

## Time to Grow: Flexible Case-Based Teaching to Engage and Support the Forward-Facing Student- Hannah Plumpton

This workshop focussed on developing the skills of application, enquiry and professionalism alongside the development of knowledge.

The participants were guided through an example of case-based teaching within the clinical subject of Speech and Language Therapy, and asked to reflect on their own subject area and teaching.

It was acknowledged that we often concentrate on the content of the teaching rather making time to support the further application of knowledge. As a group, we identified that students needed to further develop their own learning strategies to work towards independent practice, and that we had a role in helping them to develop these. The following areas were recognised across the members of the group as important skills/qualities to develop. The group had representatives from across the university.



The example from Speech and Language Therapy illustrated a module that had been redesigned to move away from a didactic teaching style with a focus on content, to a flexible and interactive approach. The new module used 4 separate case studies over the period of a term to develop clinical knowledge base alongside application, enquiry and professionalism. Students undertook all their work in groups, and were provided with short content lectures by the tutor with frequently timetabled group discussion times.

Key points to the success of the module were:

- All teaching was related to a clinical case study- therefore all content was automatically applied to the clinical context thus bridging the theory to practice gap.
- Not all the “answers” were in the teaching- the students had to use their own skills of enquiry and experience to reach the learning outcomes. This developed individual and group independence.
- Group work and Class Feedback- Classmates were relying on each other in the groups and each individual member had to feedback which meant they all needed to understand and have participated in the task.

This particular approach required careful planning. It also required the tutor to take a flexible approach to teaching which meant teaching to the needs of the students rather than to the priority of the tutor. This leads to much better understanding of those in the group and gaps can be spotted and addressed as the module develops.

Although, the topics/cases will differ from course to course, it was agreed that the crucial ingredient for this type of teaching is to find out what the students are motivated by and to work with them rather than using an expert model which perpetuates the cycle of dependence in teaching.