

Representing the Structure of Students' Understanding

Symposium June 21st 2007, Room B263 Brindley Building, Staffordshire University, Stoke-on-Trent

(Shown as Building B on Campus map at http://www.staffs.ac.uk/images/stoke_campus_tcm68-16035.pdf)

Summary

Understanding students' learning journey in terms of the development of the structure of their thinking has important implications for the way we view teaching and learning and for the ways in which we analyse evidence of learning and teaching. Visual representations are particularly important. They can be used to share ways of understanding learning and thereby facilitate dialogue about learning and the implications of teaching for learning. They provide useful tools for conducting research into teaching and learning. They may also be used with students to scaffold the process of learning. This symposium brings together several ways of representing the structure of students' learning and there may be valuable complementarities between these approaches: threshold concepts, anchor concepts, concept mapping and systems dynamics. The purpose of the symposium is to facilitate understanding of the nuances of each approach and to provide an opportunity for dialogue that could be constructive in the development of each approach.

Participants

Dr. David Wheat	University of Bergen	dwheat@wheatresources.com
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Programme

10.45	Coffee	
11.00	Presentation and Discussion on Anchor Concepts	Jerry Mead and Simon Gray
11.45	Presentation and Discussion on Concept Mapping	Ian Kinchin
12.30	Lunch	
1.15	Presentation and Discussion on Systems Dynamics	David Wheat
2.00	Presentation and Discussion on Threshold Concepts	Peter Davies and Jean Mangan
2.45	Common themes and issues. Possible future developments	all
3.30	Close	