

Rich Conversations: a peer-based, dialogic approach to learning
Cameron Graham, Edinburgh Napier University, Scotland

Discipline / subject: Education / Academic Practice

Academic level / students (eg. first year / level 4 undergraduates): PgCert (Masters level)

What we did:

Our new PGCert Teaching & Supporting Learning in HE is an online programme embracing a flipped learning approach with colleagues (learners) collaborating in inter-disciplinary peer groups supported by tutors. Throughout the programme we adopt a multimodal approach to learning and teaching using weekly topic overviews, readings and podcasts (conveying tutor reflections on these), and provocations to respond to. Weekly discursive workshops are followed by peer group breakouts where learners collaborate on set tasks and assessments. The programme adopts diverse assessment methods including: digital artefacts, professional dialogues, module enhancement proposals, portfolios, peer-led teaching and observations, and practitioner enquiry projects culminating in a symposium with project artefacts shared with peers and tutors.

How we measured efficacy:

We re-developed the PGCert from its previous more individualised, self-paced model using patchwork assessment to one designed to model effective practice providing a collaborative learning experience (and authentic assessment) more aligned to expectations of teaching and learning at Edinburgh Napier. Learner completion rates, reflections and feedback, and feedback our external examiner highlight the efficacy of our re-design and pedagogical approach. Colleagues also evidence changes to their assessment practices, approaches to inclusion and have also engaged in pedagogical scholarship resulting from their study on the PGCert.



Contact us

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