

DEVELOPING PERSONAL TRANSFERABLE SKILLS

Delegates were asked to divided into groups and were given 35 minutes to develop a strategy to enable students to develop a particular skills. The 3 strategies are given below

DEVELOPING GROUP/TEAM WORK

Aim to produce an A0 size poster after 2 weeks of group activity (in own time)

Strategies

- Students allocated to group and a topic
- Introductory talks given on
 - Group skills
 - Poster Presentation
 - Marking Schemes
[examples of good and poor posters given]
- Draft Poster produced after 1 week and subject to group review
- Staff and peer marking
- Formal reflection with questionnaire

Difficulties and constraints

Number of students

Space

Getting groups to work together

Additional skills covered

Information retrieval

Negotiation

Time Management

Reflection (on other posters, on own work through discussion and formal questionnaire)

DEVELOPING REPORT WRITING

Practical: measure the pH of a variety of things

Provide practical schedule

Collect results

Student research: what is meant by a report?

analysis of data

Write first draft report (word limit 1000 words)

Provide marking scheme and detailed assessment criteria

Peer assessment and feedback

**Rewrite report
(word limit 800 words)**

**Tutor assessment
and feedback**

Follow on development: next report expected to be in required format at the first attempt

DEVELOPING TIME MANAGEMENT SKILLS

A scientific practical incorporating group working (4-6) people around a practical which consists of easily measurable variables but is too big for one individual to do. The group then has to present a talk on the practical followed by a time for reflection.

Group Planning Phase

Allow the group to elect their own leader

Group expected to address questions such as

How long does each measurement take?

Who does what?

Repeatability error etc

The Practical

Take the measurements

Collate the results

Plan the talk

All within a fixed time period

The Talk

Split the cohort into several groups and each with a demonstrator and allow them to present their talk to each other.

Reflection

Depending on the experience of the group they may need promoting to address questions such as

Scientific outcomes

How well did we manage our time?

If we did it again what would we do differently?