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# Crynoldebau / abstracts

Student led learning: using the ‘muddiest point’ as a tool to reflect on student progress and understanding.

Marco Arkesteijn

Based on feedback from the first year of running a new module in 2018-2019, a new approach was explored during 2019-2020 to embed more student led learning. The module concerned various newish concepts, which are to be performed sequentially in order to do well in the coursework associated with it. To aid student’s progress, firstly, the lectures were re-orientated to the coursework and identified as specific ‘steps’ to complete. Each step contained a lecture and practical/seminar and was consistently linked to the coursework. In addition, each lecture offered the opportunity for student feedback and reflection via the ‘muddiest point’.

The principle of the ‘muddiest point’ is to allow students to ask anything, in a manner that makes them reflect pro-actively about the contents, eliciting some higher order thinking. During lectures, student were able to submit their questions and request for clarifications via an online platform anonymously. Time was allocated within lectures for students to reflect, and for the lecturer to try to answer the questions/comments.

Typically, several muddiest points were provided per lecture, but certainly not by all students. Subjective experiences suggest that student appreciated the ability during lectures to do this anonymously. Outside lectures, students seemed more inclined to ask for support, for example during related practicals and seminars. The time allocated did not appear to negatively influence the contents provided, the muddiest point principle can also be used to provide feedback on ‘what students already know’ when given a list of concepts. In this lightening talk, a short overview of the engagement and implementation is provided, followed by the opportunity for questions and discussions, as well as its potential use in blended learning for 2020/2021