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# Crynoldebau / abstracts

Student as Producer: Using research engaged teaching to enhance the learning of biomechanics students

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Bandura (1971) described social learning as learning through the observation of other’s behavior and the consequences of their actions. In line with this suggestion, Student as Producer (SAP) is model of learning where students create knowledge through social learning (Neary, 2010; Neary & Winn, 2012) and fundamentally relates to the core activity of university, research and teaching, and how these concepts interlink (Neary & Winn, 2012). The concept encourages the transformation of research-informed teaching into research-engaged teaching (Student as Producer, 2012). It is important to acknowledge however, that SAP learning is more than the merely the individual learning in a social context, but is where the student works in partnership with the academic and also includes the way in which the social context of the university itself is transformed through progressive pedagogic practice (Neary, 2010).

This paper discusses how students in Sport and Exercise Science have become part of an academic project, learning through the interaction of the lecturer, clinical professional and clients to generate new knowledge and meaning, instead of passively receiving the information generated through others research (Neary 2010).

Students who took part in project became autonomous learners, being able to apply the theoretical concepts to real life situations, setting up the equipment and preparing the client for the biomechanical tests. This showed deep learning when applying the principles to different situations whilst simultaneously also gaining crucial employability skills and experience as well as creating new knowledge and understanding. Additionally, students were able to support a laboratory session in related biomechanical module, demonstrating the depth of their new knowledge to their peers.

After completing questionnaires it was clear that the students felt the approach enhanced their learning. Similarly, the sports therapist valued the results obtained through the process to treat their client and thus the students played a successful role in process of the treatment. It is hoped that after the success of the approach and in line with the concept’s aim of transformation of the curriculum (Neary, 2010), a new module will be developed that will be taught in a similar manner to this case study.