

# Learning literacies through collaborative enquiry: collaborative enquiry through learning literacies

Jo Ashley

Freya Jarman

Tünde Varga-Atkins

Nedim Hassan



UNIVERSITY OF  
LIVERPOOL



# Context



Higher education



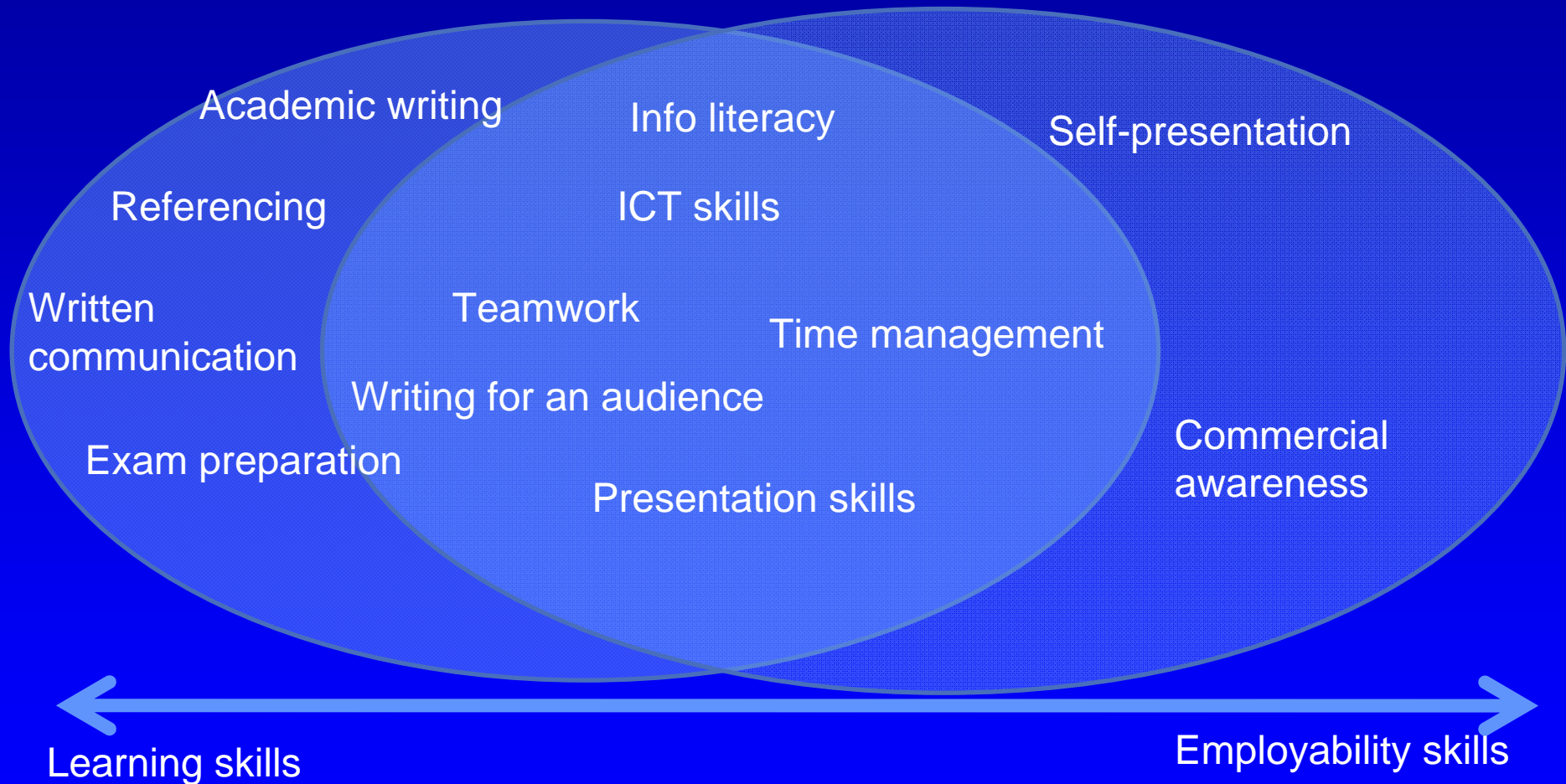
Technological advances



Portfolio of careers



# Study skills ...



University of Liverpool: Learning and Study Skills Strategy 2008

See also Wingate 2006

# Study skills : literacies

Lifelong career

**Learning  
literacies**



university

# Learning Literacies for the Digital Age

(Beetham et al. 2009)

## Metacognition

reflection      organisation  
self-analysis

## Academic practice / Study skills

Academic writing      reading  
argumentation

## Comm./Coll skills

networking, speaking,  
listening

## Info literacy

identification, accession,  
organisation, evaluation

teamwork

## ICT/Digital literacy

user interface  
agility      navigation,  
presentation tools

## Media literacy

creative production  
critical reading

## Employability

innovation  
enterprise

## Citizenship

engagement  
participation  
ethicity

(This is a sample – full details in report)

# Contemporary Teaching Approaches in Higher Education

- Traditional approaches to university teaching (e.g. lectures) have relied on the notion of an 'individual learner' who listens and receives knowledge
- In recent decades the importance of developing *skills* as well as knowledge has been recognised within HE
- Emphasis on transferable skills
- With more students from a range of different backgrounds having access to higher education, there's also been a shift towards recognising the diversity of ways that students learn

# Enquiry Based Learning (EBL)

- Commonly features an approach to teaching that is driven by an aim to enable the learner to develop skills of enquiry
- Teaching staff do not act as transmitters of knowledge or information, but as *facilitators* for learning

# Characteristics of EBL

- Engagement with a scenario or problem that is sufficiently open-ended to allow a variety of student solutions
- Students making decisions about questions to be asked and methods to be employed on a particular project
- Students' assessment of their existing knowledge and skills required to complete a task
- Students taking responsibility for analysing and presenting findings that address the scenario or problem

# Resources available

- Academic, Library and E-learning staff
- VLE
- Well-resourced Library

# What we did:

## Rationale & Module Development

- Creation of module
  - University information literacy strategy
  - Subject specific skills sets
- Creation of wiki task
  - “Teaching is learning something twice”
  - Benefits of group work
  - Working outside the department

# Teaching Sessions


- Provided guidance on the wiki tool
- Advised students on the range of resources that they could use when gathering information for their sites, identifying some of the potential difficulties that they might have encountered
- The role of the teaching team was primarily an advisory one
- Teaching sessions were used to facilitate student meetings


# Using wikis

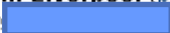
The screenshot displays the University of Liverpool wiki interface. At the top, the university logo and name are visible. The navigation bar includes links for 'My Places', 'Home', 'Help', and 'Logout'. Below this, there are tabs for 'Home', 'System Admin', and 'Scholar'. A notification message states: 'notification so if anyone posts a query, you can also see the response to it.' The main content area lists five group wikis, each with a red group icon, a title, a 'View' link, and a blue placeholder box. The group wikis are:

- Group 1 wiki
- Group 2 wiki
- Group 3 wiki
- Group 4 wiki
- Group 5 wiki

# An example wiki

...200910-MUSH100 - STUDYING MUSIC > Group 1 wiki > **5 - Music in Liverpool** 

 **Group 1 wiki** ([permalink](#))

**5 - Music in Liverpool** ([permalink](#))  
last edited by  Tuesday, 05/04/2010 11:47 AM

## Studying Music <sup>Wiki</sup>

You are here: [Home](#) » [Music in Liverpool](#)

### Music in Liverpool

Liverpool is world famous for having a fantastic music scene, and being the home of one of the worlds most famous bands 'The Beatles'.

The Beatles played many concerts in Liverpool, the most famous venue would be the Cavern club.

The Cavern Club Hosts bands covering material from, John Lennon, The Beatles, Bob Dylan and many more.

*"The Cavern is the most famous club in the World."*

-The Cavern Club

---

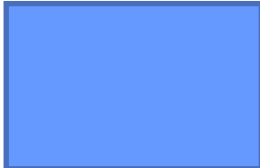
**Page**

- [Edit](#)
- [New](#)
- [Delete](#)
- [History](#)
- [Print \(w/ comments\)](#)

**Page Stats**

Views: 59  
Edits: 6  
Contributors: 4  
Comments: 0

**Page Contributors**



**Site Navigation**

- [0 - Home](#)
- [1 - SPIDER/MITAL](#)
- [2 - Essay Writing](#)
- [3 - Grammar](#)
- [4 - Learning](#)
- [4.1 - Reading and Revision](#)
- [5 - Music in Liverpool](#)
- [6 - Plagiarism](#)

## ■ Group 1

# Working together


- Academic, VITAL expert, Librarian
- Demonstrates that we are joined-up
- All able to help with general queries in sessions
- Could refer to relevant expert when necessary
- All contributed to assessment

# The best group wiki

200910-MUSI100 - STUDYING MUSIC Wikis > Group 4 wiki

## 02 Map of the Music Block [\(permalink\)](#)


last edited by [redacted] on Sunday, 05/02/2010 8:53 AM



On the next few pages there is a map of the School of Music to help you find your way around the many corridors and staircases. Each floor has its separate page and you are able to travel through the pages through links at the bottom of the map. The map is a rough guide to help you find your way around initially when familiarising yourself with the School of Music but it is best to go and explore for yourselves.

**Navigate To:**

[Ground Floor](#)   [First Floor](#)   [Second Floor](#)   [Basement](#)

[Maps of the Music Block.pdf](#)  **ATTACHMENT LINK**

**Page Actions:** [New](#) [Delete](#) [History](#) [Print \(w/ comments\)](#)

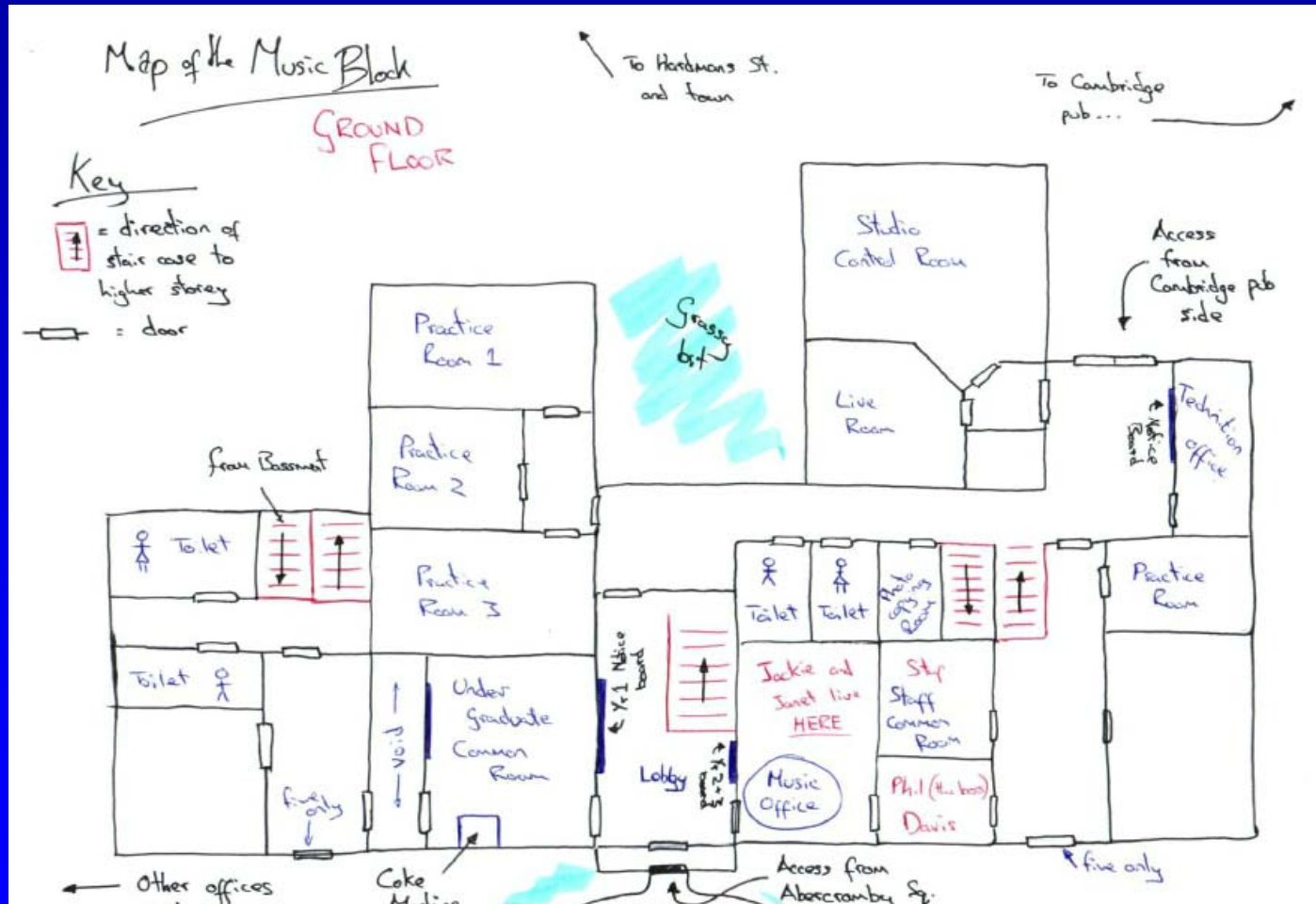
**Page Stats:** Views: 70 Edits: 15 Contributors: 2 Comments: 0

**Page Contributors:** [redacted]

**Site Navigation:** [01 Home](#) [02 Map of the Music Block](#) [03 Ground Floor](#) [04 First Floor](#) [05 Second Floor](#) [06 Basement](#) [Academic](#) [Argument & Debate](#) [Essay Writing and Structure](#) [Evaluating Sources](#) [Feedback](#) [Finance](#)


- Group 4

# Group wikis: creative 'skills' content



- Group 4

# Group wikis: use of multimedia



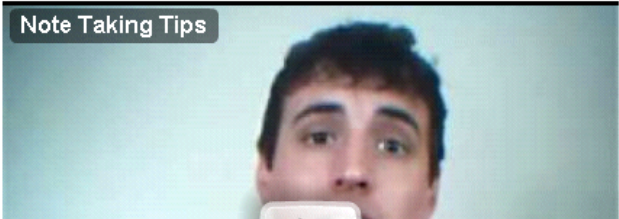
**When do you need to take notes?**

- In lectures
- When reading an article
- In a Seminar discussion

**Notes in a Lecture**

- Things that the lecturer says – preferably additional notes to those displayed on a PowerPoint presentation as that is likely to be available on Vital. Therefore, take down the additional information given under the headings shown on the PowerPoint.
- Thoughts on the subject, or questions to ask.
- Write conclusions on what has been said, and use titles to keep notes neat.
- Find a personal system and abbreviation style that you can understand and revise from later.
- Don't take notes of everything the lecturer says, mark out key points.
- Consider the use of a voice recorder in the lecture, but make sure you ask the lecturer first. These can be useful for revision much later on as the whole lecture is recorded, but are inefficient with time as it will take a long time to go over the whole lecture, whereas it may be more effective to summarise the important points.
- For more information on **lectures and presentations** click here: [Presentation](#)

This guy may be American but he makes some good points about note taking:



[History](#)  
[Print \(w/ comments\)](#)

**Page Stats**

Views: 37  
Edits: 10  
Contributors: 3  
Comments: 0

**Page Contributors**

**Site Navigation**

- [01 Home](#)
- [02 Map of the Music Block](#)
- [03 Ground Floor](#)
- [04 First Floor](#)
- [05 Second Floor](#)
- [06 Basement](#)
- [Academic](#)
- [Argument & Debate](#)
- [Essay Writing and Structure](#)
- [Evaluating Sources](#)
- [Feedback](#)
- [Finance](#)
- [Grammar](#)
- [Instrumental Practice](#)
- [Library](#)
- [Music Life in Liverpool](#)
- [Note Taking](#)
- [Presentation](#)
- [Presentation 2](#)
- [Reading](#)
- [Referencing & Bibliography](#)

## ■ Group 4

# Practising the skills

**Preparing Presentations** ([permalink](#))  
Last edited by: [redacted] on Monday, 05/03/2010 6:41 PM

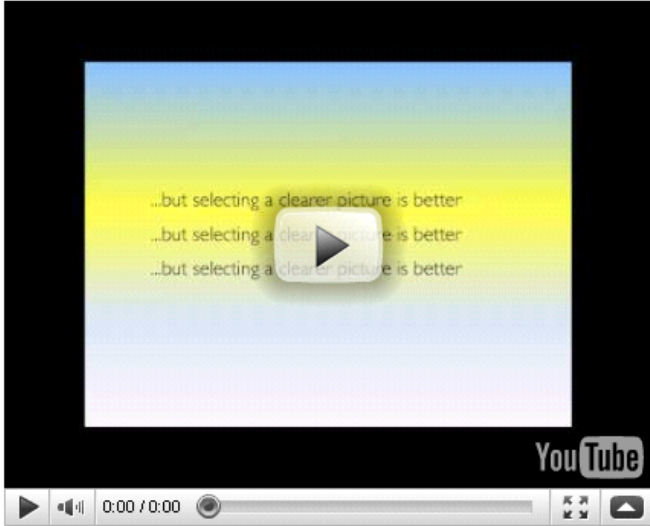
[Home](#)

Now musicians and music lovers alike all know the importance of presentation, whether it be musical performances on our instrument or watching a gig in venues ranging from a cosy cafe to a packed stadium, the spectacle and clarity matters.

This is true to no lesser an extent to when presentations *about* music are on the agenda!

This is why we've put together this video for you to see what are the key points to putting together and performing a presentation in front of an audience.

Enjoy!



**NEW**  
[Delete](#)  
[History](#)  
[Print \(w/ comments\)](#)

**Page Stats**  
Views: 46  
Edits: 8  
Contributors: 4  
Comments: 1

**Page Contributors**

**Site Navigation**  
[Essay - Note-Taking Techniques](#)  
[Essay - Reading Strategies and Skills](#)  
[Essay Formatting](#)  
[Essays](#)  
[Exam Skills](#)  
[Finding and Evaluating Sources](#)  
[Home - A Guide to Studying Music](#)  
[Performance](#)  
[Plagiarism and Referencing](#)  
[Preparing Presentations](#)  
[Socials, Gigs, Festivals, Concerts](#)  
[Timetable](#)  
[Using Vital](#)

**Toolbox**

## ■ Group 3

# Selected references

- Beetham, H., McGill, L., & Littlejohn, A. (2009) Thriving in the 21<sup>st</sup> century: Learning Literacies for the Digital Age (LLiDA project). <http://www.academy.gcal.ac.uk/llida/LLiDAReportJune2009.pdf> (Retrieved 6 April 2011).
- Tosey, P., Dickinson, M., McDonnell, J., Comrie, A. & Lockwood, A. (2008) Enquiry-based learning: A resource for Higher Education. The Learning to Learn through supported enquiry project. Guildford: University of Surrey, May. <http://escalate.ac.uk/downloads/4746.pdf> (Retrieved 6 April 2011).
- Wingate, U. (2006) Doing away with 'study skills', *Teaching in Higher Education*, 11(4), 457-469.