

Recruiting & supporting course teams

A wider course approach to adoption of active, collaborative learning has been shown to be more effective than a module-focussed approach e.g. greater benefits were seen for courses which had 3 or more SCALE-UP modules.

- How might you persuade colleagues on a course team to adopt active, collaborative learning practices?
- What challenges do you think you might face if trying to adopt a certain approach across an entire course? How might such challenges be overcome?

Working with students

There is evidence that adoption of active, collaborative learning challenges students to work counter to their expectations and they may feel that this is harder than when learning with a traditional pedagogy such as lecture-seminar.

- What are some strategies you could use to engage students in active, collaborative learning?
- What are some strategies you could use to support staff to frame active, collaborative learning with their students?

Staff workload model

Adopting active, collaborative learning has implications for course design, teaching practice and professional development, especially if moving from primarily didactic or even discursive models.

- What are some strategies to support workload planning and adoption?
- How might scholarship be recognised and appreciated?

Developing learning Spaces

Have a look at the handouts.

- What spaces or features do you already have at your institution which support active, collaborative learning?
- Who in your institution might need initial persuasion to develop or re-develop spaces to facilitate active, collaborative learning? When and how will you persuade them?
- Who might you need to collaborate with in the longer term to consider demand, growth, location, maintenance etc? What are some strategies for ongoing collaboration?

Timetabling and Space allocation

Coordination is needed to ensure that course teams adopting active, collaborative learning meet institutional deadlines for timetabling.

- Which colleagues need to liaise with each other and how to ensure that course teams are able to meet timetabling deadlines?
- What systems / techniques might help ensure that colleagues are aware of and able to meet institutional timetabling deadlines?
- What systems/techniques might help prioritise allocation of active, collaborative learning spaces?
- Where colleagues would like to do ACL but miss the deadline or there is no available space, how might these colleagues be supported to do ACL in their usual teaching spaces / what might be some workarounds?
- What challenges might you face with regard to timetabling / space allocation? How might such challenges be overcome?

Scalable educational development

Support from educational developers with specialism in the pedagogy is essential for successful adoption. Consideration is needed on how to support at scale and the nature of that support.

- Who in your institution might need to collaborate to support and deliver educational development at scale (as opposed to one-on-one / bespoke educational development)?
- How might you organise colleagues' induction into an approach at scale? · What sort of follow-up support might colleagues need and how might this be done at scale?
- What sort of resources at your institution could you make use of to support large-scale educational development?

Building communities

At a small scale, it is possible to sustain an adopters' Community of Practice. This has proven challenging at larger scale.

- What are some effective ways to build communities of practice at scale internally at your institution?
- How can educational developers usefully support communities of practice to develop whilst ensuring they are self-sustaining?
- How might you build national or international communities of practice of active, collaborative learning?

Maintaining accurate data for reporting

Balancing supply and demand for rooms and ensuring access to educational development support requires accurate data on recruitment, adoption and attrition.

- What data systems does your institution already have which already provide / could be adapted to provide data on which colleagues / courses / modules etc. who engage in active, collaborative learning?
- Which colleagues would need to liaise with each other to ensure accurate data monitoring? How will this happen?
- What would be some interesting and/or useful ways to report on the data once you have it? Who will you report to?

Institutional wide support and visibility

The role of clear and frequent communications with all stakeholders cannot be underestimated, requiring a clarity of message on the rationale for adoption.

- Who are the major stakeholders needed to ensure institutional wide support of plans for active, collaborative learning?
- What are some effective communication strategies to engender institution wide visibility? Who might these involve to plan/deliver?
- What might be some useful ways / places to regularly reiterate aims and intended benefits?

Evaluation and Review

To have meaning for a wide range of stakeholders, a mixed methods approach should be used for evaluation. Evidence to demonstrate that active, collaborative learning addresses barriers to student success will provide a persuasive argument for adoption at scale.

- Which colleagues will need to collaborate to ensure successful evaluation of active, collaborative learning approaches?
- What are some useful evaluation methods to capture whether the intended benefits have been realised and any conditions for why they have been realised?
- Where will you publish / disseminate your findings and why?