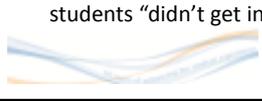


Prior knowledge and the first year experience

- How does the presence/absence of prior study affect the educational experience in first year
 - (How) should we recognise this prior knowledge in designing first year courses?
- 

Engaging students with different motivations

- Students at Glasgow study 3 subjects in first and second year with (normally) one becoming their main honours subject
 - This results in a class composed of students who intend to progress to honours and those who are just there to fill in an extra subject.
 - A common complaint about tutorials was that some students “didn’t get involved”
- 

Engaging students with different motivations

- How do these differences in motivation affect how students engage with their studies?
 - (How) should we address these differences in motivation?
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Activities & Materials

- We will give you sheets to record your private thoughts – you can keep these
 - Feedback sheets: at the end of each activity we will ask you to summarise your thoughts – we will collect these in before the start of the next activity
 - We will summarise these and post these on-line (see h/o)
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Activity 1: How does prior subject knowledge affect the level 1 experience?

- On the hand out we’ve prepared some prompt questions for you to think about
 - Begin by writing down your private thoughts on how you think this issue affects your course
- 

Activity 2: How can we teach effectively when faced with different levels of student engagement?

- Read the scenario of a ‘typical’ psychology tutorial with Seval, Katie, and Ben
 - Discuss in your groups what are the main challenges faced by educators with such a diverse group of students
- 

Activity 3: How best to meet the needs of students with prior knowledge or different levels of engagement?

- Read through one of the proposed solutions (Wilkinson vs. Jigsaw) and consider whether such a course would solve the issues faced by your course
- Compare solutions with your partner and assess their relative strengths
- Are there other solutions?



Thank you for attending our workshop!

We will summarise our results on (see h/o):
<http://www.psy.gla.ac.uk/~steve/talks/L1workshop2.html>

Please fill in the workshop evaluation before you go

