ Reading tasks
 - ▶ Paired and shared reading
 - ▶ Reading that informs thinking, knowledge can be used in seminar and assignment tasks
- 

The 'Hot seat technique': developing attributes of HE reading and knowledge

- Discussion on 'reading for a purpose' (Stevenson and O'Keefe, 2011)
- Individual narrow lens 'solo'
- Cumulative wide lens approach of 'agency' Bruner (1996)

The practice of the Hot seat

- Thinking widely for themselves, and with each other 'ownership of own learning'
- Adding voice(s) 'all learning is in the learner not in the teacher' (Wilde, uk)

Engaging and enabling searchers to become researchers

The methodology included a reviews of:

- shared reading strategies (Kingston and Forland, 2004)
- reading that involves the whole class
- Stimulating thinking (Paul and Elder, 2002, 2006)
- Constructivist approaches for student engagement (Vygotsky 1978, Bruner, 1996)
- Taking the **Hot** seat ... **ouch!**
- Helping those on the **Hot** seat.
- No isolates in this classroom
- Our term 'Caring and sharing knowledge'

The Hot seat process

- ▶ Individual students sit on the **Hot** seat identified by a red circle
- ▶ They have read their materials evaluate and reveal their own le understanding, knowledge and positionality.



The **Hot** seat (initial guidance)

Guidelines

Decide who is going first, next etc. -

Approx - 5 minutes each

Introduce reading material – make time at end of hot seat activity for learners to take note for Bibliography.

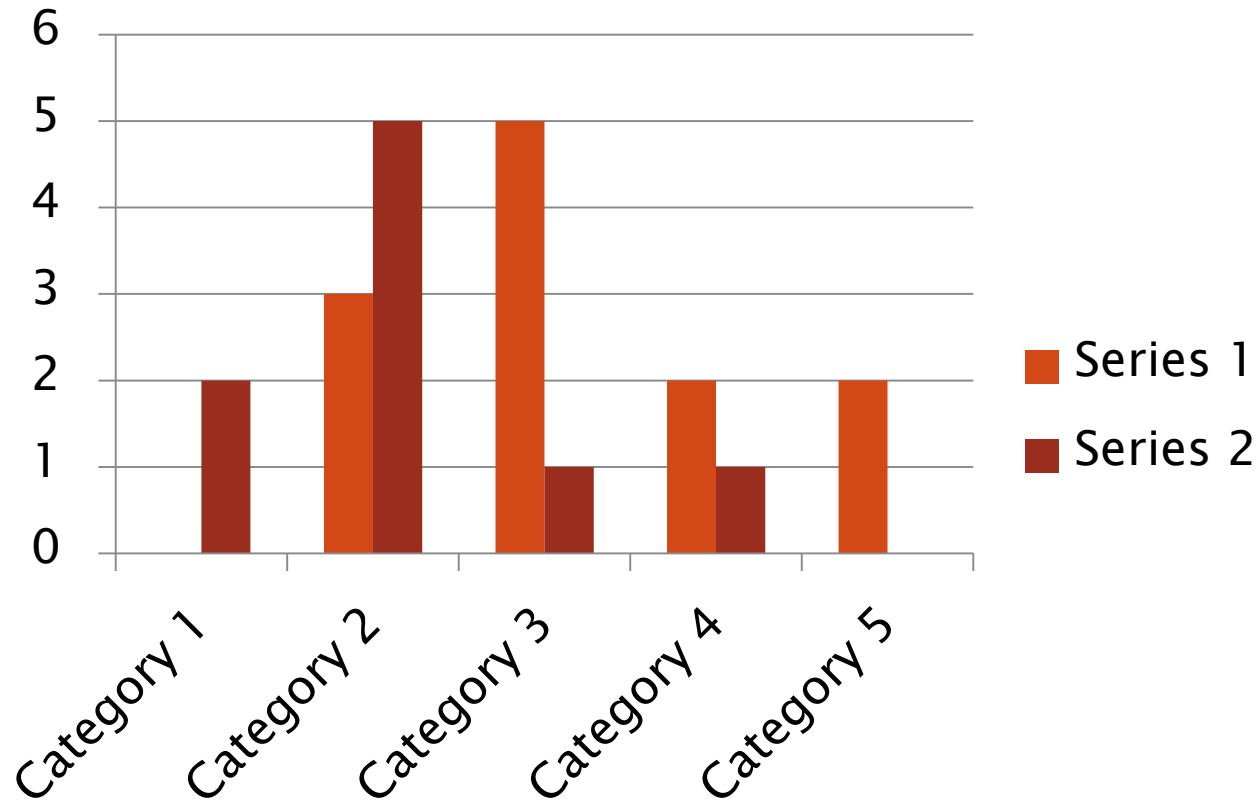
Learners in group listen to points made first then

Hot seat holder invite participation

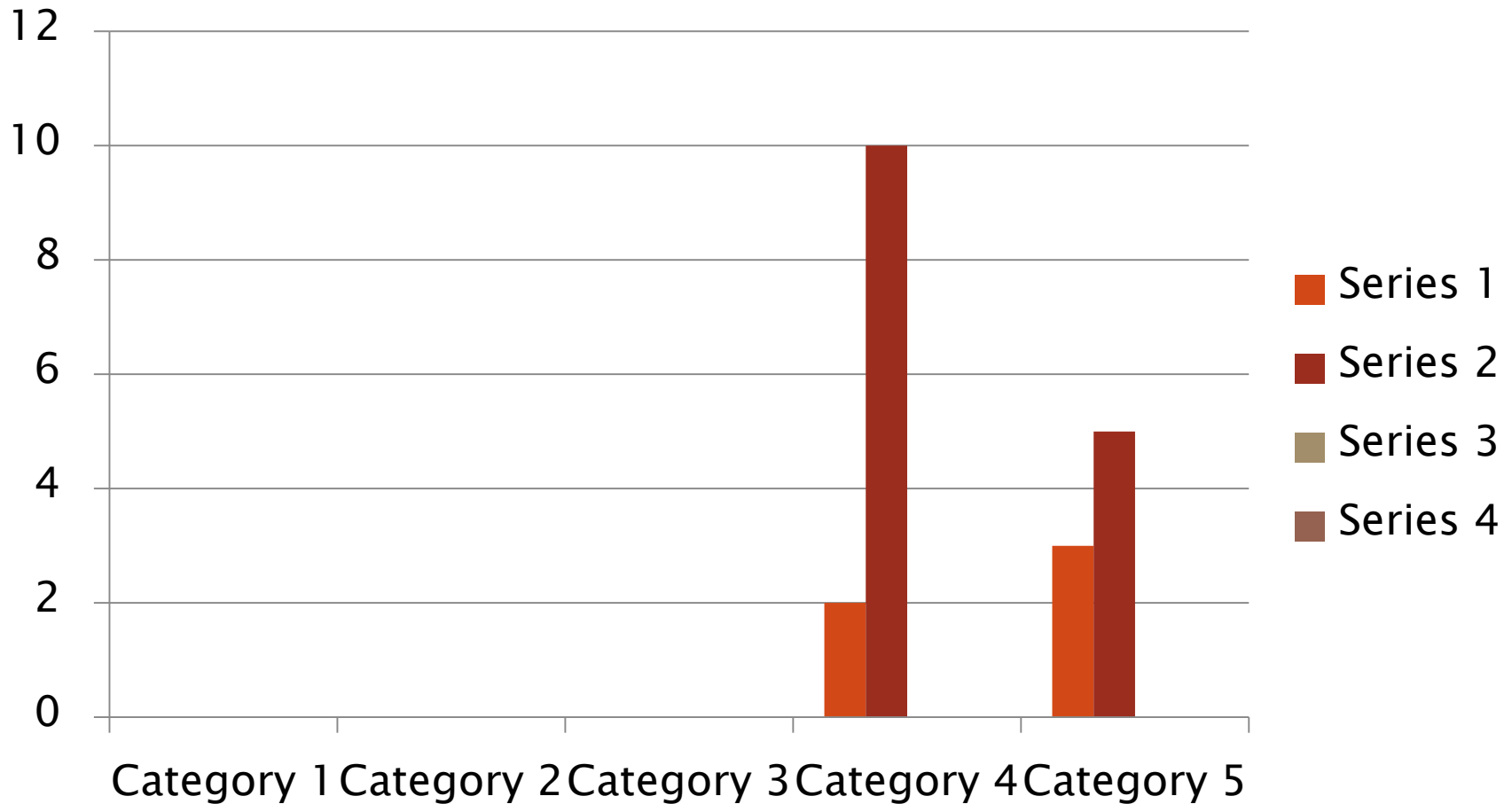
Keep to time.



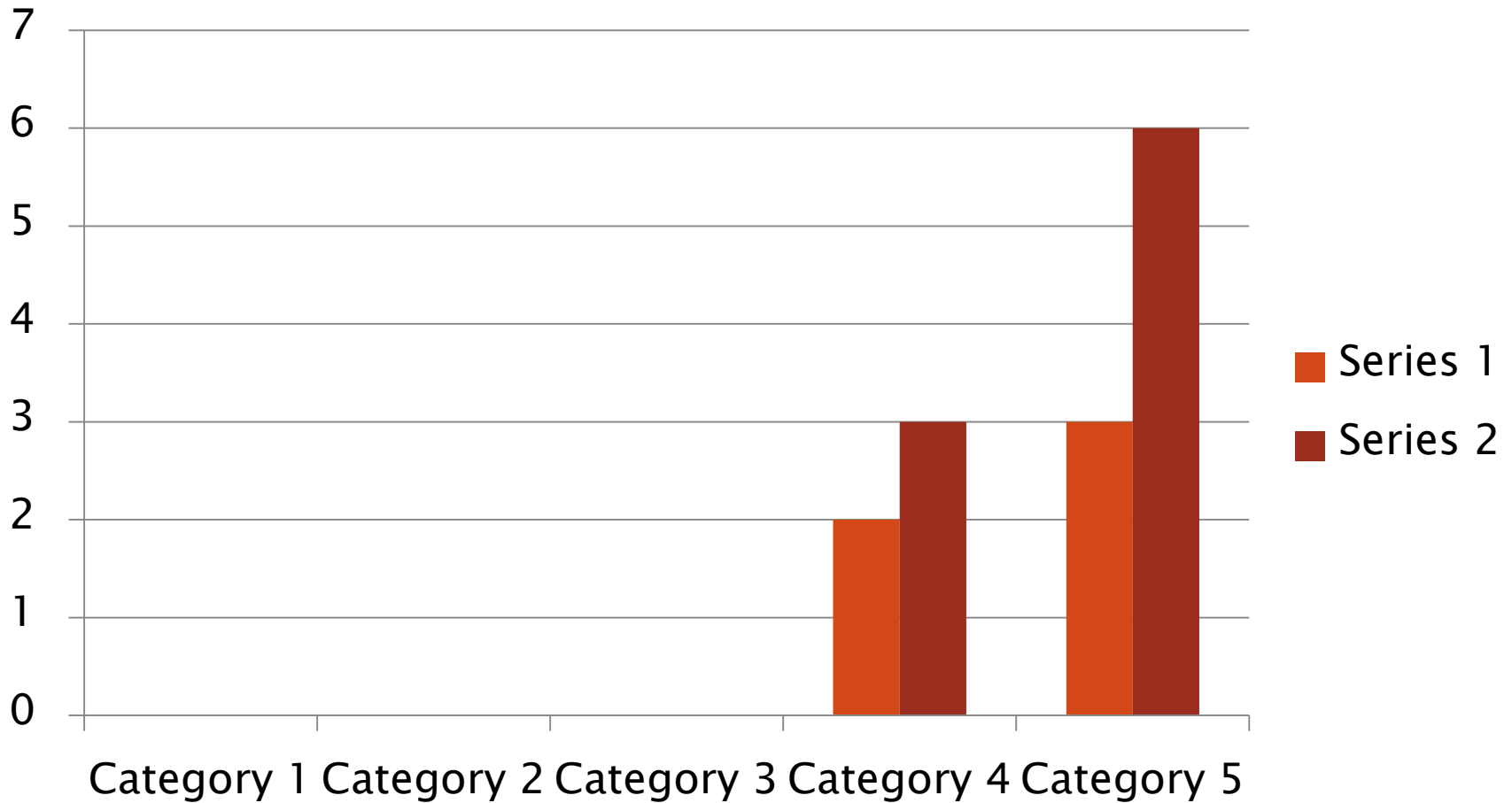
Findings so far... Students' have very mixed feeling about the 'hot seat' activity –



Findings so far students' benefit from positive engagement



Findings so far... collegiate support from peers and tutors alike:



Overview of comments

