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# Crynoldebau / abstracts

Active learning about changing environments in a time of change: lessons from some DGES modules

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Many of the world’s environments are currently undergoing rapid, possibly irreversible, changes. How do we design and deploy active learning opportunities about changing environments for today’s students — many of whom will be tomorrow’s environmental researchers, managers and policy makers — in a time of wider social, political, economic, and educational changes?

In this presentation, I will share the lessons learned over the last academic year from some environmentally-themed modules in DGES. These modules include two established MSc modules (EAM1120 Advanced Research Skills: Science Communication and Data Analysis and EAM4520 Managing Environmental Change in Practice) where some pre-existing active learning exercises have been converted to an online format, and a new Year 3 module (GS32120 Sedimentary Environments) where new active learning opportunities have been designed from scratch to take account of online learning opportunities and constraints.

The modules and active learning exercises cover a range of knowledge and skills and have been supported in various ways (e.g. through associated pre-recorded lectures, online resources, and class-based discussions and workshops).

I will: 1) outline the broader educational context for these modules; 2) explain the rationale for the design and deployment of a selection of different active learning exercises; 3) use personal reflection and feedback from students and colleagues to assess the successes, partial successes, and failures of the active learning exercises; and 4) discuss possible future developments to the active learning exercises as we move into a post-COVID world (or, perhaps more likely, a living-with-COVID world). I hope that this discussion can be informed by the experiences of other staff with the design and deployment of active learning exercises, both across Aberystwyth University and beyond.