# CLL consultancy day - Scenarios

## Large class hinders engagement and interaction

You teach on a module with a large number of students where, for some sessions, the cohort is broken into smaller groups. This allows these sessions to be quite interactive, but you also want to encourage interaction and engagement in those situations where the entire cohort is brought together.

**Approaches**

**Possible**: Debate

**Most Appropriate**: Teacher-directed learning / Traditional lecture

**Wildcard**: Micro-research

## Students not coming to sessions

You teach a compulsory module but find that the attendance at teaching sessions is very low. You ask the students why their peers aren't attending and hear that many of the students don't find the subject engaging and feel that they can get what they need from the notes and exercises online. You want to find a way to encourage the students to attend the sessions by making the face-to-face element appear more valuable to the students' learning.

**Approaches**

**Possible**: Simulation

**Most Appropriate**: Resource-centred / -facilitated discussion

**Wildcard**: Self-directed learning

## Students on placements, spread across the country (and beyond)

You teach a module where students undertake extended placements. This means that they are spread across the country (and occasionally, internationally) and often feel isolated from their peers, and the support that this brings. You want to find a way to help the students maintain their sense of community and encourage them to share problems they are encountering and discuss strategies to resolve them.

**Approaches**

**Possible**: Problem-based learning

**Most Appropriate**: Reflection

**Wildcard**: Role-play

## Home and international not mixing

You teach on a programme with a very diverse group of students and have noticed that students tend to 'stick to their own' and there is little mixing between UK and international students (and equally little between students of different nationalities). You feel that the students are missing out on valuable opportunities to learn about different cultures and perspectives and want to find a way to encourage students to mix on one of your modules.

**Approaches**

**Possible**: Role-play

**Most Appropriate**: Problem-based learning

**Wildcard**: Debate

## Different experience levels

You teach on a programme that attracts a wide range of students, from college-leavers to mature students with many years' experience in the area. Consequently, the students have radically different knowledge and skill levels at the start of module, e.g. most of the college-leavers are aware of the latest developments in the field but have little practical experience, whereas the majority of the mature students have lots of experience but less knowledge of recent advances. Your module is a mix of practical and theory and you need to find a way for all the students to reach a base level across both theory and application.

**Approaches**

**Possible**: Problem-based learning

**Most Appropriate**: Phased Learning/Mastery

**Wildcard**: Critiquing

## Too much theory to cover, not enough time for practicals

You teach on a module in which students need to learn a large amount of theory and develop the practical skills necessary to apply it. However, the time available in class is too limited to cover both aspects in the ideal level of detail. You need a way that allows you use class time more efficiently in order to make sure that all of the required learning outcomes are addressed.

**Approaches**

**Possible**: Practical / Project work

**Most Appropriate**: Lectures as Pre-work

**Wildcard**: Simulation

## Students fail to see some of the desirable employablility skills they have acquired

You notice that students on a programme on which you teach frequently struggle to see how what they have been learning and doing in their studies has resulted in skills that are highly sought-after by employers. This is particularly the case for general skills, such as report writing and group working, but also for discipline specific ones from earlier in the course. You want to find a way to help students see this personal development so that they can make use of it when applying for placements and jobs.

**Approaches**

**Possible**: Role-play

**Most Appropriate**: Reflection

**Wildcard**: Simulation