

**Title:**               **How Students Learn in Their Subjects: identifying models**

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### **Abstract:**

#### **Session Learning Outcomes**

Workshop participants will:

- Analyse their own expectations, knowledge and experience of discipline-specific learning
- Evaluate the preliminary evidence of discipline specific learning
- Analyse lecturers' conceptions of student learning based on the study respondents

#### **Session Outline**

The Higher Education Academy makes it a requirement for professional accreditation that lecturers have: 'Models for how students learn, both generically and in their subject'. Responding to this (and following up a hunch that there were few published models of discipline specific learning), I undertook a small study, funded by the SEDA Small Grants Scheme, to investigate the extent to which there are documented or tacit models of how students learn in different subjects. Academic staff from a variety of subject areas were asked about the evidence for students in their discipline learning in a way that was discipline-specific, and also, regardless of the presence or absence of scholarly evidence, whether they believed there were differences and if so, what these were. This is one of a series of studies I am undertaking into disciplinary differences in learning, teaching and professional development, and follows on from a previous SEDA conference presentation on whether academic staff benefit more from generic or discipline specific professional development programmes.

I will present the findings from my study, and also invite the audience to consider and discuss their own responses to the questions I asked the participants in my study.

#### **Session Activities and Approximate Timings**

- Introduction to the study (5 minutes)
- Participants consider and discuss the extent to which they are aware of scholarly or personal evidence of students learning differently in different subjects (20 minutes)
- Presentation of the results of the study, and general conclusions (10 minutes)
- Plenary discussion (10 minutes)

#### **References**

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