**Programming**

This third year undergraduate course in programming is taught by three lecturers who are experts in their fields, they take a third of the sessions each, delivering topics according to their expertise.

The course is not rated highly by students, which causes the lecturers to feel frustrated and confused. BUT you know that being able to solve problems and having a familiarity with the potential of technologies is hugely important to their future careers and lives.

Teaching is a traditional combination of lectures, labs and exams. The lecturers say it is necessarily difficult and some of the topics are inherently boring.

The lecturers completed a reflection and scored the course as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |
| **Enthuse** | x |  |  |  |  |
| **Explore** | x |  |  |  |  |
| **Extend** |  |  | x |  |  |
| **Exhibit** |  |  |  | x |  |

Positive deviants, please fix this course:

**Learning to Learn**

This first year undergraduate course is designed to prepare students for learning at universities and beyond.

This course is not rated highly by students but you know that being able to learn quickly and effectively is a hugely important for their future lives and careers.

During the course students are told about independent learning and how universities work. They are shown several note-taking techniques. Someone from the library comes in and demonstrates how to search for journal articles. There are two sessions on referencing, academic integrity and ethical working.

Lecturers are not sure that the course is effective. They note that students just want to know how to pass. They feel that students do not seem interested in learning how to learn.

The lecturers completed a reflection and scored the course as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |
| **Enthuse** | x |  |  |  |  |
| **Explore** | x |  |  |  |  |
| **Extend** |  | x |  |  |  |
| **Exhibit** |  | x |  |  |  |

Positive deviants, please fix this course:

**Research Methods**

In this 12-week postgraduate research methods course students are introduced to several research philosophies in weeks 1 to 3. In weeks 4 to 10 they are told about different methodological approaches and have a test each week on the lecture content. At the end of the course they submit a research proposal that employs one approach.

The course is not rated highly by students. BUT you know that being able to research issue sand solve problems is going to hugely important in their future careers and lives.

Lecturers say students need to know about all possibilities so they can make informed choices. Students say they only need to know what they need to know and they do a lot of pointless work on this course.

The lecturers completed a reflection and scored the course as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |
| **Enthuse** | x |  |  |  |  |
| **Explore** | x |  |  |  |  |
| **Extend** |  | x |  |  |  |
| **Exhibit** |  |  | x |  |  |

Positive deviants, please fix this course:

**Creative Writing**

In this creative writing course students are set a range of writing tasks and receive writing. There is no exam but there are a series of written pieces to be handed in.

Not many people take this course, they see it as irrelevant to their future careers and employability. BUT you know that creativity and communication are hugely important to students’ future lives and careers.

Most students who do take the course tend not to rate it highly. They are not sure what they learnt. Older students who are really into their writing rate the course most positively.

The lecturers completed a reflection and scored the course as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |
| **Enthuse** | x |  |  |  |  |
| **Explore** |  |  | x |  |  |
| **Extend** |  | x |  |  |  |
| **Exhibit** |  | x |  |  |  |

Positive deviants, please fix this course:

**Mathematics**

This second year course is an essential component in the Mathematics major. It is calculation based with a set textbook. Each week students complete a series of problems, each of which involves practicing the techniques taught in the preceding lecture.

Many students get A grades, with some approaching 100% having completed all exercises and most of the examination questions correctly. The student evaluations are not too bad.

Employers are saying that students are not able to solve maths problems in the workplace. The person teaching the third year capstone paper similarly says that the students’ thinking is rigid. You know that being able to creatively and systematically solve problems is critical to their futures. You feel that numerical reasoning is a fundamental capability that your students will need in their careers and lives.

The lecturers completed a reflection and scored the course as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |
| **Enthuse** |  | x |  |  |  |
| **Explore** |  |  | x |  |  |
| **Extend** | x |  |  |  |  |
| **Exhibit** |  | x |  |  |  |

Positive deviants, please fix this course: