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# Crynoldebau / abstracts

Enhancing Learning: Social Networking in the Field and Role-Play for Large Class Sizes

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This presentation explores two teaching interventions that had the aim of enhancing learning in two particularly challenging environments. First in the field - social networking is one of the most significant phenomenon to evolve in recent years following the launch of Facebook, Twitter, and MySpace, to name a few. Given the significant role that these tools play in a student’s life, this project investigated as to how new mobile technologies can be used to allow new forms of media, datasets and methods of social interaction within the field context to enhance student learning, using the DGES's New Zealand North fieldtrip in 2011 as a case study. Second, large classes - module courses that are lecture based often do not provide the opportunity for students to engage with the content, frequently reflected in weakly synthesized coursework and exams. In order to provide a more holistic understanding to the challenges faced in practice on the DGES course 'Geohazards' practices drawn from problem based learning, and the use of role play were adopted to design a two hour mock United Nations seminar entitled ‘Tokyo: Emplacing Comprehensive Disaster Risk Reduction Measures for Future Natural Hazards’. Findings indicate that role play enhances the students role as a participant in the learning to not only understand the content being discussed, but how it is implemented and the problems this creates. This exercise reinforces that by changing the research environment and patterns (i.e. role play rather an unidirectional lecture) new and value insights can be gained that are just not possible using traditional lecturing styles.