Pedagogy Matters: Episode 24 Transcript

Hello and welcome to the latest episode

of the Pedagogy Matters Podcast.

The purpose of the podcast is to

bring the fore some key topics of

conversation in relation to relation

to learning and teaching, to discuss,

to break down aspects of practice

and provide snippets of advice and

guidance as to how to integrate

these into our daily practice.

Today I'm delighted to be joined by

Alan Glenn from Edinburgh College.

We'll be discussing project based learning.

Alan, good morning, how are you?

Morning, Johnny. I'm well, thanks.

Thanks very much for asking me to

come in and be on the podcast.

It's a great pleasure,

not fantastic, great to have you.

So I know we've,

we've talked quite a bit in

the last six months or so.

You've delivered a session for us

at Expo and really on the back of

that interest we'll keep the kind

of discuss and explore a little

bit more about book some of the

initiatives that you've done and

really explore those a bit further.

So yeah, let's get straight.

So project based learning.

I guess in your world.

Are you OK to kind of share what you did,

what that means to you and

kind of where that came from?

Yeah, I mean, I think how it came about,

I mean to give a little bit

of the kind of back story.

I have been at Edinburgh

College about 15 years.

I started as the saxophone teacher in the

music department and then obviously I,

as the years developed or

as the years went on, I,

my manager,

realized I had other skills and other

abilities who got me into the classroom

doing a bit of classroom teaching

about five years ago I was made.

A curriculum leader,

but the curriculum leader of sound

production music business which is

a whole other campus moved down.

And then I'm now the curriculum

team manager for that team.

And and it came about from that

initial move from the music department

to the sound production department.

Because you were coming into

a team with an established UM

methods assessment method,

assessment kind of practice

and you were the outsider.

So you could come at it

from quite a dispassionate.

Um, kind of way.

And have a look at things and just you know,

take the goods and the bad and work with the,

you know,

it's the usual thing,

work with the goods and like

change up the bad things.

And the one thing I I noticed was

just the amount of duplication

of assessment and the amount of

tiny little assessments which just

overwhelmed like the learners like

overwhelmed the the, you know,

and I I think that that's something

that in all honesty,

I mean the listeners might be

thinking the same thing.

It's getting worse.

It's easier to overwhelm learners now,

especially off the back of COVID.

Look like it's really interesting

and the kind of point you mentioned

there was you could see that kind of

objectively I guess kind of coming in

fresh into a team and in your race and

kind of reflect on my own practice,

we always did what we always did.

We always taught the same units in

the same order because that was so

and so's units are they like to teach

that first and often there was a,

there was a purpose to that sequencing,

but still those assessments here,

right, they became the focal points

and in some cases there was kind

of that fear of change. Yeah. So.

So yes, so tell us a bit more.

What you did so you can identify the,

the challenge there or the problem is

the volume of assessment and it's too

much and so our micro assessments,

so, So what did you do?

So this kind of came about twofold

as well because the the HND and sound

production was changing frameworks.

The SQA had updated it,

so things needed to change anyway,

which was quite nice because you

took the first hurdle,

potential hurdle out of the equation.

And that you just said like people,

some people just don't like change.

But this was like force that we

were going to have to change.

It was new units,

it was new learning outcomes.

So let's let's do it.

So.

Again,

I I I wanted the the staff to take

complete ownership of assessments of units.

Well not even units because I I

don't we've talked about this before.

I don't really think in terms of units.

I I think if you do think in terms of units

it's fine to me it's part of the problem.

Um, So what I did was.

I took a load of index cards and I

wrote the learning outcomes from the

squas unit descriptors on one side,

and I wrote the units that they

were for on from on the other side.

And then basically I asked the

staff without any real prep.

So don't look at unit specs,

don't look at learning outcome,

don't look at anything for about

2 weeks beforehand.

Arrange those cards into a set

number of piles.

So I think it was about five,

um off outcomes that you think work

or that you think will match up.

Don't turn them over,

don't look at the units just to see it.

And the reason that I went for 5:00

AM is because there was actually

more units than 5 units.

So you're instantly bringing by

putting in that, um, that restriction,

you're instantly bringing down

the assessment burden.

So that that got really kind of

it got them really thinking and

what was quite nice was I I've,

I've said this,

I've I've said this to a few teams when I've,

I've kind of chatted about this is I've

done it the night before and I was actually,

I was in the pub just having

like it was one of those things,

get out of the flat,

get out of you know,

go to the pub and just have a seat.

And I'm sad that way.

I took these cards with me and I sat and

I just did it myself and the team came up

with a completely different set of five.

Than I did, yeah.

Which was great because it wasn't me

trying to force my will on the team,

it was them taking total ownership off.

This is the course,

this is the the, the outcomes.

How are we going to put them into

projects that we think work?

And that's really interesting.

But you can't touched upon earlier

within that description around

the kind of move away from units

to a degree there as well.

I know we've talked in the past,

it's kind of more around kind of

looking more holistic what the program

in terms of whether you use skills,

knowledge,

behaviors are different terminology of

whatever you use in terms of what is

that students actually need to be able to do,

what do they need to be able to

know and sometimes the units,

we don't know whether written

in the way that you saw,

But yeah,

I agree it's kind of really important

for colleagues to yeah to have that.

Time and flexibility to reflect

and as you've just said there,

they came up with a different set

of UH-5 than you did and that's

fine because it's all around

kind of perspective around.

What skills,

notice behaviors or whatever language

people choose to use to focus around?

So you've done that,

you've looked at it, he said.

It's 25 learning outcomes.

You've kind of put them into five piles.

Then what happened?

Really it's then it was,

it was a continual discussion

amongst the staff.

The the usual thing or the thing can be

is that you just then send each staff

member away to do their own thing,

create their own assessments.

But if you do that, I feel, I mean again,

that's all that I'm given is,

is my opinion on what I think

works and what doesn't.

You know,

some people will probably massively disagree

with me and others might be thinking,

you know, it's something worth trying,

but if you let the staff just

go away and do their own thing.

You might as well have just given

them the units in the 1st place,

I think.

This was about how can each

assessment feed into.

The other assessment so it's not

just project based learning,

it's like integrated project based learning.

If you want to give it a name,

so for example.

There's a,

there's a,

there was a project which was based

on post production for video.

So it's the idea of creating sound

effects or um,

dialogue or anything like that

for a piece of video.

It's one of the big trends in the

industry and it's one of the biggest

employers in the industry at the moment.

Well,

instead of getting them to record.

At separately,

there's also a recording project.

So why can't they record the stuff for

that project and the other assessment

and then use it in the next one.

And again, it's what you notice

when you do it like this as well.

You can actually get the

assessments done fairly quickly.

Like you're not taking.

I have this big thing as well.

I was saying we give the academic

teams 36 teaching weeks,

but they and they take that at sometimes

they take that really seriously.

It's like right.

36 weeks to teach.

So they'll go to the absolute bitter end

of and then they'll give the assessment.

I just wanted to get the learners.

We all wanted to get the learners

with the basic understanding,

the basic ability to do the work, to record,

to edit to whatever the outcomes were.

And then once they had the confidence

that they've passed their assessment,

so they're demonstrating a basic

knowledge and understanding.

It was then just more events,

more things are the same,

more real world stuff.

That we could then.

So for recording a lot of our stuff

we would bring bands in or we would go

out into the kind of local community

go out and schools and we take the students,

take a load of equipment

and we would record it.

They're not,

that's not assessed,

but they were ending up putting all this

stuff in their graded units as well.

So it ended ended up becoming assessed

and the confidence that you got

from the learners when they started

seeing them passing their course

early on gave them that kind of

driving determination to kind of keep going.

As opposed to just a lot of learning and

then an assessment which harks back to.

The old school exams, yeah,

no, you're totally right.

And we always talk like, kind of.

We want learners to own their learning

and to kind of lead their learning.

And you kind of you,

you touched upon there in terms of the

real world learning that that that's

the way it kind of our program should be.

Where we can make them especially

for occasional programs is exposure

to real world where we can do that's

a Holy Grail for lots of people.

The difficulty is of well how do I do it?

How do I fit that into my timetable.

There's so many things you've touched upon

there in terms of the 36 week duration.

Well yeah,

one,

yeah but you don't have to teach

well 36 weeks it's around the

curation development skills.

Another bit to kind of consider is

there's a lot of conversation education.

No,

but differentiate differentiations

are normal.

It should be about adaptive teaching,

which kind of really kind of

what you just alluded to there.

Everyone works at their own pace

and if they're going through

and developing their skills,

then if they're ready for assessment,

ready for assessment.

And the final bit,

the most important bit for me is just

because Unit 1 says ricotta develop

skill in Unit 2 and says record,

you shouldn't do that order,

put them together.

You're absolutely right.

You know, it's more holistic,

it's better for students real world

when they're out doing whatever

job they'll put those together.

There's no point.

And segmenting that too much and keep

it totally separate is different things.

It's bringing that together and

students then development skills

and I know you mentioned I'm going

to talk previously actually some

of the projects that you made were

linked with industry and they were

four industry and some people kind

of got selected as that, right?

That's right.

I mean we we've done um,

we have a lot of kind of good

industry partners and you know they

were using their projects as almost

like showreels or interview prep

or whatever so that they could get

selected for external projects by the

industry partners which is something

that we cannot simulate and college

or no one can simulate in college.

The one,

the big thing about the real

world situation that I always

talk about and especially I mean

coming from any industry but

particularly creative industries

and music and sound production is.

You're going to make mistakes.

There's going to be problems.

There's gonna be issues.

Like technological issues.

Things aren't going to work.

How are you going to deal with it?

Because I hate to break it to you.

The concert starts at half seven.

You know,

it's like we need to have a solution

by this time and we can't get it

when we do like like simulated

assessments within a department.

And I don't think you should necessarily

assess learners on these kind of things.

I think it will then just

if something goes wrong,

if it's a real world kind of

thing and something goes wrong,

they could just completely fall apart.

But because they've passed a setup and

I used that word kind of in quotations,

they've passed an assessment.

They have that confidence to then go,

oh, I can do this.

And they just take a moment,

they think and then they work

through the problem, which I mean,

let's face it,

I think for what we're producing,

an Fe problem solving is probably the,

the biggest skill that actually

needs to be developed is you're not

going to get it right first time.

No one ever gets it right first time.

So how do we make it?

How do you fix it or how do you make

it better? How do you improve on it?

Yeah, no, absolutely.

Exactly what they needed industry.

And often that's the hardest thing to teach.

In the college environment,

unless it especially similar

environment because yeah,

it's quite limited the ability to do that.

But no, I think it's really interesting.

So I guess just to clarify in simple terms,

you took what was 25 of the outcomes,

which are typically assessed individually.

You group those together and to really

say five or six different projects,

that's like 5 projects plus their

graded units, so six in total.

Projects are created unit.

And those projects were an amalgamation

of learning outcomes from different units

that were that fit together naturally.

They had a real life context.

So people saying, yeah,

that works for you and sound production.

Now I'm going to share an example

here from a different subject area

in terms of my background sport.

And again in my old world we

taught 18 units of a two years,

nine year, 19 year two.

And people always talk

them in the same order.

Or actually there was, for example,

there were two fitness units

which were very similar,

but they were taught separate,

was in that unit, was taught separate,

it was nutrition which was taught.

So that's five, I think.

Default, so was two,

and so that was 5 units.

There were big unit,

but again we did exactly the same thing.

We spent it.

It took a good afternoon for

the team to sit down and think,

right well, what what fits where,

how do we do that first,

second and third.

And the end of the end output was

those 5 units were effectively.

Put together into one bigger unit

and then three bigger assessments.

And for context,

in those five units originally there

used to be 3 assessments per unit,

so taught 15 assessments and they

were condensed into three big

assessments which were project based

and they worked with people from

outside of their classroom and took

them through the learning journey.

And the key bit there was that was

related then to them working in

industry as a personal trainer,

as a fitness instructor.

And that's ultimately for me why

it's important because we're trying

prepared learners for their next steps,

whether that be further study

or whether that be employment

and if it's employment,

they're going to be ready to do that.

So what you've just shared there and kind of

examples of I've worked with in the past.

It helps students really do that.

Yes, it takes time.

Yes, it's hard.

Yes, it's a change,

but actually the end output

and the impact is better.

So in your world,

what was the impact of doing this?

I mean the impact,

I mean the it's the dreaded like key

performance indicators comes into it as well,

but it always does,

you know we're always

marked against that and.

They they were not they were OK when

I started and again I'm not taking

any sort of kind of credit for the

the the kind of success of this but

they improved quite dramatically

over you know when we introduced

this more project based learning I

did it and the other thing I should

say is I only did it on the HND.

I wanted to do like a proof of concept.

Yep. I think whilst it's a you know

well it's a great idea probably one

of the worst thing anybody that

does curriculum lead or curriculum

development does is basically take

the entire curriculum across all

your your courses and rip it up.

Start again, because this is a recipe for

disaster because we might have got it wrong.

You know, we it might not have worked.

Thankfully it did.

And we've rolled that out across

our other kind of courses as well

because it shows that it works.

But something that I was recently

seeing at Dumfries and Galloway College

when I was down helping out with it,

I kind of development day.

Was and we're just about to start it again.

We're just about ready to do this again.

This was about five years ago.

This was pre COVID that we had done

this and the learners have changed.

The type of learner has changed and the

industry is also developed as much as.

So it's sound production, yeah,

but sound production is a technology

based industry and technology based

industries move at lightspeed.

So we're wanting to adapt.

So we're basically going

to do the same thing again.

The first one will be to

have a good hard look at.

The optional units like,

are we picking the right optional units?

Is the ones that we could swap out.

Is the ones that you know it works.

It doesn't.

I mean,

in an ideal world I wouldn't have

units at all and I would just have

the list of outcomes I'd have.

I'd I'd have mandatory outcomes

and optional outcomes and just

take the units away and be like,

you really want to give learners

the ownership of their own.

Their own learning is give them

the outcomes and tell them right

how do you want to be assessed?

I thought that was said that's a big

step but no I totally understand

the concept with that and I'm keen

just gonna go back to you kind of

I'm gonna say you glossed over them

because you won't take too much

credit but I'm right in thinking that

that the introduction of the the the

project did help with some of those

pins to improve in terms of the dead

I mean we went from probably the.

The low 60s, the low 60% for complete

with complete success to I think

it was the high 80s you know and

to 90 at some points.

And what we also noticed was withdrawals

were down and the complete with partial

success number which I know we all hate

the idea that a learner gets to the

end of the year but then doesn't get

the qualification that was sitting at near 0.

And, and I know it's difficult because

as always when we look at the idea,

I can tell you anything you wanted

to tell you.

And what I mean by that is, you know,

there's different students every year.

There's different stuff,

different permutations,

different, you know,

there's lots of different factors,

but do you think?

Some of those improvements

are always improvements were

because students felt maybe.

Happier in the course are more aware

there's maybe less of a workload

in terms of assessment burden.

Do you think was it a combination

of the above?

I think it's a combination of the above.

I certainly think that the the the

reduction of the assessment burden

because it's an interesting one.

I should have said this earlier by

doing a project based assessment,

by reducing the number of assessments

and going project,

you're not making anything easier

like you're not stripping it

back to it being just a really,

really simple thing.

If anything you're making very big projects,

but to a learner.

I think 5 is always less than 25.

It doesn't matter if the five

that we're talking about is

really massive projects and the 25

are really easy or simple.

It's five is less than 25,

and in a lot of ways they can really

get their teeth into it because they

have a bit of time to actually develop,

to make mistakes.

To get feedback to get the the

reviewed by their peers and let

other let their their classmates hear

things and then work on it over.

Could be some weak you know, few weeks,

could be a couple of months um,

rather than like a almost a rote

learning having assessment next week.

This is a tough I have to learn

for it and demonstrate it.

I have another one the week after.

This is the stuff I need to and then

you could do another assessment.

You could do one at the very end

saying right let's go over everything.

And they forgot it all.

Yeah.

No,

I totally agree that the kind of the

whole less is more analogy.

But yeah, you're right.

Yeah, yes, they are bigger,

they are more substantive assessments.

But the work over a

significant period of time,

the more invested in it as opposed to

the feeling of what you're saying is it,

you know, actually there's five projects.

You know, there's all those

negativities now as always whenever

we talk about topics like this.

But touch upon starting terms.

It's hard for people to change.

It's hard for them to kind

of think differently.

There's a natural questions that

came through when we discussed this,

a little bit of Expo,

we smooth the operational questions.

Yeah, what about the organization?

What about the evo?

No, I can't do that.

What did equality teams here,

what about Ivy and all those things?

I guess let's start with that.

Let's start with the EV and

kind of more organization.

What were their views when you did this?

Well, the Evie was very

positive when we showed them,

showed them.

I mean the reason being and it comes,

I'll tie the kind of quality

assurance element into it from our

side as well as as long as you map.

All the outcomes to where they're

being assessed and what project,

that's kind of it.

I mean and I'm not trying to trivialize

the a quality assurance project or process,

but essentially as long as you can say,

well this is demonstrated here

and here is the evidence that

demonstrates that it's kind of

done and it actually to be fair,

the EVV did say that it made a bit

more sense and they were really,

they could see that the substantive

nature of the work was a better quality

because these learning outcomes.

It's fitted well together.

Um, we're,

you know,

so that that takes like from an EV

standpoint as long as it's mapped well,

I think you're and that's true of the

quality assurance within the quality.

The quality Department for us were excellent.

They gave us a bit of help when

it came to the mapping of it and

then it's also been reciprocal

because I've also helped other

teams within the college map their

courses you know to it as well.

So it is,

it's this reciprocal kind of um arrangement.

We have.

Where it can get difficult sometimes

is a part time staff members.

If you've got any part time staff members,

they can sometimes feel a little

bit out of the loop when it comes to

the curriculum development because

obviously they're not in all the time.

I think it does come to how you

timetable your curriculum development

and that instead of maybe doing it over.

Say doing this exercise where

you would take the cards,

you would put them into five projects,

and you would start the project.

You start writing the projects

or start the discussion about

what the project should be.

You might be lucky and work with a lot of

full timers. I am quite lucky and do work

with mostly full time staff members.

If you're working with a lot of part-time,

I would suggest that you do your

curriculum development on the days where.

That most of the team are, yeah,

most of the team around it will

take longer obviously because

you're maybe talking about every

week rather than a couple of days.

But in order for the team,

the entire team to take ownership and

not have something that's left out on

the kind of outlying or I don't know

what's happening that's difficult or

that that can that can really help that.

And then the other one is timetables.

Like they're always going to

timetables as well because naturally

a lot of people say what,

how do you timetable that unit.

How did you get over that?

How did you deal with that challenge?

So weird again,

if it's for the listeners to kind of go

away and have a like maybe a discussion

with their quality department or their,

their, their systems people.

What we did was we actually have a

thing at Edinburgh College called EC

units and they are just like units.

They're units created by us and they

can be used for like a number of

different reasons.

Sometimes it's to give um, if.

Is to help is to aid with

timetabling essentially.

And what I did was instead of

having the actual SQA units,

I asked for these AC units to be

created for like Project One,

Project 2,

project, whatever.

And that's what got timetables.

So that's what the staff would

see on their timetables instead

of these individual units.

And they would know that in that

time these were the outcomes that

they had to the skills that they

had to deliver and the outcomes

that they were assessing.

And then really it came just

at the end of the year.

When you're doing the assessment

like resulting registers for um,

SQA that you would then give the

staff the actual unit codes to say,

right, that's what they've passed,

that's what they've gone through.

And we do that in the assessment and the

progression boards and the assessment boards.

Yeah.

So there are ways,

there are definitely ways to do it.

That's gonna come to yes.

There's always Ways and Means and

it's not circumventing things.

It's just kind of finding what

works when your organization.

But the key bit really I think kind

of people consider as they're going

through this process is one you mentioned,

they get all of the team.

Together and spend a bit of

time doing that to a degree.

The second point is that mapping

exercise is is essential.

You get that mapping document right,

that'll be everywhere.

That'll be part of your schema learning

that will be part of any work for EV,

part of any Moodle or early or wherever.

Make it explicitly clear where

all of the evidence for

each of the units can be found.

You know, so I totally agree with.

That's essential.

And I think the other bit that I guess

I'm keen to say that a bit of work

that we're involved with a minute

and you're involved with this with

Jordan at Dumfries and Galloway is.

This mindset can then be applied

then to the rest of the program.

And what I mean by that is if when

we look at delivering a course, we.

Move away to a degree from yeah,

unit and assessments and think,

right, what's the end product

that students need to have?

What are they able to do?

What do they need to know?

Use that as a starting point.

Build your curriculum from there.

Sequence it from there and then over

there these assessments and whatever

format project based or so on,

because then it makes it a lot clearer for

students as to as to their learning journey,

but also it gives us more

flexibility to think well.

What does what does that?

What do our programs need to do?

And you know that ethos.

For some it might just be a subtle shift,

but for others,

it's quite a radical difference

to move away from Unit 1,

Unit 2, Unit 3, unit 4IN essence,

the learning is still the same,

but it's kind of sequenced,

more appropriate to help students

develop their skills and take ownership

over their skills and knowledge.

So yeah, I think it's really,

really interesting point and the final

bit you mentioned it shouldn't come in,

is around.

That for me,

I had a conversation yesterday from learning

and teaching colleagues around right?

What's being taught face to face?

What's being taught online?

And the notional figure at this point in

time from the individuals in that room,

about 10%,

but whenever the conversation was,

well, what's being taught online,

it was a bit unclear.

Staff didn't quite know what part

of their program to teach online.

So therefore,

spending this bit of time reflecting

on the curriculum design as a whole,

what do students need to develop?

You can then look at what,

which medium is better to allow students

that time or that space to develop

these skills and knowledge and behaviors.

Sorry, that's kind of key to see going on.

No, you're absolutely right.

I mean we,

we don't have any online.

Mention now and after like

post code or post restrictions,

we are now back pretty much full time.

But it's because our,

of course needs that we need to be on campus.

That's not to say though that

we've kind of let resources or the

virtual learning environment kind of

slip because we're back on campus.

You know,

we believe a lot and a lot of

asynchronous learning that,

you know,

we need students or we need learners

to review things before they come in,

which again, I think it,

it treats them more like adults as well.

And I think sometimes.

That you get a lot of learners that

do flourish with that that they they

come from school and this is again

this is nothing about school it's just

it's the it's the attitude of they do

something they you know they there's

not a lot of pre work it's like you

do the work then you do the homework.

Whereas for us we're almost the

other way around and that we have

very little in the way of homework.

But we have a lot of like you

need to look at this before class

because I'm going to come in at

the point which that video stops.

I think it's really interesting because

for me I totally agree with you.

And again going back to my example

of an admin Physiology sport.

Is that is spending a lot of

time teaching muscles and bones.

But actually over the last couple

years I've developed a lot of

materials about muscles and bones.

So my discussion with colleagues now

is is from colleagues kind of work in

English sector as well as colleagues

in Scotland is actually why don't

we encourage learners to watch those

materials at home and then that face

to FaceTime you have a student is not

reduced but it's a greater richness

of the face to FaceTime from greater

interactions for depth of knowledge,

depth of understanding and

so on and so forth.

So that's how we use technology to

really enhance the curriculum offer.

So now I think that's really,

really interesting.

They put there because again,

when speaking to colleagues

I used to work with.

The common.

View I guess as to well actually let's

just put that afternoon online at an

easy unit and that's not about that.

It's about kind of looking

the program more holistically.

Where can you use the online learning

concept or part of a program to

enhance that learning experience.

Absolutely.

I mean I almost think it's a

misconception of what online

learning is because I think again

and it might be a layover from.

Lockdowns and pandemic and and whatever.

But it's more the idea that online

learning to me isn't a lecture

of sitting at home and their home

studio or their home whatever,

delivering a class to a group of

students that are watching it online.

That to me, isn't online learning.

Online learning is.

You know asynchronous,

so if if it's videos, efforts,

quizzes,

efforts,

we have a lot of kind of interactive user

guides that we kind of put together as well.

Because again the nice thing for us

is that we encourage our students to

use our facilities outside of ours.

So if they want to work on their own

recording projects, their own stuff,

outside all graded unit or coursework, fine.

But obviously staff aren't there

now if we don't have a lot of

online resources and materials,

if something goes wrong and the

student can't problem solve.

Sessions wasted, absolutely.

Whereas if we have that material

and they know that they've got

that knowledge Bank of of a vle,

then they can go on and it's like

we've got like common problems,

common common faults,

or if they just need to refresh their memory,

they can review it and then get all right,

OK, that's where my mistake was.

Or that's fixed it and it's also,

it's quite nice and class as well

because I've noticed it myself that.

When I've obviously I teach less

now being being uh A-Team manager,

but when I was teaching a bit more and

you had all these banks of materials,

what you'd notice is you deliver a class.

You deliver a new concept and you

would let the learners go and try it,

and you go around and you would see

maybe half a dozen of your class

looking back on old videos because they

had forgotten how to do something.

And they were all at different points and

they were all looking at different things.

And it meant that you weren't doing

that thing of they put the hand up,

Alan, I need a hand,

and then someone else puts their hand up.

Alan needed a hand.

And you're jumping about from

person to person.

Someone has to wait.

Someone has to whatever and adds

to the frustration.

So that to me that is kind of online.

It's not.

Also,

it's not making my job any easier

by any stretch of the imagination

because you're still helping them.

You're still giving them the feedback,

you're still working with the learners.

But you've got, they've got.

So much resources to aid their learning.

Now, what's autonomous learner?

And yeah,

I was going to mention this before,

but even more so now.

But the interesting bit here

is this is nothing new,

but the technology has enabled

this to take place easier.

I remember visiting a colleague 6-7

years ago down at an outstanding 6

four in Birmingham and he had this,

they had a three-week Lesson plan,

something through Lesson plan.

What do you mean?

He's got 10 different activities students

are working through at their own

pace depending on what they come up with,

what comes with.

And it was 10 bucks at side of the

room where they were getting resources.

Getting through it,

uh teacher was just sitting there

facilitating the room and filling the

gaps and learning technology understanding,

which is absolutely key.

And let's say technology or last

kind of six or seven years has really

enabled that now to be part of online

via teams or whichever vile people use.

And that see.

Because I guess my cynical view

sometimes is sometimes there's a

perception that each of these things are

different parts of the learning journey.

Well actually it's all the

same part of learning journey,

it's all holistic and the project based

assessment today is just another way.

A part of that COG to support

them as they

demonstrate their knowledge

understanding as well.

I mean, I think the thing about project

based learning as well is easier for

the learners to shape their project

around what they are interested in,

what they want to do,

and because it's not,

because it's so big,

there's so many moving parts on it.

They can really take

ownership of their project.

So it becomes that the staff who take

took ownership of developing the projects,

then it's then up to the students to take

ownership of delivering the project.

You know, and it's worked.

It has worked really well.

Like we we have had great success

and then it's nice when we have

industry partners came in.

We we hold a seminar series,

so we get,

we get industry professionals

coming in to talk to the students.

We had one on on Monday and it's

quite a well known film composer.

Yes, guy called Christian Henson and

he came in and he had written some

stuff or he writes a lot of music for film,

TV and video games and he

took the students through.

A project that he's currently working on.

And it was about time management,

project management,

problem solving,

you know,

as well as doing the actual thing itself

and it was great because we with that.

We were able to just turn around

and basically see all the stuff

that we were asking you to do.

You're going to do this in

the real world anyway,

so you might as well start now.

Which was it's it's great for that.

It's also that I always laugh that you

can tell a student the same thing 100

times and they won't listen to you.

And you got one person from outside

to see it. Contacts like instantly.

It's like, alright, OK, I'll do it now.

No, I totally agree.

I think.

No, that's totally agree with that kind

of real world context and understanding.

Like it helps them translate that into.

All right. Yeah.

Actually someone was in that job.

He's told me I need it, therefore I need it.

But no,

I think that's kind of really powerful.

Well, I think the bad news is, you know,

we've now come to time, Allen.

And what?

Going to talk all day on this So

what I'm gonna ask you now I could

have took this term from somebody

in the podcast often that the the

term well what's the take away

is well actually take away never

feels the full whereas actually

what you been nourishment.

So if anyone's listening to this

what kind of point should we give

that give a bit of nourishment that

can take away and think right I'm

going to build whatever I do on

on these two or three principles.

So what do you think are the kind

of key points to consider when

anyone's going to considering project

based learning or some of the wider

things we'll discuss this morning.

I mean, I think the kind

of things to consider is.

You've got nothing to lose by

starting the conversation for sure.

You know if especially if it's a

a framework or a qualification,

it's maybe been around for a while.

You know, it could do with being

refreshed and and sometimes what

you find is when you start the

conversation the staff members have

been thinking the same thing but

it's just maybe not come together as

much because it comes to that thing.

We do it the same way every year.

Well let's not.

I think it takes one person to say well,

let's try something different,

let's and I I hate.

I hate this term, but let's be brave.

Let's try something new.

Um, and I do think for those of you

that for anybody that's listening who's

been thinking about doing something

and it doesn't even need to be what

we've discussed Johnny or the method.

It could just be trying something different

within a curriculum design and development.

My thing would be just do it.

Like actually just do it because

you've got nothing to lose and

everything to gain and the the.

The engagement from the learners from

on our from our side has been excellent.

The change in the Pi have been great,

but that's an aside as to the

learner journey has just been a lot

more structured and a lot more.

Realistic, I think correct because for me,

the Pi of the output, the output,

the output of that enhancement,

so not totally agree.

Well, Alan, thank you so much for your time.

Kind of really interesting as always,

kind of lots of key points there

for listeners to consider.

So thank you so much for joining us.

It's been an absolute pleasure.

Thanks for asking me.

Thank you.

About.