

How sensitive do you need to be?

The role of the facilitator in a 21st century FE business classroom

Hard & Soft Indicators:

Hard	Soft
Greater emphasis on traditional theories of teaching and learning to be included within staff development and CPD programs to compliment newer theories.	Lecturer comments and feelings towards traditional theories. Lecturer intentions to consciously consider traditional theories of teaching and learning when planning lessons.

A total of 80 students and 4 lecturers were observed and interviewed over a period of 60 days to ascertain the role that the facilitator plays in enabling learning within an FE business classroom and the importance placed on traditional theories of teaching and learning.

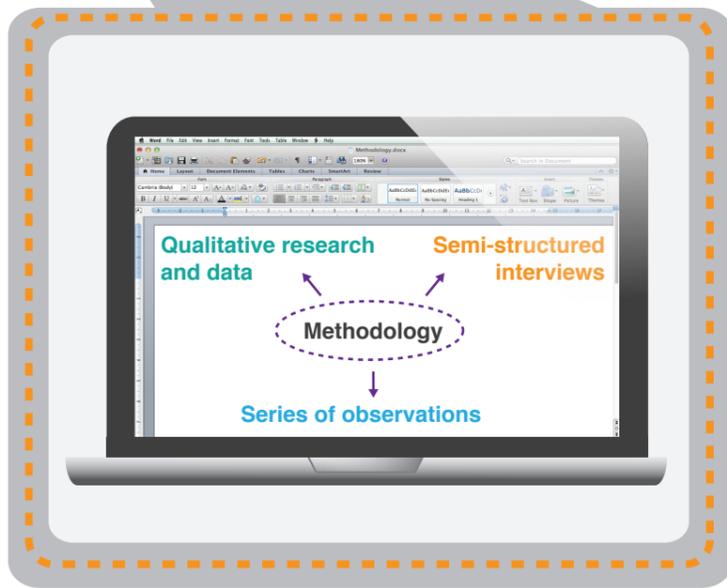
NOV '14 – JUNE '15

Nov	Question, design & recruit
Dec	Lit review focus & data collection
Jan	Plan assessment & data collection
Feb	Staff feedback & data collection
March	Finalise data
April	Recommendations & considerations
May	Disseminate
June	Present findings



Key findings:

- Lecturer focus on 'adding value'
- Argument over what constitutes 'adding value'
- Quantitative Vs Qualitative measures
- Lecturers do not actively seek to implement Piagetian or vygotskian theory
- Dispite this, both principles are evident in observed teaching and learning



- To do list:
- Send report to SLT
 - Present to colleagues at team brief
 - Present to colleagues at 'sharing good practice seminar'
 - Discuss findings at all staff development day