Case–Based Learning in ACC1012

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Background: ULTSEC Innovation Fund 2013

- Grant of c. £5000 to implement **cased–based teaching and learning** in ACC1012

- Special focus on **assessment** and **feedback**

- Main purpose:

  – To improve student **participation** and **motivation**

  – To promote **deep learning** as opposed to **surface learning**

  – To promote the **relevance** of Maths & Stats to A&F students

  – To **involve students** right from the start!

- Year–on–year, students like you get good marks in courses like ACC1012, but I don't think these marks really reflect their understanding

- You learn how to "**turn the handle**"!

- You're not maths students, so we shouldn't teach you like you are!

- Current modes of assessment and feedback are **letting you down**?

- Non–mathematicians benefit more from **group/peer learning**

- Non–mathematicians need more **focussed feedback**

- More open–ended, **less prescriptive** assessments are required to encourage a deeper understanding

- Me

- You

- Students taking ACC1012 in the future

- Other students taking **service courses** in Mathematics & Statistics

- The University

Think about your experience of ACC1012 this year.

- The good?

- The bad?

- Too easy?

- Too hard?

- Can you see it's relevance to your degree programme?

- Do you think you'll get a good mark?

- Do you understand all the topics?

- CBA's?

- Written assignments?

- Computer practical work?

- Too much? Too little? How long did you spend on them?

- Enough?

- Relevant?

- CBAs?

- How can I do better?

Learning: the standard template

1. Theory

2. Example (contrived)

3. Another example (still contrived)

4. Real–life application

5. More examples in tutorials/computer workshops

1. Real–world problem/scenario
2. Class discussion/group discussions
3. Think of a practical solution to the problem
4. Let the problem drive the theory rather than the other way around!
5. All scenarios use real data from current/topical research
6. Group work, presentations, self/peer–assessment and reflection

Small group tutorials

- Self–learning

- Fewer lectures

- Group work and group–learning

- Group assessment and focussed feedback

Now what?

- Me/student interns develop some case study material and new assessment matrial between now and September

- Team at present: Me, Man Isha, Jack(Maths & Stats), Jamie/Keith/Stacey (postgrad assistants)

- You guys: to meet again in September to "trial" our ideas (half day session)

- About two–five days' full work in August for one/two of you – if you're around