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Topic stream: B. Good practice

Submission type: Presentation

Submission title:

I ask my students to tell me what they're doing – as they're learning

Abstract:

I use five short anecdotes to illustrate the value in my experience of recorded protocol studies in which students talk out their thoughts aloud as they are thinking. My argument follows these steps:

1. I learnt a lesson when I sought corroboration of sincere retrospective feedback.
2. So I tried to get learners to give me useful running commentaries of their learning activity.
3. I found that even what seemed an un-necessary inquiry could shock a programme's designers.
4. Individuality in student-directed learning proved wider than expected, or designed for.
5. Self-assessment materials were even being used as primary learning materials.
6. Students learned for the first time how their peers were learning and thinking.
7. Recorded protocol studies proved informative, useful, and non-judgemental.

An 1800-word short paper will be available at the presentation.

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