

What impact does increasing practice-based learning within higher education filmmaking have on learner engagement?

The basis for this action research is rooted in exploring the thematic concern of a potential misalignment between students expectations of higher education creative courses and the pedagogical approaches used.

Module code: ECPT6009
Assessment component: A2
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01. Introduction - thematic concern

- Filmmaking is inherently practical, yet teaching is theoretically driven.
- Observed student disengagement and underused resources and facilities.
- Suggests a mismatch between the pedagogical approach and student expectations.

02. Research aim

- To evaluate the impact of increased practice-based learning on student engagement.
- Consider rebalancing theory and practice to enhance engagement in higher Education filmmaking.

03. Methodology

Action Research:

- Model: Stephen Kemmis & Robin McTaggart spiral.

Plan:

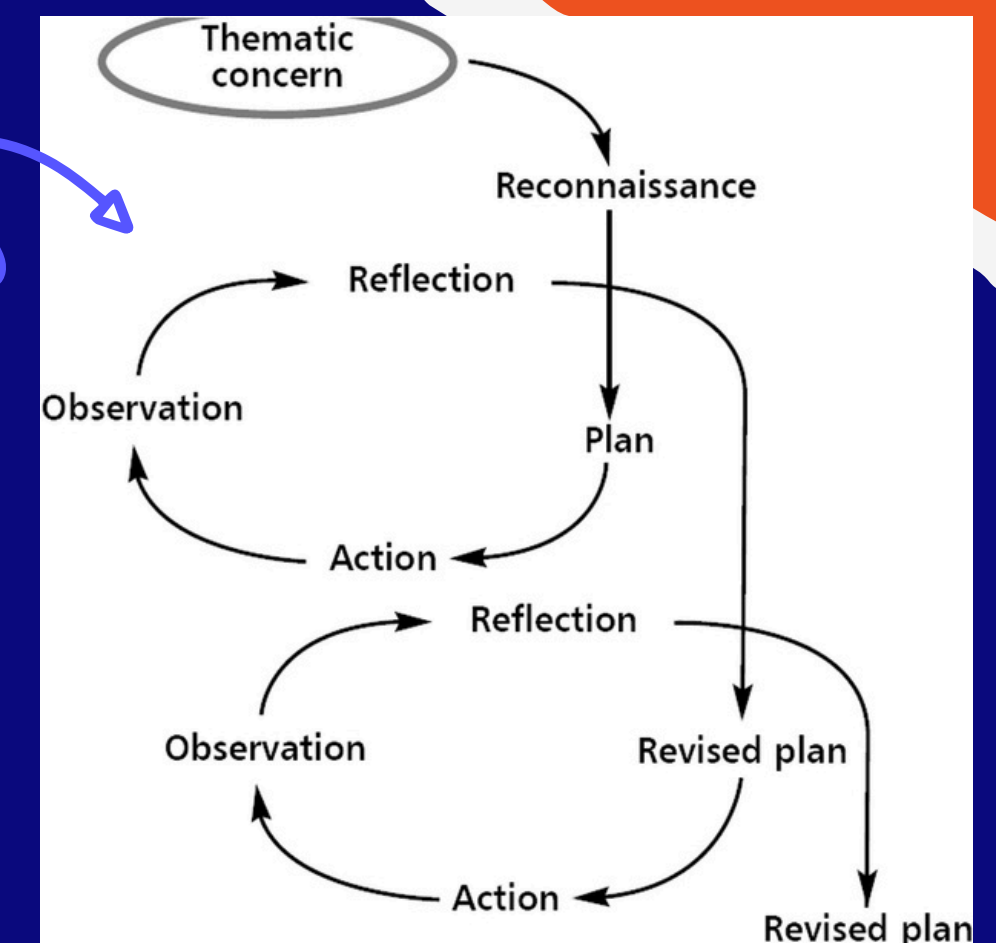
- Short lecture (45-minutes).
- Extended structured practical tasks.

Data:

- Secondary research
- Observation.
- Informal student feedback.

Scope:

- Single cohort (level 4).



04. Reconnaissance questions

1. How can experiential learning support student development within higher education filmmaking?
2. How do learner styles influence engagement in creative subjects?
3. Does the role of the lecturer need to evolve within higher education filmmaking?

05. Reconnaissance literature review

1. Theory vs Practice

John Biggs & Catherine Tang - quantitative vs qualitative learning.

2. Experiential learning

John Dewey - Learning by doing.

David Kolb - Experiential learning cycle.

Donald Schön - Reflection-in-action.

3. Learner Styles

Neil Fleming - VARK.

Peter Honey & Alan Mumford - learner styles.

4. Role of a lecturer

From lecturer to mentor.

Learning styles and student engagement (2023)

Research article suggests that the dominant learner styles in humanities subjects are pragmatists and activists.

06. Observation & reflection

1. Increased engagement.
2. Enhanced learning.
3. Better alignment with learner needs.
4. Enhancements in my own teaching practice.

- Supports experiential learning as an pedagogical effective approach in creative disciplines.
- Demonstrates importance of integrating practical elements into lessons.
- Suggests need to redefine lecturers as mentors.

Limitations of research

- Small scale (single cohort).
- No formal Primary data gathered (interviews, surveys, results).
- Cannot confirm impact on assessment outcomes.

07. Recommendations

1. Further research:

- Expand research to include more cohorts and creative disciplines.
- Explore the impact of scaffolded learning on assessment outcomes.
- Collect primary research data to strengthen recommendations and explore the implications of this research on learner's academic success.

2. Explore a blended teaching approach:

- Develop an approach to implementing practical elements into lessons that avoid time and resource restrictions.

3. Stronger consideration for learner styles in lesson/ course planning.

- Allow learner styles to positively influence planning and development.

08. Conclusion

- Practice-based learning can be observed to improve engagement and depth of learning.
- The research and observation aligns with experiential learning and student-centred pedagogies.
- Further research required to confirm impact on academic success such as assessment outcomes.

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