THE MUSOSTUDY HANDBOOK

#MUSOSTUDY

Sue Richardson
Version 3 October 2021

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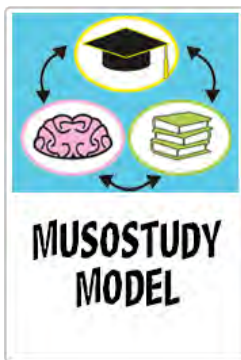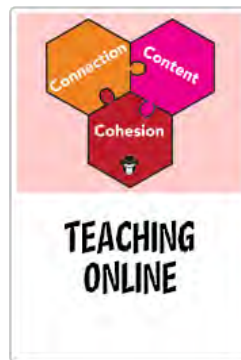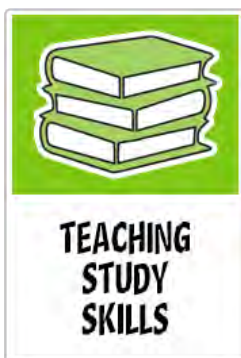
1. How To Use This Handbook

This handbook has been updated for 2021 and contains chapters on How To Teach for Student Success and How to Teach Academic Study Skills. There is also a new section of teaching resources alongside over 120 teaching and learning activities (TLAs) in The Toolkit, of which 24 are new for this edition. Developed through a pilot project at BIMM in 2017, the Musostudy Handbook should include all the material you'll need to begin weaving study skills, engagement and module mastery together to provide students with a thoroughly solid foundation for whatever they choose to do next.

Musostudy is a model designed to aid student success. The central principle of Musostudy is for students to achieve module mastery by embedding engagement and study skills activities and addressing elements of the assessment regularly in sessions. Students in the Pilot Project said they want sessions to be relevant and practical and they want help with study skills and time management. Musostudy suggests a format for sessions where each week the assignments are addressed in some way, plus there are activities to encourage engagement (which are embedded into the knowledge learning) and to learn and use the relevant study skills (see Chapter 3 for more).

The Toolkit

The Toolkit contains the tools - the Teaching & Learning Activities (TLAs), plus a set of guides and lists on a range of topics that you may find useful. Each photocopiable activity is laid out in a similar style for ease of use including examples, information on how it can be adapted for large groups; what successful implementation will look like; add-ons and progressions you can use; plus resources - a list of the handouts, worksheets, images for your own use in slides etc. and links to external resources/reading you may wish to use. You may find the TLAs within the toolkit need adapting to suit your needs. Please do adapt them - this book is just a guide - you are the module expert and will know what works best. Chapter 3 (Teaching With Musostudy) contains an explanation of the model and explains how you can use the theories behind it to design your own TLAs. If you would like to submit your own TLA, a template is available at www.musostudy.com/resources/TLA-template.doc

Planning the year & structuring sessions

You can plan your scheme of work using the Module Map (see Chapter 2). This helps you to analyse your module, identify the key knowledge and skills required for mastery and the gaps where students may be lacking. Once you have assessed the module and identified what is needed for module mastery you can start to map out the year and the sessions. Module Mapping is also a useful tool to use with students (see Module Map TLA).

Resources at Musostudy.com

All of the TLAs, plus the associated resources - handouts, worksheet, images, etc. are located at musostudy.com. Wherever a link is given in the pdf of this book, it is hyperlinked (either to a chapter/page or a weblink) - just click to take you to the relevant page on the internet. Please do talk about Musostudy on social media using **#musostudy**. I will use Instagram and Twitter to post motivational quotes, nudges and top tips directed at students **@musostudy.** I welcome all questions and feedback, and I hope that if you find this handbook useful in your teaching. Musostudy is copyrighted and available under a Creative Commons License.

Thank you, Sue Richardson, October 2021

2. Teaching For Student Success

This chapter focuses on what student success is and how we, as teachers, can shape our sessions to best enable students to meet their goals. It offers seven guiding principles for teaching to support this. I believe that to fully understand something means being aware of all the aspects that make up a subject, as well as giving insight into all the facets of ourselves that we used to come to that understanding. Therefore, I suggest that to help someone to fully understand something and be successful in their studies we need to also help them to acquire the skills to do this.

What is Student Success?

The overriding intention of Musostudy is to support teachers to help improve student success. The concept of student success can be difficult to define, and definitions are often focused on student retention and assessment outcomes. However, consideration beyond this is required, as success looks different for every student, with their preferences, goals and study experiences. Musostudy works when teachers are committed to helping students to be aware of their learning and to identify and learn these skills. Even one change used consistently through the course will be advantageous to your students

Musostudy takes a broad view, acknowledging the need for students to master the coursework (with both the academic and vocational requirements) and addressing the multifaceted issue of student engagement, with consideration of the student's own goals for study. Therefore, Musostudy's definition of student success is:

"Student success comprises engagement, learning, and progress towards individual goals, whilst also acknowledging the need to help students master the module learning goals."

The three elements of the Musostudy model frame this: Module Mastery, Engagement and Academic Study Skills. Module Mastery addresses successfully preparing for the assessment and achieving the learning outcomes, as well as the vocational/employability aspects of learning. To achieve module mastery, both student engagement (in their learning, the subject matter and with the group) and study skills provision is required. By embedding these into session activities, we can achieve dual-focus teaching, by teaching content and the additional skills (metacognitive, vocational and academic) at the same time.

What is learning?

LEARNING = THINKING + DOING

The Oxford English Dictionary defines learning as 'knowledge or skills acquired through experience or study or by being taught.' (Concise Oxford English Dictionary, 2004).

Learning is complex and can be perceived differently, with many different models and theories underpinning it. However, taking this dictionary definition as a starting point, I suggest that learning, to acquire knowledge and/or skills - can be reduced down to thinking and doing. The doing (or practice) is the experience or study and the thinking is the reflection on that practice to enable further development. In thinking, we reflect and question and consider what we do, how we do it and how we can improve; then we can create a plan to

implement and practice to achieve the improvement. For example, as a performer, all the time that I am doing I am also thinking about where I am at with my performance and my technique - I critique, I reflect, I ask myself 'so what', 'what if' and 'what next'? I make decisions about what, when and how I will practice. During my practice (whether this is a developmental session or a paid performance), I am still thinking - assessing what is happening. As I end my session, I begin to reflect on what happened and what needs to happen next to develop and maintain my skills.

This learning through thinking and doing may seem relatively easy for a professional, but it applies just the same to students. We can help students to develop these essential thinking skills which can be applied to all aspects of their learning and life. If a student is learning a skill (such as playing the guitar or learning a dance), repeated practice will lead to improvements. If, in addition, the student employs thinking about their progress then they will be able to make changes to the way they practise and make further improvements. Similarly, when a student learns new knowledge, they need to be able to critique it, question its validity, consider how it fits with their existing knowledge, and seek ways to use and apply it. The questions they need to ask are the thinking aspect of learning.

Thinking for Learning

> **We constantly ask our students to do something - to study, to develop a technical or vocational skill, to read etc. - but do we ask them to think?**

It is important for students to understand how crucial thinking is to their learning. To be able to effectively do something well we need to be able to think about it, to critique it, to be creative with it, and to reflect on our interaction with it. I suggest three elements to thinking for learning - Creative, Critical and Reflective.

Students need to develop their ability to think and self-assess if they are to develop - whether it is in a creative skill, academically or vocationally, all of which are elements of student success. The three key aspects to thinking are creative, critical and reflective:

Creative Thinking

Imagination is the key to human progress (James & Brookfield, 2014, p. 3).

Being creative in your studies is "having the confidence to apply imagination to your learning and problem-solving" (Cottrell, 2019, p. 89). Creative thinking isn't about creating something new or "being creative", it is about generating ideas and approaches for problem-

solving. It is a skill for academic study as much as for composing a song or writing a script. We use creative thinking when we consider things from different perspectives, find new ways to approach something, make connections or ask, 'what if?'. Four key ideas in creative thinking are What If, Experimentation, Constraints and Opposites. Using this simple WE-CO model can help students to consider many creative ideas in their studying and practice (see the We-Co for Creativity TLA).

Critical Thinking

"Critical thinking is essentially a questioning, challenging approach to knowledge and perceived wisdom. It involves examining ideas and information from an objective position and then questioning this information in the light of our own values, attitudes and personal philosophy" (Judge, Jones and McCreery, 2009).

If we can help students to assess their actions, check their progress and learn to view their learning more objectively then we can help students to have a greater awareness of their own learning progress and to be able to take control of it. 'Why?' and 'so what?' are important questions to help students analyse and evaluate. The READ Backwards model (see the READ Backwards TLAs) can be useful where criticality is required in academic work, offering a way of structuring writing from descriptive to reflective.

Reflective Thinking

"It is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience it may quickly be forgotten be or its learning potential lost" (Gibbs, 2013, p. 14)

Reflective thinking is consciously thinking about and analysing what you are doing, what you have done, what you have experienced and what and how you have learned. However, the key point for learning is that it then can be acted upon. Graham Gibbs describes his reflective cycle (see Reflective Cycle TLAs) as "describing, feeling, evaluating, analysing, concluding and action planning" (Gibbs, 2013, p. 3). This shows reflective thinking as being more than just questioning an event - it comes to conclusions which we then need to consider and plan from in order to continue the learning process. In its simplest form we can consider reflective thinking as: What happened and why? How do I feel about this? What will I do next?

The Think/Do/Talk Cycle

When considered from a formal education view, we can add feedback to the learning equation to create a cycle of thinking, doing and feedback, or Think/Do/Talk. This may seem an oversimplified cycle, but it is intended to serve as a base to build other pedagogies upon. The role of the teacher is to facilitate the thinking and practice and to guide the feedback conversation. The feedback prompts student thinking as well as adding in the teacher's thinking. As with Kolb's Learning Cycle, you can start at any point in the cycle, for example, students can do something, then you ask them to reflect on it and think about what happened and then they have a feedback talk to discuss; or you could start with a feedback talk - discussing what point they are at and what they need to do - they can then think and plan their activity before doing it, this would then require another feedback conversation or personal reflection. These three stages of the Think/Do/Talk cycle can be used as an aid to lesson planning - ensuring you have at least one instance of each in your lesson.

Think

Students need opportunities to learn how to think critically, creatively and reflectively if they are to develop their awareness and ability to self-assess their knowledge and skills. Part of thinking is awareness of what they need to be thinking about.

Do

Students need opportunities to learn knowledge and skills through practice. This is active, experiential learning. It incorporates the knowleage and skills required for module mastery, plus any additional study skills. It incorporates the knowledge and skills required for module mastery, plus any additional study skills.

Talk

Students and teachers need feedback conversations, giving and receiving information on the progress of learning and the next steps in the progress. Talk can be group discussions, peer feedback etc. - it isn't about your voice being heard; it is about the students engaging in a dialogue that helps them be aware of their learning progress.

Student Engagement

Underpinning all three parts of the Think/Do/Talk cycle is engagement. Engagement is a broad issue, as for students to be successful they need to be engaged with their own learning (being aware of how they learn best, how motivated they are, what their time management is like etc.), with the content of the module (seeing the relevance and importance of the module), and with the group (having an understanding of their place within the group and feeling able to perform well within it). Engagement is a central part of the Musostudy model because one of the most important aspects student success is how the students approach their learning (see the Engagement section of the Musostudy Model in Chapter 3). Wherever you notice an issue with engagement, you can address it using the TLAs listed in the Engagement element of Musostudy.

Content Delivery

Content delivery doesn't feature in the Think/Do/Talk cycle because the emphasis is on student learning rather than teaching. Where new content needs to be learnt, consider how that can be facilitated - is a ten- minute lecture with small group work appropriate? Would it be better if the students taught it to themselves; maybe by reading an article or researching the answers to a question or instead of a lecture you could facilitate a discussion that teases out all the information. There are many ways to approach new knowledge without a 90-minute lecture being necessary. This obviously takes more planning but can lead to better quality learning. Problem-based learning, for example, has better learning results than lecturing (see the Teaching Resources section of the Toolkit).

Guiding Principles for Teaching

> *What knowledge and skills could I add to my teaching repertoire that will help to influence students' thinking?*

If we are clear about our core principles that guide our approach to teaching, we are more likely to feel positive about our teaching. Brookfield believes it is important to be aware of our rationale for why and how we teach because our rationale/philosophy/principles (whatever we may call them):

"helps you maintain a sense of stability and coherence in the face of constant chaos, it acts as a hedge against being forced into uncongenial, immoral, or harmful practices, and it imparts a confidence-inducing sense of direction to colleagues and students" (Brookfield, 2006, p. 255-256).

Think/Do/Talk and student engagement can be used to give us guiding principles. I suggest seven here, although you can choose to disregard some/all or add these to your own. These seven guiding principles give us a daily pedagogy - the toolkit we take into each session we teach:

1. Keep Learning Active
2. Make Learning Visible
3. Facilitate Student Thinking
4. Consider The Feedback Conversation
5. Engage Students
6. Dual-focus Teaching
7. Map Out The Module

1. Keep learning active

"Students participate [in active learning] when they are doing something besides passively listening" Bonwell & Eison (1991). So teaching is not a matter of pouring information into students minds but of engaging students to be active (both their minds and their bodies).

We, as teachers, can actively engage students with the module content by using activities such as case studies, discussion, group work, peer teaching, problem-solving, role-play etc. The TLAs in Musostudy are all based on active learning principles. Active learning places a greater share of responsibility for learning on to students with expert guidance from the teacher. This may be a shift in thinking for students (especially the younger ones) and so good engagement activities will help students to connect with their sense of their own learning.

> ***Don't do anything you could get your students to do.***
> ***How can you get the students to be more involved?***

Now, this may seem like cheating, getting the students to do your work, but in reality, it's about getting the students involved, getting them to feel related to what they are studying, to feel some kind of competence and to have a sense of autonomy over their involvement. This is a challenge for you to consider: how can you get the students to be more involved? Could it be that they have to find the examples of songs to play in the session rather than you finding them? Or maybe they have to search the web for news on music publishing this week rather than you giving it to them? Or to foster more of a sense of autonomy, could it be asking them how they would like to learn a certain subject, thinking about how to make sessions more relevant to their lives and interests?

Tips to achieve active learning:

- Don't do anything you could get the students to do. How can you get the students to be more involved? Could it be that they have to find the examples of songs to play in the session rather than you finding them? Or maybe they have to search the web for news on music publishing this week rather than you giving it to them? Or to foster more of a sense of autonomy, could it be asking them how they would like to learn a certain subject, thinking about how to make sessions more relevant to their lives and interests?

- Use three different learning modalities in each session (e.g., something written, something spoken, some pair work, watching and discussing a video). We all learn better when many senses are engaged, plus many students have diverse learning requirements/preferences which we can accommodate by considering the way we facilitate sessions.

- Seek out ways to make discussions more varied rather than simply posing a question to the whole class (see Tips on Discussions and Plenaries in the Teaching Resources section).

- Dual coding (images and text). When information is presented as words and images it helps us to remember the information. We can encourage this by making slides clear (see Resource Design under Engagement/The Group in Chapter 3) with the key facts and an image; asking students to create their own notes - such as a timeline, a diagram or a mind map. Use the white board (both physical and online) to make notes and draw images. Read more here: https://www.learningscientists.org/blog/2016/9/1-1 or try Caviglioli's book Dual Coding With Teachers (2019).

- Encourage note taking (have minimal slides but put all information on the VLE). Ask students to then use their notes to inform an activity. Show them how their notes will be relevant to their final assessment. See the Cornell Note-Taking TLA.

2. Make Learning Visible

We want students to have some accountability for their learning. We can encourage this by supporting autonomy or agency (a sense of control, the capability to act independently). Some of the ways students can be more involved include:

- Let students know what they will be learning and why - Discuss what you are intending the learning to be - i.e., including the study skills needed for module mastery, and by explaining the reasons why this is important, we are making it clear to students both the importance of study skills and your intention to support their development of them. This is where learning outcomes are really useful - a well-written outcome explains the learning opportunities that will take place; can be used to check progress during the session; and used for formative assessment and feedback at the end of the session.

- State your rationale for every activity to your students - as well as why they will be learning something, explain why you have chosen that activity - it may be because they have been struggling with a subject and this seems a good way to approach it from another angle.

- Help students see the relevance of the module to themselves; this is an important part of student engagement (see the Relevance component of the Musostudy Model in Chapter 3).

- Help students see the relevance of knowledge and skills between modules is also crucial to student success - we don't want modules to be silos that have no links to the rest of their studies. Research shows that the ability to transfer what we learn from one context to another can be a difficult process. Therefore, what students learn in one module, especially study skills, needs to be connected by the teachers to other modules. Positive transfer occurs when learning in one context improves performance in some other context (Perkins and Salomon, 1992), for example, when a technique learned in class is applied to a live performance or when a way of structuring paragraphs learnt in one module is used to write an assignment in another.

3. Facilitate Student Thinking

> ***Don't tell the students anything that you could ask them a question about instead.***
> ***Can you think of teacher talk that you can turn into questions?***

It is easy to give students the information they are seeking and answer their questions. However, a good habit to get into to is to not automatically answer a question from the students, but rather to ask the question back to the group. So when a student asks, "Is this a good title for my essay?", your reply could be, "What do you think?", or "What does everyone else in the room think? Turning statements you may make into questions puts the ball into the students' court, encouraging them to think, to come up with possibilities, to wonder why something may be happening.

Discussion is about decision-making, helping students to come to a conclusion, even if that conclusion is 'I need to think more'. So we need to help students arrive at that conclusion and help them to identify what steps they need to take as a result. Structuring discussions so all students can participate is really important, as is helping students to know what 'good' participation in group work is - it isn't just who speaks the most. Brookfield's Participation Rubric (https://static1.squarespace.com/static/5738a0ccd51cd47f81977fe8/t/5750efcff8baf39256b2 fe71/1464922064319/Class_Participation_Grading_Rubric.pdf) can be really useful in helping students understand this. (See Tips for Discussion and Plenaries in the Teaching Resources section).

Include thinking time – a two-minute silence – before an activity. Ask students to take notes and think about

what they were just learning, what questions they have, what they can do with the information etc. This silence is a really important space for thinking, with no pressure to speak in class.

4. Consider the feedback conversation

What are your students thinking?
Do they know how they are doing?
Do they know what to do to improve?

Feedback is the most important aspect of learning and teaching but can often feel like the hardest thing to achieve. It is important to not think about giving feedback, but about the feedback conversation – ensuring we receive feedback from students as well as give it. So, look for ways to make it two-way – we may know where the students are at, but do they? Do we know what they are thinking? Hearing from them is as important as telling them what you think.

There isn't one, best way to have feedback conversations, it depends on you, your students and the module. Whatever you do, if you do it well and consistently it should be effective. You may want to try a multi-format approach – this way you can discover what is most effective for most of your students. In online spaces we may need to have feedback conversations more frequently, keeping the connection with students and maintaining their focus, so developing easy ways to create check-ins and chats can really help this.

Here are a few points to consider…

- Be explicit with the students – both in the feedback you are giving and in highlighting that it is feedback to be acted upon. It may seem obvious to you, but it may not be to them

- Be timely – research shows that one of the biggest factors of feedback is having it as close to an event as possible

- You can record audio/video feedback for students, some students may prefer this and refer back to it and it may be easier and quicker for you. You could do this in Zoom and send them the link to view or record a voice memo. Rather than writing a script for your recording, think of it as a tutorial and just chat. Keep it brief – 1 or 2 minutes is sufficient. Keep it on track – what is the one, most important thing the student needs to work on – better to get this sorted than overwhelm them with a long list

- Acknowledge effort, not attainment – this will encourage students to keep working

- Give examples – students often need to see something done well and something not done well and (this is key) have an opportunity to identify why something is the way it is

Feedback Summaries - if you have a lot of students, you can make a general feedback summary before asking them to create their own plan of action. Summaries can include:

- What on the whole most people are doing well

- What still needs developing, include some tips on how to develop

- Suggest some reasons why the successes have happened, to help those who are missing them

- Suggest some stretches for the students who are already achieving quite well

- Recap on the main takeaway points

- You could turn all this on its head and ask the students what they think is what is being done well and what still needs work

Plan of Action - ask students to consider where they think they are and why that may be. Ask them to write a 5-point plan of what they will be working on over a given period. Ask them what barriers there might be and how they might overcome them – who/what do they need to help?

Some quick ways of getting feedback happening:

- Noticing – Ask students to notice a list of key skills in a performance or task (In a gig it may be tuning, timing, stage presence etc.) and ask them to rate how they did in relation to those (See the Bingo TLA)

- Tasters – Give students a brief mark scheme. Ask students to perform a small task. In groups ask them to mark themselves/each other and say why they have that mark. This is an important self/peer assessment task

- Mark but Don't Correct – Give students a short task but don't mark it – instead tell them how many points were good and how many still need work. Ask the students to then discuss where still needs work

- Ask students to give 5 words to describe where they are at with their learning

- Ask students to raise a finger for how well they feel they have achieved the outcomes for a task (where 1 is "I need help" and 5 is "I have this nailed!")

- Self-assigned groups – students choose which group to go into depending on the level of support they need – for example, Group 1 could be 'I haven't even started this', Group 2 could be 'I'm stuck – help'. Group 3 could be 'I'm getting there but have questions' and Group 4 could be 'I've done it – what else can I do?'. Structure work/discussions in each group for students to be getting on with until you can go in to speak to them

5. Engage Students

Making learning visible is a good way to increase engagement because it highlights to students what they ought to be doing. Having discussions about their learning progress helps them to see their role, encouraging their accountability and agency.

If we can help students engage with the module, the group and their own learning, it helps them to feel motivated, to feel prepared to study, to feel part of the group and to increase their attendance. Musostudy suggest three, key aspects to engagement - how students engage with their own learning (metacognition), how they engage with the module content and how they engage with the group.

Musostudy takes these three areas and breaks them down into eight areas we can address in sessions: Self Awareness; Motivation & Mindset; Learning to Learn; The Group; Making sessions Practical; Helping students see the Relevance of the module to themselves; Feedback; and Behavioural nudges. All of these aspects help students to feel connected to themselves, the learning and/or the group and you, their teacher.

See the engagement section of Chapter 3, Teaching with Musostudy, for more; plus, the engagement TLAs in the toolkit.

6. Dual-focus teaching

Embedding skills for student success is about dual-focus teaching. Each activity can have two outcomes: 1. to learn and apply new content and 2. to use a study skill, or increase student engagement, or be aware

of metacognition. The overriding intention of Musostudy is to help teachers consider the additional skills students need to learn for success and address them in sessions. Therefore, having activities which can address both content and a skill (such as metacognition, academic reading or assessment preparation) helps students to learn both without overcrowding the session. Musostudy's toolkit contains TLAs all designed with this in mind - they all embed some extra skill required for student success (see the Toolkit of TLAs).

7. Map out the Module
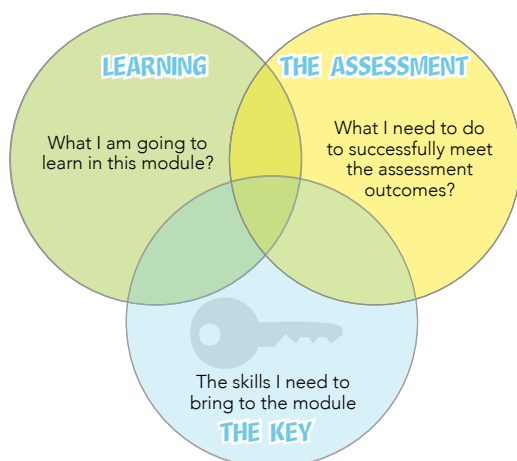
If our core principle is to help students to learn, then we need to consider what content to include (and what to remove) in sessions to allow students time to process their learning, balancing content versus the time students need to process and use learning. Mapping out the module helps to identify where content versus process tensions may occur and allows us to make provision for both in the most relevant ways.

Mapping is also useful for both you as the teacher and your students. A module map shows the learning journey, the expectations for study and how to achieve module mastery (successfully learning the skills and knowledge in the module as well as passing the assessment). It makes clear to students what they will learn in the module, the assessment requirements and the key to unlocking their success. The most important aspect of the map is the key because these are the study skills and engagement skills students need to be successful and they need to be identified and addressed.

The module mapping process is a planning tool to help teachers plan their scheme of work, considering the key skills and attributes students will need and planning how to address these in sessions.

For students, it is equally important, helping them visualise their responsibilities for their learning journey, the expectations on them if they are to achieve module mastery. It makes clear to students what they will learn in the module, the assessment requirements and the key to unlocking their success. Each student can personalise their map to make it specific to their learning journey. It is a map to refer back to and include in your formative assessment for the module, helping students to review their progress on their learning journal (see Chapter 3 for the The Module Map guide to this process and also the Module Mapping TLA for a student-facing version).

Conclusion

The advice in this chapter is aimed at teaching vocational, creative arts courses in a way that learning can be practical and active. Students who are actively engaged in their learning may have more opportunities to be successful in their studies. Considering student success in your teaching may involve more planning but should also give more of a sense of teacher success! I hope Musostudy gives you some pointers and ideas on how to approach your teaching. This isn't intended to be a bible that you must follow - all teaching is different and we always need to adapt depending on the course, the students and even the day. I do hope though that these ideas help you to formulate your own set of tools for effective teaching.

3. Teaching With Musostudy

The Musostudy Model

The Musostudy Pedagogic Approach is guiding students to what we believe is in their best interest by caring for them as a whole, recognising their unique individuality, strengths, weaknesses and goals and encouraging their autonomy whilst maintaining appropriate support for whatever decisions they make.

The central principle for this research is to make classes relevant and practical with embedded skills for module mastery. The focus is on teachers - supporting them to feel they can more effectively deal with how students study, both in the classroom and out. The model provides help for teachers to support students in achieving module mastery through improving engagement and study skills. The Musostudy toolkit is a resource of TLAs to enable students to achieve module mastery by embedding the necessary skills into their modules.

This model offers a different approach to university teaching by combining its holistic stance and the extra, supportive element of study skills. The model is divided into 3 elements to achieve these central aims.
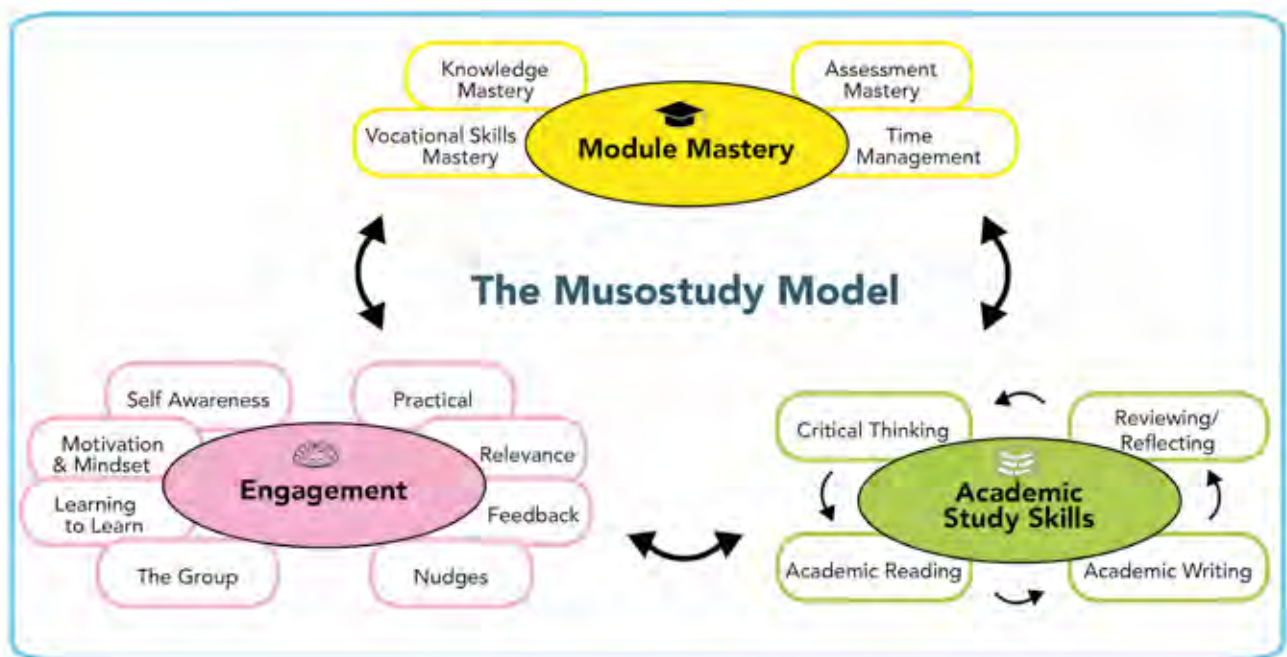
1. Module Mastery
To master core knowledge/skills by repeated practice to achieve the module learning outcomes and successfully prepare for the assessment.

2. Engagement
To engage students in the module thus increasing attendance, so students to feel motivated, prepared to study and a part of the group

3. Academic study skills
To embed explicit academic study skills instruction when delivering the main knowledge content.

Each element is broken down into smaller components based on educational theories and the results of the Musostudy Pilot Project, which asked students and teachers about studying at BIMM. The model is set out in a circular way moving in either direction. To achieve module mastery, students need study skills and to be engaged. This can happen in any order. For example, once a student starts improving their study skills, they may feel that module mastery is more achievable and so become more engaged.

How to Plan & Design using Musostudy

The educational psychologist Benjamin Bloom describes the accepted norm where one-third of students will be adequate, one-third will fail or just get by and the final third will learn a good deal but not be regarded as 'good students'. He states this "*reduces the aspirations of both teachers and students; it reduces motivation for learning in students; and it systematically destroys the ego and self-concept of a sizable group of students*" (Bloom, 1968, Learning for Mastery).

Musostudy is based around giving all students in class the opportunity to succeed in the learning through developing mastery of the module, regardless of their previous experience, by helping them learn the skills of studying they may have missed out on in school. This may be contentious - 'surely students at university should be able to meet the demands of their course?' The answer is yes, but should students be able to meet the demands of their course without help? I argue that this isn't necessarily the case as many students in schools don't experience the type of independent learning we might expect our students to have. Therefore we need to build in opportunities for them to learn how to learn within our modules.

There are two questions here: (1) should students be able to meet the demands of their course? (The answer is yes) (2) should students be able to meet the demands of their course without help? (The answer is not necessarily - if the answer was yes then that would call into question what the purpose was of having classes). Vygotsky's Zone of Proximal Development model is helpful here - the aim is to identify the difference between what students can do without help and what they need help to achieve. This is the learning zone where students are stretched to learn in a supportive, scaffolded atmosphere.

Study skills in PME has a broad remit. Therefore, in Musostudy, it covers three areas:
- Academic study skills (how to write, read and think academically),
- Module mastery (practising the skills and knowledge learning required to pass the module assessment
- Vocational/performance skills related to the music industry.

Musostudy addresses these skills along with engagement so we can help motivate students towards studying. In this chapter, I explain the three elements of the model and how they apply to the classroom.

What will it look like in practice?

There are many ways that Musostudy can be used. The intended aim is to have a regular format for sessions, looking at assessment mastery, embedding study skills and working on engagement each week.

Case study 1: Research Methods

A research methods class with 20 students in term 3 - at the point when they have completed their proposals

but now had to finish conducting their surveys and plan the write-up.

- Assessment Mastery: Started with an Action Learning Set (to focus on the assessment progress). In groups of 4 students discuss: Where I am at with my project, what do I still need to do and what barriers do I have that might get in the way?

- Posed the whole group the question - How long do you think it will take you to write up your project? Answer 3 weeks?

- Time Management: Urgent and Important Traffic Lights: At this point, there were 6 weeks left until the hand in date. Students then made themselves a list of everything they needed and prioritised them using the traffic light system. Once they had a list, I asked them to consider where they needed to be to write, who they needed to be around and what other things were a priority.

- Conclusion and Next Steps: At the end, I asked students how they felt about their projects now - they all said they felt much more on top of the project.

## Case study 2: Writing Essays

Assessment Mastery - Started by writing a paragraph based on the introduction to the assessment essay - forming an argument. Using a topic that was in the news that week.

Peer assessment - students read each other's work in groups of 4, discussed the writing and tried to identify elements that are key to forming in argument (Elements they have previously studied)

Knowledge Learning with Citing References TLA embedded - Delivered the new knowledge and asked students to find information on the web relating to the topic but from their genre of music. The article was then written into a summary paragraph using its correct Harvard referencing format.

Engagement & Time Management - Using the SCREE TLA (which was used regularly to measure progress through the assessment outcomes) students reviewed their progress and made plans for the next phase of study.

i. Module Mastery
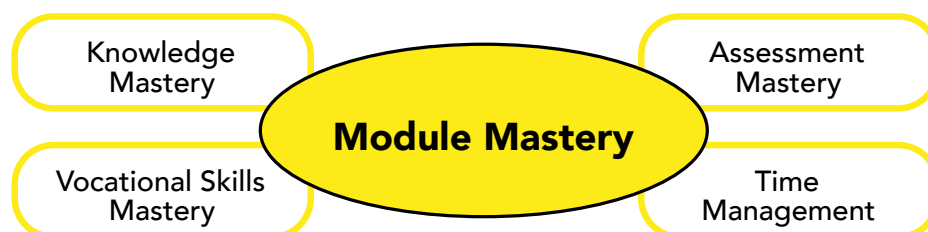
AIM: To master core knowledge/skills by repeated practice to achieve the module learning outcomes and successfully prepare for the assessment.

The key to Musostudy is module mastery. The key to Module Mastery is regular practice of the key learning for the module. This is about building learning into the students' memories. Bloom suggests of teachers that *'our basic task is... to search for the methods and materials which will enable the largest proportion of our*

students to attain such mastery' (ibid.). By working towards the module learning outcomes in class each week, we can help students achieve module success.

Mastery can have different meanings:
Professional mastery - the level at which musicians are deemed to be masters
Learning Mastery - a technique where students do not move on from a task until they have mastered it. The OED definition of mastery is '*comprehensive knowledge or skill in a particular field*' (Concise Oxford English Dictionary, 2004).

I am using the term Module Mastery to mean successfully achieving the learning outcomes for a module. Mastering the knowledge and skills required may not take students to a professional level but they will be at an acceptable level for their course. This will be invaluable to students if they chose to enter a career based on their degree.

The Module Mastery element focuses on assessment mastery as well as developing skills and knowledge. This will help students feel better prepared and more in control of managing the assessment timetable. However, Module Mastery is not just about drilling (memorising by repetition) for assessment success. Robert Greene in his book Mastery (2012) says that apprenticeship to achieve mastery is about observing, practising and experimenting. This is active learning - learning experiences that aid students to reconceptualise knowledge and thus achieve deep learning.

Students in the Musostudy pilot project complained that all assessments come at once and they find that stressful and difficult to manage time-wise. By preparing them with Mastery each week they are regularly practising the skills/knowledge they need to complete the assessments and also, they are using those skills in the classroom where teachers and peers can give feedback. This formative assessment will help them to develop and to start working towards the assessment - small pieces of work/planning could be started in class. Thus, students will be better equipped and more prepared for the assessment period.

Learning Mastery has a place in this element. It 'keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives' (Education Endowment Foundation, 2018). It gives us a framework for success of a specific learning outcome by acknowledging that each student will require a different amount of time to achieve the desired outcome. Time management is also included as it relates closely to assessment mastery. The practical, performance-related skills they need to master the module are covered here (such as instrumental practice and performing on stage). The skills related to academic study are in the Academic Study Skills element. I define Module Mastery in 4 components:

1. Knowledge Mastery - The module information/knowledge students need to learn and experience.

2. Vocational Skills Mastery - The skills needed for success in this module and in the professional world - guitar technique, performance, event management etc.

3. Assessment Mastery - The skills you need to pass this module's assessments - this would include revision, exam strategies, when and how to revise etc.

4. Time Management - Helping students to manage their time effectively especially around assessments but also in planning their week and finding regular times to study/practise.

What will Module Mastery look like in a session?

If we create the opportunity for students to use key learning for the module in class, then assessment success is more likely plus students will be actively engaged in learning. For example, each Music Theory session might start with a key signature quiz or an ear training test in the format that the assessment will take. This ensures students are using knowledge that needs to be familiar and fluent in the students for them to achieve assessment success. Here are some examples of module mastery:

Essay Writing

- Writing essay plans

- Writing an opening paragraph/good conclusion

- Constructing an argument

Music Theory

- Reciting/using the rules needed to work out the key signature

- Recognising intervals and chords

Performance

- Playing scales/exercises to increase technique

- Playing licks that can be embedded in solos

Journalism

- Writing Headlines

- Writing an opening paragraph to hook the reader

Event Management

- Working out ratios (e.g.,of drinks to audience numbers)

Music Business

- Identifying mistakes in contracts

Songwriting

- Writing a lyric to a brief

Music Production

- Opening up a workstation and setting up the sounds

- Miking Instruments

Knowledge Mastery

Thought Starters

- How can students actively use the key module learning in class, so they become familiar with it and are confident using and applying it?

Recommended Reading

- http://geoffpetty.com (Lots of information on teaching in HE)

TLAs

- Glossary of jargon

Knowledge Mastery refers to the key learning a student needs to undertake for module success. Where there is key knowledge students need a deep understanding of they should use it regularly in a variety of ways. For example, in Music Production classes where students need to understand miking instruments, you can question/test: 'Listen to this, how can we improve it with better mic placement?' You can set them practical problems: 'Fix the drum mic placement'. This way students have to recall and use knowledge regularly.

Vocational Skills Mastery

Thought Starters

- What qualities would a professional in this vocation have?

- How can we help students to work towards this?

Recommended Reading

- Werner, K. (1996) Effortless Mastery - Liberating The Master Musician Within. Jamey Aebersold Jazz, Inc.

TLAs

- Journaling
- Practice Makes Permanent

This relates to the vocational/critical skills required for your module. For example, in Journalism, it may be how to write a headline and how to interview. In Music Theory, it would be how to work out key signatures easily. It is also the technical skills involved in learning an instrument. A way of incorporating these skills into a session for music techniques would be to start each session with a warm-up for them to use at home. You are modelling good practice in this way. You can build on these practice sessions and set challenges for them.

A lot of vocational skills learning is through lived experience. These are often intuitive skills that can't be explicitly taught. Therefore, there aren't any TLAs for this component apart from journalling. However, offering students real-world, practical experiences are an invaluable way for these skills to develop. Problem Based Learning is a very effective way to create these scenarios.

Academic study skills are covered in the Academic Study Skills element.

Assessment Mastery

Thought Starters

- What key knowledge and skills do students need to successfully achieve the assessment outcomes?
- What can students do in class each week to prepare for assessments?
- How can you build in opportunities for students to practise using these in your sessions?

Recommended Reading

- Patchwork assessment: https://www.heacademy.ac.uk/system/files/resources/hea_patchwork_assessment_practice_guide.pdf

TLAs

- Mark but don't correct
- Jargon Buster for assessments
- Music for revision

By making time in the session for students to use and practise knowledge/skills for assessment on a regular basis you are helping them to become confident to structure their preparation throughout the year - rather than all at once. This will help reduce stress around assessment time.

You could do this by regularly practising the same process each session, gradually becoming more complex (e.g., ear training) or by building up different parts of the assessment (e.g., the introduction to an essay one week, the reference list another). This is a form of Patchwork Assessment where component sections can be 'stitched together' (Winter, 2003).

Time Management

Thought Starters

- What can get in the way of students organising their time effectively?
- What stops students prioritising study?

Recommended Reading
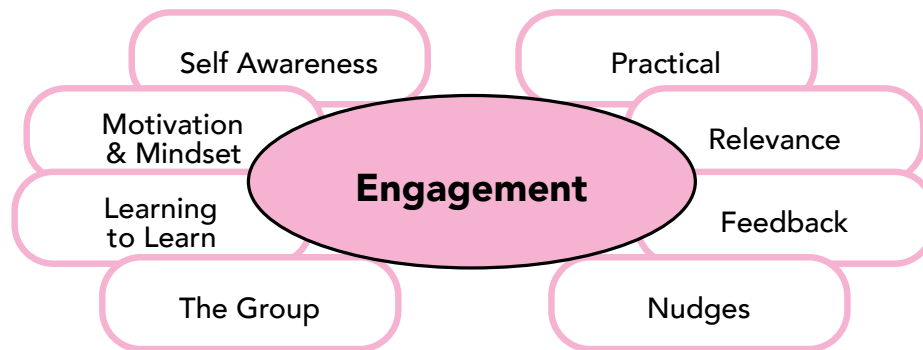- Tracy, B. (2013) Time Management. New York: AMACOM.

TLAs

- Eat an elephant
- Revision timetable
- Study Time Calculator
- Traffic Lights

Many students struggle to organise themselves. Managing time effectively is a skill students asked for help within the Musostudy Pilot Project. Most stress seems to occur when all the assessment hand-in dates arrive together. Helping students learn how to manage their time will help them structure their learning throughout the year and hopefully avoid some the overloading at the end of the year.

For example, providing time and resources in the session to plan and write parts of a reflective journal, rather than talking about the process, will help students to work on this over many months rather than cramming at the end as the assessment date is looming.

ii. Engagement

Self Awareness

Practical

Motivation & Mindset

Relevance

Engagement

Learning to Learn

Feedback

The Group

Nudges

AIM: To engage students in the module thus increasing attendance, so students feel motivated, prepared to study and a part of the group.

Lack of engagement on the part of students is an issue for many universities. The causes are often external to the course (many students have day jobs or may be strategic learners) but there are also in-class issues. The Musostudy pilot project showed that students want sessions that are practical and relevant and respond best when they see sessions as interesting and fun, with a teacher they like/respect.

I believe that engaged students, motivated to attend classes that they believe to be relevant and practical, will stand more chance of module success. Engagement happens when *"students make a psychological investment in learning. They try hard to learn what school offers. They take pride not simply in earning the formal indicators of success (grades), but in understanding the material and incorporating or internalizing it in their lives."* (Newmann, 1992, pp. 2–3)

There are many aspects to student engagement from students' self-awareness and how they mix with the group to the learning environment that we create. For example, in this chapter, I discuss setting up the group and the importance of the individual's place within the group and how this can affect motivation.

This may be the least tangible element of the model but may also be the most important. If students attend and engage half our battle is won!

Engagement is a very wide subject. For the purpose of Musostudy I am focussing on eight components:

1. **Self Awareness -** Students' perceptions of their abilities, motivations and attitudes towards study.

2. **Motivation & Mindset -** Developing an understanding of the attitudes and motivations of students and how we can foster an environment to promote positive responses.

3. **Learning to Learn -** Based on Claxton's Building Learning Power model, this is the metacognitive process of awareness of one's learning needs

4. **The Group -** Structuring learning to build in activities that develop a group identity, acknowledge differentiation between students, promote good group dynamics and foster an environment where students can feel safe and included.

5. **Practical Sessions -** Making sessions as experiential as possible. Giving students the opportunity to get hands-on, problem solve and be as active in their learning.

6. **Relevance -** Promoting the values of the module to students to give them an awareness of the relevance and relatability of the sessions to them and their employability.

7. **Feedback -** Ensuring sessions have opportunities for feedback to students and feedback from students.

8. **Nudges -** Using behavioural nudges to promote positive choices.

What will Engagement look like in a session?

We cannot force students to be engaged however we can try and create an environment that promotes engagement. This can happen through the language we use, the way we set up and facilitate the group, the attitude we have towards our own development and learning as teachers and the way we support students in their own learning journey.

An engaging environment is one where teachers model positive attitudes to learning, structure sessions to be relevant and practical and provide opportunities for self-development. I have designed TLAs to promote this approach which are embedding into the knowledge learning where possible. For example, you may include group bonding TLAs such as The Essentials in the first few weeks of the module, The Unconscious Competence TLA when students may start to struggle with a new technique (especially in instrumental practice) and the Why-Do TLA when they need help motivating to study.

Self Awareness

Thought Starters

- How can I help students understand themselves from the outside in?

Recommended Reading

- What is Self Awareness? https://www. open.edu/openlearn/ocw/mod/oucontent/view. php?id=74109&section=2

TLAs

- Road Map
- Unconscious Competence

This relates to helping students to be aware of their development and helping them take ownership of it. Self-awareness has links across this element - awareness of one's place in the group, awareness of learning, awareness of motivation etc.

'Developing a strong self-image as a learner - regarding oneself as someone able to acquire new skills, knowledge, behaviours, and insights – is crucial psychological underpinning to learning. It tends to function as a self-fulfilling prophecy. If people see themselves as learners, if this is a part of their identity, then the prospect of new learning is within the horizon of possibility' (Brookfield, p.217, 2006)

Part of learner identity is having a clear evaluation of where you are at and where you want to be. Through formative-assessment, we can help students achieve this. Creating feedback opportunities where students can talk about their learning journey and make plans for what to study and how to study is a central part of helping them be self-aware. If students identify as a learner and being part of the learning group, they are more likely to be motivated to study.

Motivation & Mindset

Thought Starters

- What is my role in motivating students to learn?
- How does the language of learning I use in class affect students?
- How can we celebrate mistakes?

Recommended Reading
- Take the mindset test:
  https://mindsetonline.com/testyourmindset/step1.php

TLAs
- Why-Do list
- Go With The Flow
- My Favourite No
- Pièce de Résistance

Motivation

Motivation is a complex issue. In Self-Determination Theory by Deci & Ryan (1985) they create a motivation continuum based on the different reasons or goals that cause us to act. Intrinsic motivation is doing an activity simply for the enjoyment of the activity itself, whereas extrinsic motivation is when something is done to achieve a desired outcome. For example, Student A does their homework because they fear a detention and so is extrinsically motivated (Compliance). Student B does their homework because they see the benefits of it to their learning and is also extrinsically motivated (however the motivation is more internal than external and further along the spectrum at Personal Importance). The student who studies because they simply enjoy studying is intrinsically motivated.

Amotivation	———————	Extrinsic Motivation	———————		Intrinsic Motivation
Non-valuing, Lack of Control	Compliance, External Rewards and Punishments	Self-control, Internal Rewards and Punishments	Personal Importance	Awareness	Interest, Enjoyment, Inherent Satisfaction

Much of what students have to learn at university isn't necessarily intrinsically enjoyable. However, we can help students to internalise their motivation (i.e., move further along the continuum from external extrinsic motivation towards intrinsic motivation) by helping them to see the value of what and why they are studying. This links into the Relevance part of this element.

For an external factor that influences motivation to be internalised or taken into oneself and then be integrated

into one's values Deci and Ryan say that 3 factors must be present:

1. **Relatedness** - To feel related to others e.g., teachers and peers (and supported by them) and related to the task

2. **Competence** - Having tasks that are ability appropriate, freedom from 'demeaning evaluations', guided activity and scaffolding, feedback and encouraging students to see their own progress

3. **Autonomy** - A sense of involvement and choice over goals and methods

Whilst we can't make students be motivated, we can create an environment that is conducive to a climate of learning and enquiry by making students feel involved in the group, see the relevance in the module, tackle tasks that are appropriate in the level of challenge and feel a sense of autonomy and ownership over their learning.

Mindset

Carol Dweck, in her book Mindset, describes people with a growth mindset as those who "*believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment*" (Dweck, 2006). By looking at how we create an environment to motivate students and feed into a growth mindset attitude we can help students be more receptive to learning.

Some students start a module switched off and closed to the idea that they can learn. "I am useless at maths so I'll never be good at music theory." This is a fixed mindset, believing they cannot learn and cannot change. Brains can learn and change, with the teenage years being the time when neuroplasticity (the brain's ability to change/develop) is at its highest. We can't teach students to have a growth mindset, but we can help create a positive learning environment which helps to foster the desirable attributes.

To me the most pertinent parts of the Mindset model are:

1. Praise effort not talent

Dweck (ibid.) talks about not praising talent but praising effort instead. Instead of saying 'you are so clever' try 'you worked so hard at that', this reinforces the idea that effort is worthwhile.

Receiving positive feedback is important but it takes longer for a compliment to stick in our brains, so we need to keep reinforcing positive messages. Our brains deal with positive and negative messages in different ways. Negative messages are processed in more detail than positive ones and therefore we tend to focus our attention more to negative feedback, dwelling on it and allowing it to take root. Some research also suggests that we need to hear 5 pieces of positive feedback for every one piece of negative.

Thinking about the language we use with students can really make a difference. What we say and what they hear may be different things. The throwaway comments we don't pay much attention to may stick.

2. The Power of Yet

In a test 'not yet achieved' is a more positive way of saying 'failed'. If you have failed it is final. If you haven't yet achieved something it means you are on a learning journey, there is learning to be done to understand how you can go on to succeed. We need students to understand that they are on a journey which isn't just a fast, straight motorway - there are hills, bends, bumps, breakdowns and detours. These challenges are all opportunities for us to learn from. They are opportunities to ask why something went wrong and how I can make it better next time. The Unconscious Competence model may be a useful tool here (see the TLA

under Self Awareness). We can help by reinforcing that learning is a journey and supporting students as they progress on it.

3. Celebrate Mistakes

It is so important to make mistakes, celebrate them and learn from them. Setting up an atmosphere where mistakes are encouraged will help to set up an atmosphere of enquiry - why did that go wrong and what can I learn from it?

It's not easy to make a mistake, especially for teenagers. Adolescents pass through a phase of egocentrism, which can manifest in an imaginary audience. They believe they are constantly under scrutiny resulting in heightened self-consciousness, a tendency to conform to peer pressure and a distorting of the perception of how others see them (Elkind, 1967. Schwartz, Maynard, and Uzelac, 2008). This need to be OK can lead some students to shy away from risky behaviours in class where they might make a mistake and look daft. Explaining why we need to experience mistakes is important to understand why something happened. Forming good group bonds early on and using TLAs to celebrate the learning power of mistakes are important components to support students.

Learning to Learn

Thought Starters

- What in myself demonstrates a desire to learn?
- What language can I use to foster these qualities?
- What can I share with students to demonstrate my learning journey? (See Teacher Challenge TLA)

Recommended Reading

- www.buildinglearningpower.com

TLAs

- Teacher Challenge (recommended!)
- Study Quiz

Learning to Learn is the premise of Building Learning Power (BLP), Guy Claxton's work on increasing study in Primary and Secondary Education. '*It is about creating a climate... in the classroom [that] systematically cultivates habits and attitudes that enable young people to face difficulty and uncertainty calmly confidently and creatively*' (Claxton, 2002). He says we should encourage students to be better learners rather than just trying to learn better. It is about the process of learning, not just the outcome.

Whilst this is mainly directed at Primary schools where it is most easy to encourage, I believe the thinking around BLP can be very useful to us in Popular Music in Higher Education (PMHE). It is about developing curious, confident and independent learners and making the 'how' of learning explicit. Using Claxton's model, we can help students learn about learning by building their resilience, reciprocity, reflectiveness and resourcefulness.

Resilience - Claxton says to build resilience we need Flow, to manage distractions, to notice what's going on around us and perseverance. (Claxton, 2002). See Go with the Flow TLA

Resourcefulness - Questioning, making links, imagining, reasoning, capitalising on the resources available. See If-Then TLA

Reflectiveness - Planning, revising, distilling, meta-learning. See What Just Happened TLA

Reciprocity - Interdependence, collaboration, empathy and listening, imitation. This is the skill of learning as

part of a group, learning from each other, giving peer feedback etc. Reciprocity is *'the practice of exchanging things with others for mutual benefit'* (Concise Oxford English Dictionary, 2004). See Speed Bonding TLA

This model sums up the 'how' of studying - how to be aware of our own learning, how to use study skills and how to learn from and with those around us. These skills can be taught explicitly to young children. However, as children grow it becomes harder to teach resilience for example. This doesn't mean it is impossible and this is where the idea of embedding metacognition or meta-learning comes in. The TLAs in Musostudy often deal with or call upon these qualities. Again, it is how we reflect these qualities in ourselves as teachers and support an environment that fosters them where we can best support students to be aware of their own learning. I strongly suggest The Teacher Challenge TLA.

The attributes of resourcefulness and reflectiveness (questioning, making links, imagining, reasoning, capitalising on the resources available, planning, revising and distilling) are all qualities for active learning. Building elements of these into all our teaching will help students to experience the learning journey in a more meaningful way.

The Group

Thought Starters
- What boundaries/rules do I want to negotiate with the group?
- What can I do to set up a great learning group?

Recommended Reading
- Heron's The Complete Facilitator's Handbook: http://www.human-inquiry.com/cfh.pdf

TLAs
- Name Games
- The Essentials

Establishing the group and each individual's place within it is a central element of engagement. Before you start to teach the year, it is crucial to consider how you want to set up the sessions. The bias of 'social norm' suggests that students will conform to the way a module is set up. For example, thinking about how the class will run - having an attitude of 'it's always been done this way' can help. Setting the boundaries and expectations in week one and sticking to them (making sure that you can enforce them and you have realistic consequences) will establish the pattern.

If we can forge positive relationships with students, they will feel more comfortable to take risks with their learning with your encouragement and support. We also need them to feel comfortable with their peers for this to happen.

Setting up the group

Weeks one and two are the essential time for setting up the group. Students are bombarded with facts at the start of a course and much of this information isn't retained and isn't needed at this stage. Rather than setting out the modules, looking at the scheme of work and discussing the assignment think of a few things you want students to do that are fun, practical and relevant. Make these a central part of the first few weeks to engage students and allow them to relax into the group.

Transition

The transition from school pupil to university student can be a very difficult process. It may involve their first

house move, their first time away from home or the first time they are solely responsible for managing their time and money. The stress of fitting in, meeting their basic needs and managing to study in a new way can be overwhelming. Teachers can help by structuring the sessions in a clear way so students know what is expected of them, helping the group to gel and friendships to form, holding clear yet achievable study goals and making the sessions as engaging as possible.

Group dynamics

Bruce Tuckman, an educational psychologist, identified a five-stage development process that most groups have to go through (Tuckman, 1965).

1. **Forming** As the group is establishing, they will look for authority. They may feel uncertain, unsure of the expectations and how they will fit in. They will look to you for clues.

2. **Storming** It may all feel stress and as if students are pushing the boundaries. Stay positive and remain calm. Build trust and form relationships. Hold the boundaries of the structures and processes of the group. Resolve group problems and conflicts quickly. Be supportive to the less sure members of the group. Make the group dynamic process visible to students so they understand what is happening.

3. **Norming** Allow the group to take more responsibility.

4. **Performing** The group is well established and problems can be dealt with constructively.

5. **Adjourning** The group's time together comes to an end. We can celebrate the successes of the group.

Understanding this process can help us to plan how we will establish the group and its ground rules. It is important to start as you mean to go on. If students think of something as normal or 'this is how it is in this module' they are more likely to follow that path. It is crucial to set these up in the first few weeks of the year. You may want to negotiate a learning contract or discuss the group's options for how it could run.

John Heron's book on Facilitation has some useful reading on how groups work and how leaders facilitate. He devised a model that identifies the modes of facilitation and the dimensions of group activity. This gives us a means of analysing the possible interactions we can make when working with a group.

Networking

Making connections and building an effective social network for support is a crucial part of well-being and resilience. Your students may have already made some friendship groups, but it is always useful to try and make other connections/networks in the group by helping them find things in common or getting them to bond over a shared experience. Students may still be finding their feet and their friendship groups well into term 1, therefore activities that help them get to know each other and discover what they have in common are a great way to help them gel and increase their engagement with your module at the same time. Some students may need buddying for specific assignments or to help them if they are behind on a task.
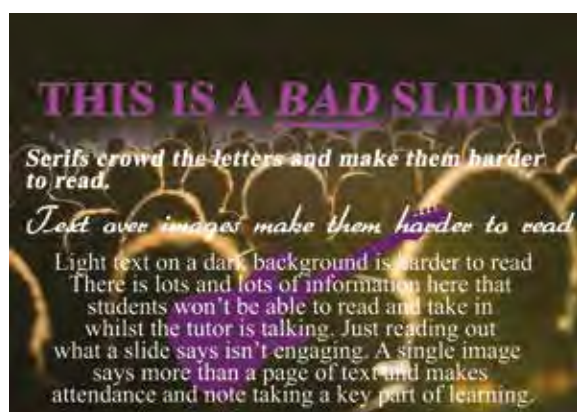
Differentiation

Differentiation is adopting strategies that ensure success in learning for all by accommodating individual differences of any kind (Petty, 2009). We may not always be aware of some of the learning differences our students have so it is wise to design sessions to cover a diverse range of learners where possible. As well as giving opportunities for different experiences of learning from reading and writing to hands-on practical tasks, one way of doing this is in how we present information to the group. It is always best to assume there may be

people with specific learning needs and prepare slides and handouts accordingly.

Teachers can differentiate content, process and product of learning according to students' readiness, interests and learning profile (Tomlinson, 1999). In trying to answer the question *"How do I divide time, resources, and myself so that I am an effective catalyst for maximizing talent in all my students?"* Tomlinson says we *"strive to do whatever it takes to ensure that struggling and advanced learners, students with varied cultural heritages, and children with different background experiences all grow as much as they possibly can each day, each week, and throughout the year."*

You may have students in your classes who have specific learning needs but don't wish to disclose it to you or you may have people with undiagnosed needs. Making sessions clear and well organised plus helping students to organise their learning will help to address some of these needs.

Resource Design

One easy way we can help with differentiation is through the way we design our classroom resources. Keep slides minimal and clear with a light-coloured background (pale blue or cream). Use San Serif fonts with high stems (the vertical lines rising above the lower case symbol). Ask your students to let you know if you can help them with handouts/slide formatting to make things easier in class for them.

Use sans serif fonts:

A serif is a small line added to the ends of the lines making up letters.

This sentence is in a serif font (Times New Roman)

This sentence is in a sans serif font (Arial)

Serifs crowd the letters and make them harder to read. The British Dyslexia Association recommend Arial and Comic Sans or alternatives are Verdana, Tahoma, Century Gothic, Trebuchet, Calibri and Open Sans.

Keep content of Slides minimal and clear:
Use a light-coloured background (pale blue or cream or ask students for their preference). Don't have a busy background.

Ask your students to let you know if you can help them with handouts/slide formatting to make things easier in class for them. Refer to the British Dyslexia Association for a clear guide. These guidelines make for general good practice.

Keeping slide text to a minimum and using an accompanying image also helps with memory, (based on Paivio's Dual Coding Theory) and encourages notes taking. Hand-written notes also help the brain's capacity for information retrieval (through the process of embodied cognition).

Adapting TLAs for Large Group Teaching

It isn't always easy to see how large group teaching can be made more practical, however, with a bit of energy and planning it is possible. For example, in a lecture theatre of 200 students, students can be split into groups of 8 for small-group discussions and each group feeds back to the whole room. Each TLA in the toolkit has a comment on how it might be adapted to large group work.

Practical Sessions

Thought Starters

- What practical activities do students like to do in this module?

- How can you simulate a vocational experience related to your module in your classroom?

Recommended Reading

- Active Learning:
  http://geoffpetty.com/for-teachers/active-learning/

TLAs

- See text below

In the pilot project, students identified their favourite sessions as the ones they saw as being the most practical and relevant. To best engage students, we need to focus on making our sessions as practical and as non 'transmission of theory' based as possible. It is about looking for ways to get students involved in problem-solving and discovering rather than 'chalk and talk' sessions.

"Work is what we do for someone else, learning is what we do for ourselves"
Ron Ritchhart (a researcher at Harvard Graduate School of Education)

In his book, Creating Cultures of Thinking, Ritchhart (2015, p.45) argues that work-oriented classrooms foster focus on work rather than the overall purpose. He suggests teachers *"spend their time with students 'listening for the learning': 'Tell me what you have done so far.' 'What questions are surfacing for you?' 'What does that tell you?'"* This leads to more descriptive feedback that informs learning.

Problem-Based Learning

'Problem-based learning (PBL) reflects the way people learn in real life; they simply get on with solving the problems life puts before them with whatever resources are to hand' (Biggs & Tang, 2011). By setting groups a problem, students have to bring a lot of learning together to solve the problem. See the Teaching Resoruces section for more on PBL.

For example:

1. In Session Skills - "Mic these drums in a studio so they so like this recording". You give students a guide track and leave them to set up the drums.

2. In Music Business - "Put together a business plan for a new band".

A good problem has many characteristics, pulling together learning from different disciplines, generating group discussion, calling on previous knowledge and requiring new knowledge that students are yet to acquire and it requires self-directed learning.

You can decide the extent to which the problem is structured and the amount of teacher direction or scaffolding you give. In example 1 above, Martin, a BIMM teacher, gave the students an unstructured problem with no guidance and played the role of a music manager, students soon learnt that there wouldn't be any guidance

so they had to be resourceful. This may not work for all problems or cohorts but for his group of drummers, it motivated them to think outside the box and apply themselves to the task as a group. The level of pre-information you offer and the level of support through the problem can vary greatly. In example 2, students were given a biog. of the band and a demo recording. From this, using prior learning on planning, students had to decide upon the contents of the plan and write it. The teacher further scaffolded the activity by suggesting a team meeting and then a division of tasks be made.

Work-Related Learning

Looking for authentic opportunities for experiential learning in real scenarios can help to link your module to career opportunities. For example, having students shadow you when you are working at a gig or getting journalism students to work on their own article for publication, event managers to put on a gig etc. These experiences are invaluable for deep learning. Just taking small vocational tasks and doing them in the classroom instead of reading about them will make a great difference to students' learning.

Physical Activity

When designing and planning activities it is important to remember that we need students to be physically involved as well as intellectually engaged. Designing TLAs that use the space available is a great way to keep students physically active. Use the space for break out groups, make them pair off and go off into corners, move the chairs into huddles, get them down on the floor writing on flipchart paper. Anything that stops them from being in their seats for too long is ideal.

NB There are no specific TLAs for this component as all the TLAs in Musostudy are about creating a more practical learning environment. Sometimes creating a more practical session comes down to planning TLAs for active learning rather than a knowledge-transmission lecture where the teacher does most of the talking. An internet search of 'learning activities for university' will produce many lists of ideas to help you with this.

Relevance

Thought Starters
- What is the one key aspect of the module you want students to experience in week 1?
- How would past students describe your module?

Recommended Reading
- Helping Students Find Relevance: https://www.apa.org/ed/precollege/ptn/2013/09/students-relevance

TLAs
- Elevator pitch
- WIIFM

My research at BIMM shows that students are more likely to attend if they think the class is relevant to them. They want to be able to relate to the subject and see how it can help them.

Two questions students ask about the relevance of a course are: What am I going use this for? and What does this have to do with me? (Robertson, 2013). We can help students to relate to the module by showing them the utility value - the importance the content may have on their future, and relatedness - "an inherent need students have to feel close to the significant people in their lives, including teachers" (Ibid)

Think of all the things that you would tell a student if you were selling your module to them and why they should attend. Make sure they leave the first few sessions aware of this. It is also a good idea to refer to these

as you go through the year. Talking to other teachers who also teach the same students can help - how can you link your modules? The more you weave classes together the more relevant it becomes to the whole course.

WIIFM

WIIFM (What's in it for me?) is a marketing tool that is important for module engagement. Students need to see the point of the module. If they can buy into the importance of the module, they are more likely to attend. If you were 18 what would make this module appealing? We need to market our modules to our students, helping them to see how useful/fun/developmental it can be. For your module, this may be relevance to employability; a sense of fun or a key module that unlocks learning in other areas. For students who aren't attending emailing them what they are missing in a WIIFM format may also help them to engage.

Feedback

> ## Thought Starters
>
> - How do I ensure feedback is communicated effectively?
> - How can I make time each session for feedback?
>
> ## Recommended Reading
> - Feedback Infographic: http://www.ascd.org/ASCD/pdf/journals/ed_lead/el201209_takeaways.pdf
>
> ## TLAs
> - Take Five
> - Starbursting

Feedback is about communicating 6 key things:

1. What has the student done?

2. What do they still need to do?

3. What do they need to achieve this?

4. How will the student do this?

5. What is the teacher and student role in this?

6. What has the student understood from this feedback?

Effective feedback makes learning visible. Visible learning is about making student learning visible to teachers and making teaching visible to the students (Hattie, 2012). If visible learning is a core goal for teachers, then visible learning to learn should be also. We want learning to be visible to the students - they need to know where they are on this journey. They also need to be aware of the skills they need to be successful in their learning. This requires an effective feedback loop: students give and receive feedback with teachers and peers but also with themselves.

I think we have visible teaching in our classrooms, we are good at writing ILOs and thinking of interesting TLAs, but how good are we at visible learning? How good at we at assessing what the students are doing and communicating this effectively to the students, helping them to understand how their learning is going? Thinking about how students receive effective feedback in ways they can engage with is a key part of effective teaching.

Part of this visibility is letting students know what you are planning - let them in on the deal. It's important that students understand that you are in their learning journey with them and make it transparent to them how

you are trying to support them.

Feedback is about feeding forward - helping the students to see what they need to do to improve, not just how they did. When students receive and understand feedback it helps with the development of their self-awareness.

Seven Keys to Effective Feedback

Grant Wiggins writes that feedback 'is information about the progress a person is making toward a goal' (Wiggins, 2012). He describes seven essentials to consider when giving feedback:

1. **Goal-referenced** - give information related to the student's target.

2. **Tangible & transparent** - realistic feedback that clearly shows how to achieve the goal.

3. **Actionable** - give feedback that is something students can action/do.

4. **User-friendly** - pitch the feedback at the right level for the individual student.

5. **Timely** - give feedback as soon as possible.

6. **Ongoing** - create a feedback loop, give a chance for action and then feedback again.

7. **Consistent** - honest, accurate feedback that is consistent from ourselves and from other teachers.

Wiggins is saying give clear, goal-related feedback which is achievable. Do it in a timely way and make sure you pitch it at the right level for the student, be consistent and do it regularly.

Nudges

Thought Starters
- What behaviour in my students could I positively influence?

Recommended Reading
- Nudge Theory: https://www.businessballs.com/improving-workplace-performance/nudge-theory/

TLAs
- Hidden Gems
- Teacher-Led Nudges
- Study Supporters

We all have biases which affect our choices whether we are aware of them or not. Understanding these can help students to make positive choices. You can use behavioural nudges to influence these behaviours. Nudges can be used to encourage attendance, remind students to take notes, prompt revision etc. Building in rewards for a behaviour can also prompt behaviour change (for example, those who have done the pre-class reading can take part in the fun activity, the rest do the reading). If you set 'rules' for your class in this way you may also want to discuss this with other teachers so you all have the same rules and apply the same rewards.

We are social animals and our network of friends can influence our behaviour. Encouraging peer to peer behaviour influencers is a useful tool. If the 'cool kids' or the social influencers in a group display a behaviour others are likely to follow suit. Think about who you can get on your side and what behaviour you would like them to adopt. If a key core of students are agreeing to not attend a certain class then most others with follow them as that will be the social norm.

When we tell others we are going to do something we are more likely to carry that out. A group commitment to carry out something is likely to result in larger numbers of people taking part.

Examples of nudges include:

- Emailing students to encourage them to attend by explaining what they are missing out on, using a motivational quote and offering a catch-up tutorial or chat.

Sign at Victoria Tube station nudging us to walk

- Making students aware of tutorial slots whilst in class so they can book them there and then.

- Emailing students to remind them of the agreed homework or upcoming deadlines; and displaying posters with facts about good attendance linking to higher attainment levels.

- Encouraging students to take notes. Make it a part of all of the first sessions - give them something that is crucial to the module that can only be gained from making a note of it. You could also include something that will directly benefit them - a website where they can get easy information to write an assessment, download something for free etc.

- Motivational quotes and images displayed during the lesson. For example, "Practice makes permanent". There are motivational quotes and images in the Top Tips section of musostudy.com for you to use as nudges.
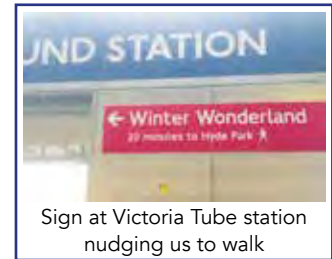
David Halpern (2015) describes how to make a Nudge in four steps, using the model EAST:

1. Easy

'Make it Easy: Harness the power of defaults... Reduce the 'hassle factor' of taking up a service... Simplify messages.' (Service et al, 2014)

We will often not make an active decision but will let the default option be our choice (this is why the government is proposing changing Organ Donation to be opt-out). If you need students to do something to choose an allocated slot for a performance, for example, it may be better to generate the list yourself and give them a pre-arranged allocation rather than a choice.

If something seems like too much effort or we have to remember to go and do something extra we are less likely to do it. The clearer the message the easier it is to understand. Break down instructions into the clearest possible phrasing.

Example: Having a sign-up page for tutorials with a QR code on the screen in session - students book their tutorial there and then.

2. Attractive

'Make it Attractive: Attract attention... Design rewards and sanctions for maximum effect.' (Ibid)

If it looks good we are more likely to notice it. Images accompanying text, use of colour and personalised messages can all help (unsplash.com has some great, free to use images). A slide reminding students about a hand-in date that looks attractive - maybe with a funny image - is better than a verbal reminder. An email personally addressed to the person is better than a blanket one. Visual reminders can be very effective such as these footprints to keep us on the left on the staircase. We all like to be rewarded - what rewards can you

offer students and for what?

Example: Emails that are personalised are more likely to be acted upon. Messages that include the recipient and sender's names and a personal message of encouragement have more effect than blanket emails.

3. Social

'Make it Social: Show that most people perform the desired behaviour... Use the power of networks... Encourage people to make a commitment to others.' (Ibid)

We generally like to follow the herd. If we can show that a behaviour always happens in this class, students are likely to follow along. Beware though - if enough students avoid doing something this will then become the social norm and it will work against you. Don't tell students that lots of people are doing something if you don't want them to follow that example! If you want students to take notes in class or always bring their instrument or bring a lyric sheet, then set up that expectation at the start of the year. Build in rewards for that behaviour (maybe they can leave early?). You may also want to discuss this with other teachers, so you all have the same rules and apply the same rewards.

We are social animals and our network of friends can influence our behaviour. Encouraging peer-to-peer behaviour influencers is a useful tool. If the 'cool kids' or the social influencers in a group display a behaviour others are likely to follow suit. Think about who you can get on your side and what behaviour you would like them to adopt.

When we tell others we are going to do something we are more likely to carry that out. A group commitment to carrying out something is likely to result in larger numbers of people taking part.

Example: Setting up the class the way you want it to run in week one and holding those boundaries with an attitude of "it is always done like this in this module" is likely to be effective if the majority of the group accept this.

4. Timely

'Make it Timely: Prompt people when they are likely to be most receptive... Consider the immediate costs and benefits... Help people plan their response to events.' (Ibid)

When a behaviour is already disrupted - e.g., at the start of the year or term or during an assessment period, it is easier to implement something new - this is when people may be most receptive to change. We take more notice of how something will affect us in the short term rather than the long term. E.g., One hour's intensive cramming to get you through an exam seems a lot more do-able and enticing than 10 minutes a day across a whole year, even though the 10mins regular practice will have much better benefits. How can you plan for this - are there short term incentives you can offer?

Helping people to see the barriers to them achieving a specific task is a useful exercise. So rather than asking them to commit to do something ask them what will help them achieve it. It is also useful to ask where, when and how they will do something and who with. The more they can visualise it happening and addressing barriers the more likely success is.

Example: Start each practical session with 5 minutes practising in the style you would expect students to do out of class.

iii. Academic Study Skills
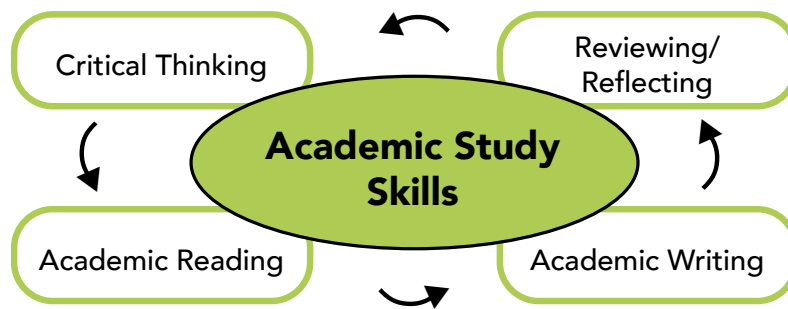
AIM: To use explicit, academic study skills instruction in delivering the main knowledge content. By learning key academic study skills, when they are embedded in sessions students will learn how to apply skills they may be lacking but are crucial to module mastery.

NOTE: This element of the model deals specifically with academic study skills (they are separated put from other, more vocational study skills because they can be particularly problematic for Creative Arts students who tend to have a non-traditional educational background, often missing out of learning the academic skills required for success at university. **Chapter 5 is dedicated to how to teach academic study skills.** See the Module Mastery element for other skills learning.

Once we have established what students need to learn to master the module and how we are going to get them engaged to achieve that, we finally need to consider the skills for learning that students need. What study skills do students lack? How can you teach/use these whilst at the same time delivering the knowledge learning? Embedding study skills is about getting students to use the skills to help them learn the lesson content.

As I mentioned at the start of this chapter, embedding study skills is the most effective way for students to learn the relevant skills for your module. Studies have shown that skills are taught in one module aren't easily transferred to another without support, so the more we can teach and use study skills in our own modules the more successful students will be at using them in that context. If another teacher has already taught critical-thinking skills in the same week you intend to - THAT'S GREAT! - This gives you a chance to recap and discuss in class how it may be similar/different in your module and then you can get on and use it.

The toolkit in the final section of this book is packed with ideas on how to teach the skills your module needs in ways which won't overcrowd your session.

Embedding academic study skills aligns with experiential learning theories where students act, reflect and conceptualise problems. Institutes that embed academic study skills see them as 'not only useful for academic study, but also for students' lifelong personal and professional development'. (Wingate, 2006)

How To Assess Students' Learning Skills

There are many TLAs in this toolkit to help you assess learning - Bingo, Learning Timeline and SCREE are all suitable to use once you have completed The Module Map with your students. There is also a Study Skills Quiz for students to take which is a useful talking point.

I have divided academic study skills into 4 components:

Critical Thinking - being able to evaluate and analyse

Academic Reading - actively reading with purpose to gain a deeper and more complex understanding

Academic Writing - writing in a concise, focused and structured way, using evidence to back up your argument, to inform the reader, giving them a greater understanding of a topic.

Reviewing/Reflecting - to be able to review, assess and reflect on our own work and that of others is a key skill for informing and developing our learning.

Together these four components create a model for teaching academic study skills, scaffolding their learning and development. Students need to learn to think critically to be able to engage in academic reading. Reading informs writing and we need the skills to review and reflect on thinking, reading and writing, hence this model.

The skills required for music performance are covered in the Module Mastery element.

What will Academic Study Skills Look like in a session?

Once you have identified the study skills students need to be familiar with you can build them into knowledge learning. For example, in a Cultural Perspectives seminar on political movements students read a relevant text. Using the critical-thinking TLA *READ Backwards* students generate questions based on the text. Answering these questions will help generate ideas for writing.

Critical Thinking

Thought Starters
- What issues do I see with the level of critical thinking in my module?

Recommended Reading
- Plymouth Critical Thinking Model: https://www.plymouth.ac.uk/uploads/production/document/path/1/1710/Critical_Thinking.pdf

TLAs
- READ Backwards
- So What?
- Three Whys

"Critical thinking is an activity. It isn't sufficient to read about it: it has to be practised" (Cottrell, 2005).

Encouraging students to think in a critical way requires practice and instruction. It can be tricky for them to question the opinions they hold and for some it can be hard to challenge something written a textbook or said by someone they view as an expert. In addition, students may worry about the term critical - does this mean they have to say something negative or be opinionated and personal? Critical thinking requires a level of judgment and students may not feel able to be strong enough to take that stance without guidance.

For students who are starting to learn how to think critically for academic reading/writing or for reflective practice, we need to present it in a different way. As musicians, we use other terms to talk about a performance. When we first start to talk about thinking we can use these terms first and as they develop their skills, gain confidence and realise the value of our own voice and judgments we can move towards criticality.

A critique is "*a detailed analysis and assessment*" (Concise Oxford English Dictionary, 2004)

We can break down critical thinking into 4 sections: **describing, analysing, evaluating and reflecting**. From the order of these, we see a deepening structure to thinking, starting with describing, moving through reviewing and analysing and ending with assessing and evaluating. This is the critical-thinking model designed by Plymouth University - a useful model for ordering questions. We can also add in a final layer of reflection - making the critique personal. This gives a model that I call READ Backwards.

The key to critical thinking is to ask questions. Here are some questioning words which fit each level of the model:

Describe	Analyse	Evaluate	Reflect
What? Where? Who? When?	How? Why? Is this reliable? What caused this? What theories link to this?	What If? So What? What Next? What do I think about this? What is my position on the subject? How does this compare/relate to other texts?	I Felt/Noticed/Discovered/Realised
These questions are for describing and restating. They don't explore deep into a text's meaning	This examines the text to give interpretations and explanations.	This helps to form an idea about the meaning, judging the text and questioning the position of the author.	This is a useful step when personal opinions matter - for example, in action research

When starting to question, it is a good idea to discover how we have already formed judgments, for example, musical taste: Why do we love/hate a certain artist? Analysing how we formed those judgments can help us to learn which questions we have already considered. Is our judgment informed or have we based it on something with little or no information other than personal taste? If we look at something we dislike in music and ask analytical and evaluative questions, can we see some good points? Does this help us to see why other people might like it? Does this now give it some value?

Once we have started to look at our previous judgments, we can apply it to new knowledge.

Students may need to be supported in this questioning but also challenged on assumptions they may be making - are they really asking and answering analytical and evaluative questions? When a student asks a question, ask them how this helps to deepen their knowledge - is it describing analysing or evaluating?

There are TLAs in the Toolkit to help you start questioning, debating and critiquing. Students who can ask many questions of a text or performance or model etc. will find it easy to engage more deeply with the academic reading and writing.

Academic Reading

Thought Starters
- What reading is key to my module and how do I encourage students to read it?

Recommended Reading
- https://www.open.edu.au/-/media/Study-tips-sheets/study_tip_academic_reading.pdf

TLAs
- Skim And Scan
- SQ3r
- The Seven Pillars Of Information Literacy

Students' perceptions of academic reading can often be negative. Texts seem daunting, they aren't sure what they are supposed to do with the information or how they react to it. The jargon can be off-putting and there always seems to be something we should be reading. Getting students to read and question in class will develop confidence. Teachers can help students with this by introducing reading early on, only giving excerpts to read at first, making the reading part of a group activity, helping them to find texts and also showing them how to read.

Academic Writing

Thought Starters

- How much writing should students do throughout the module?
- What challenges do students face with writing?

Recommended Reading

- Cottrell, S. (2019). The Study Skills Handbook (5th ed.). London: Palgrave.

TLAs

- The Golden Triangle
- Using Quotations
- Sentence Starters
- Cornell Note-Taking

For many students writing essays at undergraduate level is a daunting task. They need to learn the associated skills but they also need to practise them and see them in action so they can be more confident when finding their academic voice. The experience of critical thinking and reading academic texts will help to inform their own writing. It is important to make the link between their thoughts and questions and their writing - helping them to translate them into text.

For students nervous about writing there are useful tools such as the Linking Words TLA and Manchester University's Academic Phrasebank to develop vocabulary and grammar.

Getting students to take notes

Academic writing isn't just about writing for essays. Taking notes is a big issue. It is key to being engaged with learning and being able to retrieve that learning away from class. It is important for you to establish a note-taking culture in your class if it is relevant. It is OK to tell students when to take notes, what to write and then ask them to use that information.

To keep our students on track and feeling a part of the learning it is important that they take notes and have a record of what they have been learning in class. It is important for slides not to become an information dump but rather an aid to the information that you and the students discuss and use in class. The Virtual Learning Environment (VLE) can be used as an information dump for extra information, but we want what happens in the lesson to be crucial and for students to understand that attendance is vital if they are going to understand what is expected of them. Therefore, we need students to record their learning. This may be by pen and paper or digitally. If you give out a worksheet you feel sure may be lost, get students to take a photo of it on their phones.

Note-taking applications

The choice of format is the student's own to make. However, we can help them to organise themselves. For example, if they only attend with a phone, it may be a good idea to suggest they use a note-taking application such as Simplenote or Evernote. Once they have this on their phone, they can link it up to their computer. You can then get them to make lists in the app for things they are working on, for example, the SCREE mastery test (See MM TLAs).

Reviewing/Reflecting

Thought Starters

- What opportunities can I create for students to be reflective?

Recommended Reading

- Reflective writing: a basic introduction:
  http://www2.port.ac.uk/media/contacts-and-departments/student-support-services/ask/downloads/Reflective-writing---a-basic-introduction.pdf

TLAs

- Reflective Model - Gibbs
- Reflective Model - Schön
- Critical Incident Questions

Being able to evaluate and assess your own work and that of others is a key skill. Helping students to know how to review a piece of work and reflect personally on a process aids their learning and development. There are some useful models for reflective practice such as Schön and Gibbs both of which are included in the TLAs.

Reviewing is about developing students' skills to assess their own work as well as being able to use feedback wisely. Drafting, editing, checking, evaluating analysing are all key skills to be able to self assess with confidence. Students can do this through self-assessment, peer assessment, reviewing texts/performances in a group.

The Module Map

"*Our basic task is to determine what we mean by mastery of the subject and to search for the methods and materials which will enable the largest proportion of our students to attain such mastery.*" (Bloom, 1968, Learning for Mastery)

The best place to start using Musostudy is by thinking about what your module requires of students to achieve mastery and the challenges you, as a teacher, face in facilitating it.

There is a word document you can use to complete these preliminary tasks called Module Map Tasks located at www.musostudy.com/toolkit/mm/modulemaptasks.doc. It also contains a worked example of a Music Theory course.

Reflections

TASK: Tomlinson in The Bridge Between Today's Lesson and Tomorrow's (2014) says, when starting to map out curriculum, *"the teacher asks the pivotal question, 'What is most important for students to Know, Understand, and be able to Do [KUD] as a result of this segment of learning?' Absent clarity on the essential knowledge, understanding, and skills for a unit or lesson, the curriculum wanders. But with clarity about KUDs, the teacher is able to focus curricular decisions squarely on what matters most for student success."*

The questions below will get you thinking about your students' learning, your teaching and how Musostudy can help to bring about positive changes. You may find that not all questions are appropriate to you depending on the nature of the module you teach.

Module Mastery Reflection
- What is the key learning for this module?
- Which factors are essential to successfully complete the module assessment?
- Which vocational skills are needed for module success?

Engagement Reflection
- What does effective learning look like in your module?
- What are the key problems you see students facing?

Study Skills Reflection
- Which study skills are crucial to success in your module?

Module Map

TASK: Now that you have reflected on your module you can map out its key components. It is helpful to have a clear idea of the way the module will run over the whole year. These mapping exercises will help you to form a clear picture. You may find that not all questions are appropriate to you depending on the nature of the module you teach.

1. Write out your module learning outcomes

2. List the module **knowledge** and the modes of **assessment**.

3. Now consider which skills and attributes students will need to achieve module mastery. These skills go in the last section - The Key.

Try and look for places where you know students may struggle (it is worth considering where the Threshold Concepts might be - the brick walls that most students will come up against as they struggle to grasp a tricky piece of learning). Once you can identify these points make allowances in your scheme of work (SOW) to scaffold these and go back over these points. Even if your SOW doesn't have any revision sessions planned it is important to include these.

The most important aspect of the map is The Key. It is a list of study skills and engagement skills students need for Module Mastery which each individual student can personalise to make it specific to their learning journey. The Key is all about the desirable skills that are crucial to module mastery. It is a useful list to refer back to throughout the sessions.

Once you have completed the Module Map it is a good idea to repeat this exercise with the students a few weeks into the new term so they have a clear idea of the expectations and can take some ownership of what they need to contribute. (See The Module Map TLA for a handout and images you can use).

Structuring the Sessions

TASK: To achieve module mastery, it is important that students are regularly using/practising the knowledge/skills needed. Even if students do no work for your module outside of the class, by building mastery into each session you know that once a week they are working towards the assessment. To achieve this, you can structure into each session the skills and knowledge learning that are key to the module. You may find that you need a different format for the sessions in different terms depending on the nature of the sessions and the phase of learning students are in.

Consider these questions:
1. How will I address module mastery tasks?
2. How will I address study skills?
3. How will I address engagement?
4. What will an 'average' session look like?

I suggest a session format, where appropriate, that contains:

1. Module Mastery Recap on the previous session and practice using the skills/knowledge required for assessment.

2. Embedded Study Skills in the main knowledge learning part of the session. There are a whole host of varied TLAs in this toolkit to help you teach relevant study skills, with suggestions on how to weave these into your teaching. If you can't find something appropriate for your module then please do get in touch and we can discuss some strategies for tackling this.

3. Engagement & Time Management (e.g., reviewing the work they have achieved so far and considering how they will continue to work towards that outside of class). It is more important to focus on covering well the essential elements from the SOW rather than trying to transfer too much knowledge, this way the sessions won't be overcrowded. It is important to always recap your ILOs throughout the session, so students have a clear idea of where they are at. As Biggs and Tang state:

'Focusing on what and how students are to learn, rather than on what topics the teacher is to teach, requires that an intended learning outcome, or ILO, specifies not only what is to be learned, the topic, but how it is to be learned and to what standard' (Biggs and Tang, 2011. p.97).

We should also use the ILOs at the end of the session not just to recap the knowledge learnt but also the skills used, the way students are learning and their learning path so far. *'The students are 'entrapped' in this web of consistency, optimizing the likelihood that they will engage the appropriate learning activities'* (Ibid p.99). So, using the ILOs, we recap what has been learnt, how it has been learnt and how effective the learning was. Learning is also addressed via time management - what do you need to do now? When will you do it? Who with? What might get in the way? How can you tackle this?

Planning The Year

TASK: Now you have analysed the learning required for your module you can review your scheme of work (SOW) and see where to use Musostudy:

- **Module Mastery** - build in regular assessment mastery tasks - these may need to change through the course of the module, becoming more complex as you near the assessment or addressing different aspects of the assessment.

- **Engagement** - consider activities to address some of the engagement issues you have. How would a better-bonded group approach group performance tasks? How could motivational activities and nudges improve attendance? Etc.

- **Study Skills** - What are the different skills required for module mastery and which sessions do you need to introduce them into and where will you revisit them?

You may also wish to note which sessions always prove tricky to grasp (threshold concepts) and plan some activities to help with that.

Work out when and how you will implement TLAs to develop the required study skills/attributes. Where do need to build in times for formative assessment sessions, study skills, revision etc.? If you have an early summative assessment this may need to be a focus earlier in the term. Also note where you will need to make more time for knowledge mastery, when you will start working on assessment mastery etc. This will help you to then plan the TLAs you need for knowledge learning and study skills and where you want to be proactive with assessment mastery tasks and engagement activities. Where do you need to embed study skills? Where might motivational activities be best placed? Etc.

With some Musostudy TLAs you may not be able to predict their placement - a situation arises that you couldn't foresee but you can put in a TLA from the toolkit to address it. However, if you can predict the Threshold Concepts (tricky stages), you can prepare students in advance with appropriate scaffolding.

WEEKS 1-2
Students are overloaded with unnecessary course information in every class in week one and fail to take much of it in. I suggest spending weeks 1 and 2 on marketing the module to students (getting them to see its relevance and worth), making sessions enjoyable and engaging, helping the new group to gel and getting used to the module expectations and how it will be run.

WEEKS 3-4
Once you have established a good group dynamic and the newness of the year is settling, this is a good point to map the year with students and get them to identify which learning which will be part of **The Key** for module mastery.

4. Teaching Online

Whether you are switching to online teaching due to COVID-19 or are running a blended or fully- online course, it can seem more difficult to maintain engagement and interest in online spaces compared to face-to-face teaching. This chapter sets out some ways to help address this and discusses how to adapt face-to-face learning activities (TLAs) for online learning. Here, you will also find tips and suggestions to facilitate online learning.

3Cs Online Teaching Model

There are three elements to successful online teaching. These interlink to help form a clear, engaging, learning experience They are **Connection, Content and Cohesion**. The most important aspect of online provision is to consider how you will create connections with your students, then you can plan the session content and finally consider how you can make the intended learning work online.

**Connection - Metacognition, Socialisation & Technology Connectivity**

Connection is first because creating a sense of belonging to one's learning, to the group and the module is the foundation of successful online learning. It also addresses how we connect with the online space and the challenges that may present. Connected students are more likely to attend, study and therefore be successful.

Content - Active Learning & Session Structuring

Content is second, referring to the knowledge learning for a module/course. It looks at planning learning activities tailored to online delivery. This is about what you want students to learn and the context in which you want them to learn, e.g., synchronous vs. asynchronous and active learning vs. lecturing. The aim is for active learning in well-structured sessions.

Cohesion - The Virtual Learning Environment & Technology

Cohesion is a reminder to bring all your learning plans into a clear, easy to understand and easy to access online learning space. It considers the technological knowledge both you and your students require to learn online. The Virtual Learning Environment (VLE) needs to be clearly organised and user-friendly, and to be consistent between sections (and where possible, modules). Cohesion also concerns the technology used for learning; considering both how and when to use it for a complete learning experience. It appears last in the model as the priority is to connect with students and deliver well-planned content.
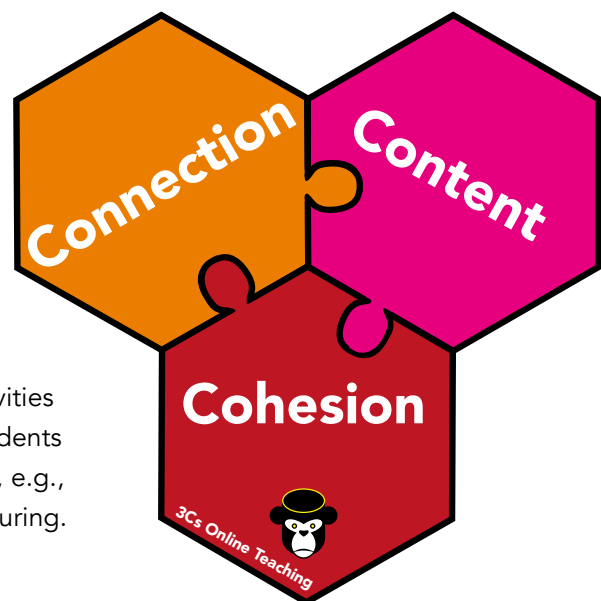
How to Use the 3Cs Model

The 3Cs can be used as a format for planning learning. When planning a session first consider what activities will aid connection (metacognition and community). Then consider how to deliver the content - what activities can you include for re-conceptualisation of learning? Lastly plan the cohesion for the session - which

technology will you use, will the session be totally synchronous or blended? How long will students be in a large group and how can you plan for time away from the screen?

You could also use the 3Cs as an aide-mémoire of the three important aspects of online teaching, checking you are prioritising connection, then use another model for more specific planning.

Linking the 3Cs to Other Models

There are many useful models for online learning which will work well with the 3Cs. Three are briefly described here. Each model has a different emphasis, but all provide useful frameworks to help plan sessions.

Community of Inquiry (CoI)

The concept of a community of inquiry (CoI) dates back to John Dewey (the Victorian-era educationalist), however, in the 1990s it was applied to online learning by Garrison, Anderson and Archer as the process to achieve deep and meaningful learning (Garrison, 2016). Their CoI is a framework to create learning through the development of three elements – social, cognitive and teaching presence. A description of the CoI Framework can be found at The Community of Inquiry website (https://coi.athabascau.ca/coi-model/).

- Social Presence allows students to become part of a trusting community in which they can develop relationships and contribute to learning.
- Teaching Presence refers to designing, leading and facilitating the social and cognitive elements.
- Cognitive Presence supports learners to construct and confirm meaning from the learning opportunities.

Gilly Salmon's Five Stage Model

This is a model with five stages of scaffolding to support students to learn effectively online. Salmon describes this as a structured developmental process (Salmon, n.d.). Gilly salmon's website describes the model further (https://www.gillysalmon.com/five-stage-model.html).

Stage 1: Access and Motivation - Considering how students access learning and the motivation required to see them through the course

Stage 2: Team Building - Learners begin to engage with each other and start to contribute to the course

Stage 3: Information Exchange - Planning sessions to focus on the learning outcomes, which allows for students to exchange information with, co-operate with, and support each other

Stage 4: Knowledge construction - Collaboration and contribution continue to be encouraged of students. Critical thinking, judging, evaluating and discovery can be encouraged now

Stage 5: Development - Helping students develop and achieve personal goals as well as prepare for assessments

TPACK Model

TPACK (or Technological, Pedagogical and Content Knowledge) is a model that helps teachers consider how their knowledge of content, pedagogy and technology interact to bring students the best possible learning experience. Content Knowledge (CK) refers to the areas of expertise that we teach. Pedagogical knowledge

(PK) is the teaching expertise, and technological knowledge (TK) is the knowledge we have of the VLE and learning apps we use. These all interact to give different considerations for teaching.

The TPACK framework allows us to consider key ideas such as how pedagogical ideas combined with technology can communicate content in new, different ways, and how student differentiation in learning can be aided by technology. It also reminds us that using technology requires consideration of students' prior experience of both technology and the content of sessions. TPACK has been developed mainly by Mishra and Koehler, whose website, TPACK.org, contains more information (http://www.tpack.org)

Connection

Thought Starters

- How well do my students already know each other?

- What online social networks already exist for my students, and how can I use these to promote learning?

Recommended Reading

- The Conversation has an article about online fatigue (https://theconversation.com/5-reasons-why-zoom-meetings-are-so-exhausting-137404)

- Inclusive Learning Design.com has a video on How to support students emotionally https://vimeo.com/398901921

Metacognition, Socialisation & Technology Connectivity

Creating a sense of connection includes metacognition (helping students to understand and be aware of their sense of self within their learning; thus encouraging autonomy); creating a community (students socialising with peers and teachers, as they would in face-to-face (F2F) learning); and connectivity through technology when learning (both through screen time, when working synchronously in group learning situations, and asynchronously studying via a VLE).

Metacognition

It can be difficult to feel engaged with our learning, especially online. Studying at home, in isolation, requires higher levels of motivation - the average completion rate for Massive Open Online Courses (MOOCs) is approximately 13% (Jordan, 2015). There may be distractions and a lack of the usual structures college creates. Students at home may have other competing roles for their attention, such as being a carer. The space they use for studying may also double as a living space for themselves and others.

Metacognitive strategies and engagement activities can help students to remain connected to their course and be motivated to study. There are many TLAs in the Engagement element of the Musostudy Handbook which can help with students' awareness of their learning and motivation. The handouts for students in Section B (Resources for Online Learning & Teaching) contain advice to help with preparation for online studying and some strategies for learning. Students need to see the relevance of their studies, feel able to cope with the academic demands, and require support to develop time management strategies.

Socialisation

See the Facilitating Communication and Community list in The Toolkit (Tips for Teaching Online).

People come for content and stay for community (DiMauro, 2011)

Once a community is established students are more likely to engage with the module learning. By actively helping to facilitate a sense of community we enable students and teachers alike to make connections. They get to know each other and feel relaxed enough in each other's company which facilitates active contribution in sessions. We need students to feel like a valued member of a team with a shared goal. It is vital to take steps to effect this before the first session starts and is as important as what, or how, we teach.

When students learn F2F they have time to chat in between sessions, and between activities during sessions. This cannot easily happen online and therefore opportunities need to be created. During each session give students time in groups to chat and get to know each other informally. This is especially useful after you have run an activity with some community-building aspect embedded, such as collating a playlist.

There is an etiquette (or netiquette) for learning online. It is advisable to negotiate this with your cohort, as you would at the start of a F2F module. This will help all members to feel able to contribute. Activities for building a community can be found in the Teaching and Learning Activities Chapter of the Musostudy Handbook (see 'The Group' TLAs in the Engagement element).

We also need to establish teacher to student connections. It can be difficult to get used to communicating and teaching online (reading non-verbal cues and informal chatting can be easier in F2F sessions). Maintaining your enthusiasm and inquisitiveness will help the students to be relaxed. Be approachable and offer them opportunities to interact with you.

Before a session starts *See the Zoom Games list in The Toolkit (Tips for Teaching Online).*

It is a good idea to open a session 10 minutes early to allow students to congregate (and ensure you start the session on time). Make sure students are aware of this rule and encourage them to log on early. During these 10 minutes, you can provide an activity which students can engage with if they wish - it could be a chat about something from their week (the week before you could suggest that students watch a certain programme or listen to a song), a puzzle, a debate or something structured such as a mindfulness exercise.

Warm-Ups *See the Warm-Up Activities list in The Toolkit (Tips for Teaching Online).*

Getting everyone to check-in and acknowledging feelings is important in creating connections. It is also helpful for you to be able to notice and support students who are not OK. A warm-up could be related to the session learning such as an Essential Question; provide an opportunity to check for any tech issues; or be something just for fun.

Wait-Time Activities *See the Wait-Time Activities list in The Toolkit (Tips for Teaching Online).*

There is often waiting time, more so than F2F, during online sessions. The silence can be uncomfortable or an opportunity for people to disengage from the session. Having a collaborative, brief activity (or an ongoing one you can return to through the session or, even, module) to occupy people helps overcome the silence and create opportunities for socialising. Chose activities that can be done collaboratively.

Technology Connectivity

Learning at home presents many connection issues; it may be difficult for students to engage online because of what is going on in their home - they may not have a have protected time to study because they are looking after siblings, sharing a room, or have bad wifi. Some aspects of this may not be able to be changed, however, we can support students to find the best time for them to study, help them with technical issues. It is worth exploring these issues with students and seeking ways to support them.

The connection we have to an online call is an important consideration. We can experience fatigue from sitting in one position, staring at a screen, and having to concentrate on body language cues in a different way. Silence can seem deafening online whereas in a F2F session it is easier to know if silence is due to thinking or confusion or apathy. Trying to observe and interpret all these signs taxes the brain more in online situations. Working in small groups of up to five or six can lessen the body-language cue problems, so using breakout spaces (such as the breakout rooms in Zoom) is an excellent way of mitigating this and allows students to chat in a more relaxed way.

Working on a screen but not in a conference call isn't as taxing as watching/listening/taking part in a live session, so activities away from the call are useful. We can also build in 'away from screen' opportunities, creating tasks that don't need to be done within the conference call, maybe a practical or written task, or a phone call to a peer.

Also, remember that students may have an old computer or be trying to do all learning from a phone. Therefore, any technology you choose needs to work on multiple platforms and have small download/memory requirements. Some students will have digital accessibility needs (such as requiring a screen reader). The more low tech you make learning (especially in synchronous sessions) the better the connectivity.

Content

Thought Starters

- What is the key content I need my students to learn each week?

- How do my students prefer to learn? Practical sessions, watching videos etc.

- What is my students' optimal attention span?

Recommended Reading

- The Conversation has an article about online fatigue (https://theconversation.com/5-reasons-why-zoom-meetings-are-so-exhausting-137404)

- Inclusive Learning Design.com has a video on How to support students emotionally https://vimeo.com/398901921

Active Learning & Structuring Sessions

The knowledge learning is our second consideration after connection. Students need clarity in the content they are expected to learn, yet in our anxiety to create online learning environments we can be too worried about the tech we use and lose sight of student learning. The online space can also hinder our use of TLAs we relied on with F2F teaching.

Active Learning

See also the Facilitating Active Learning Online list in The Toolkit (Tips for Teaching Online).

The key to effective online learning is to deliver the key content clearly, providing many opportunities for interactive learning. If we cut down content in sessions to the key components only and allow space for students to use the content in supported, meaningful ways, we can offer students a successful learning opportunity. Extra information can be accessed on the VLE, and we can encourage students to take a blended learning approach.

The aim of active learning is to allow students to re-conceptualise knowledge. Active learning online may seem more of a challenge and it may be easy to rely on teacher-talk for lesson content. With some preparation and adaptations, many active learning strategies can be used online.

The TLAs in the Musostudy Handbook have been all been adapted for online teaching.

Structuring Synchronous Sessions

If you have a clear lesson plan which you share with students, they will know when (and where) they need to be online and can see both what is expected of them and their learning outcomes. It will also help students to navigate to the places they need to be (for example, Zoom, the VLE or an external app such as Padlet). Teaching just the key points well is better than trying to cram everything in and overloading students. Extra learning/activities can be provided on the VLE for asynchronous use.

Everything can take longer to navigate online (although you may find discussions move more quickly until everyone is used to the online space) so plan for extra waiting time. Try and minimise the amount of full group discussion (it's too easy for students to switch off) and try and keep all students as active and occupied as possible. Plan frequent breaks away from the screen - you could set off-screen activities or games (which still have a relation to the subject).

Remember the 3Cs when planning a session:
1. **Connection** - what opportunities for metacognition and community can be embedded? For metacognition, create motivation activities and tasks for students to consider their learning progress. To aid group connection build in time for informal chats or run a socialisation activity.
2. **Content** - what is the key knowledge learning required to meet the outcomes? How can you create opportunities for active learning? What feedback/formative assessment opportunities can be created for both teacher and student to be aware of the learning that has taken place?
3. **Cohesion** - What technology is required for this session? What do students require before the session? Where/when will resources be made available? Will the session be accessible to all? If the technology fails or the conference call ends, what is your Plan B (clearly communicated to students)?

The Gig Set-List

One way to consider the structure of a synchronous session is to use the same approach a musician might take when crafting a set-list for a gig. We start with an opening number which creates interest and connects to the audience and begins to create the feeling that the audience is one body, who are all in it together. Then we introduce easy and accessible songs gradually moving to newer more challenging material. We have a reflective phase towards the end for personal thoughts/feedback and then finish with a finale of rousing, motivational, relate-able songs. Consider which activities get an audience to connect, which ones get them interacting with you/each other and being active, and which ones prompt reflection and which add energy?

Structuring Asynchronous Sessions

The easiest way for students to engage with asynchronous learning is in small blocks. Each set of blocks is based around a theme and is structured with a narrative running through it explaining and linking each block. Each block also has timings and/or word counts so students can see how long each block may take to study.

When structuring Asynchronous Learning Sets (a set of blocks), as well as providing content (a video of you lecturing with slides, a text to read, etc.), it is important to set clear activities. Setting tasks based on the content you provided gives opportunities for students to engage with and use the content. Lastly include a formative assessment task they can receive feedback on to complete the learning set.

Remember the 3Cs - the students' connection is still paramount. As the learning is asynchronous, and therefore potentially isolating, to maintain connection you could set learning that could be done in pairs or small groups, or for the tasks to be peer-assessed. Asking students to share work on the VLE will also help.

The content needs to be clear (for example, keep videos brief and concise - 5-15 minutes is ideal), with explicit outcomes (a video explaining the learning set and outcomes is ideal for this); has clear deadlines and expectations (communicated on the VLE and in the introductory video), and has support mechanisms which can be easily accessed.

Here is an example format for a learning block:

- Pre-Assessment - A warm-up to get thoughts starting and for students to establish where they are at

- New content - Such as a recording of you delivering content, video or a piece of reading

- Activity - Something to apply what has just been learnt

- Reflect/Share - Students reflect on what and how they have learnt, and share it with peers/teacher - For example, through writing, a recording of a practical task or a vlog

- Formative Assessment - Students receive feedback on the activity/reflections and/or are tested (a quiz, a short write, a performance etc.)

Cohesion

Thought Starters

- What is the best platform to communicate with students?

- How can I make information and resources clear and easy to access?

- What templates already exist that I can use on the VLE?

Recommended Reading

- Inclusive Learning Design.com has a video on how to set up students for e-learning?
  https://vimeo.com/399206969

The Virtual Learning Environment & Technology

How students access and navigate the online resources and session information is important to maintaining engagement. If it is clear, easy to access and easy to understand, students will have a better chance of success. Understanding the platforms used to teach online is important, but it is more important to keep it as low-tech as possible. There is less to go wrong and learning opportunities are much clearer for students. Here are some considerations to help online learning to be as cohesive and clear as possible:

- Communicate content and expectations to students via the VLE - When you have planned your session make sure that you put up your instructions/resources as far in advance as possible. Having details on the VLE at least a week ahead of the session is ideal.

- Learn the tech - Have some test sessions (involve other colleagues) to check out all the features you intend to use. There are many extra features that Zoom and the VLE have that you can use to design learning activities. You can also use analytics to check for student attendance/downloads, and engagement with certain resources/tasks. Your Digital Learning Coordinator will be able to guide you. See also the Using Zoom lists at the end of this chapter.

- Have a Plan B - Plan which other ways can you run an activity/whole session if the tech fails. If the call crashes, you could email all students some resources and questions for them to work on. If the group is small, they could all contribute to a Google Doc or online Word document via Teams. Alternatively, suggest they meet on Whatsapp or another closed social-media group to discuss the work and support each other. Make sure students know how the Plan B will be communicated.

The VLE

Navigation

One central location for all learning is important (with face to face learning, students always know where their lessons with you will be). With online it needs to be the same - have a fixed, central meeting place that is always the portal into learning. Treat this place as a notice board - keep all communications clear and always have the links to synchronous and asynchronous sessions available.

There are four key areas to help students navigate the VLE easily:

1. Clear instructions on how to navigate the module pages.

2. Clear instructions on how to access learning resources and synchronous sessions.

3. Advice on how students should be engaging with learning on the course (especially when it is online or a blend of online and F2F)

4. A help section to students is listed clearly (from tutorials and drop-in sessions to student forums and FAQ pages).

Consider how you will order the structure - is it best ordered chronologically (this is especially important if learning is blended and there are some F2F sessions as well as asynchronous content) or it may be better to structure by topic or theme.

Your college may have templates and guidelines in place for how to set up your VLE. Please refer to these to maintain continuity through the course.

Information on the VLE

Here are some suggestions of information to include:

- Start your module VLE page with a welcome video. This is your first opportunity to create a connection with students and help students see the relevance and interest of the module to their learning. It is also a good place to briefly describe how learning will take place in the module and where important resources and support can be found. Keep the video brief - (five minutes maximum is ideal).

- Keep useful contact details clearly accessible. Put your photograph next to your details.

- Include an FAQ document that students can add to as the module progresses. A link to the module guide/assessment guide is also useful where contacts and FAQs are listed. The module ILOs can also be clearly stated at the start.

- Make sure each learning set, lesson or block has clear sub-headings describing the ILOs, content and main tasks.

- Keep each session description to around 200-300 words. Hyperlink to another document if you need anything more wordy. This avoids the 'scroll of death' on the VLE.

- Include the time to required watch a video or the word count for an article to be read, and label if the work is optional (or create an optional/further reading/extra challenge section - this is particularly useful for students who want more content and an extra stretch).

- Let students know what they need to bring to the session - musical instrument, pen and paper, phone, downloaded information etc.

Communication via the VLE

See the Facilitating Communication and Community list in Section B (Resources for Online Learning & Teaching).

To maintain connections, it is important to have clear communication channels. Have a clear list of how students can communicate with you and each other on the VLE. For example, consider how work is submitted, where they will find answers to assessment-related questions, how they can contact you for general queries and how they contact the rest of the cohort (is there a forum or blog they can use or should be using?).

Accessibility

Different learners will have different accessibility issues. This may include those accessing your course using different devices e.g., screen readers or mobile phones, as well as those with additional educational needs e.g., dyslexia. It can also include students with problems in the home (such as a shared study space or looking after loved ones - these situations can all cause issues with accessibility).

On the VLE:

• Provide resources (slides, texts to read etc.) at least two days before they are to be used in a 'live' synchronous session

• Help people using screen readers by ensuring links are descriptive (rather than 'click here' say 'this link will take you to X's website page about...')

• Use alt text descriptions for images so screen readers can describe them

Provide an opportunity for people experiencing barriers to/connection due to technology to connect with you offline to discuss an upcoming synchronous session

Synchronous sessions:

• Keep screen time with no activity (e.g., a lecture) to a minimum

• Check that students are familiar with the technology (Zoom etc.). Share help videos on the VLE before sessions start. Ask Student Services for support if required.

Clear Resources

The added complications of internet connections and computer screens can be detrimental to concentration. Therefore, we need to create resources that are clear and do not distract or confuse. For example, if there is too much text on slides the learner's attention might focus too much on the slide and not listen to the teacher; or if the teacher reads out the text word for word the learner may switch off. Keep slides clear and use very brief bullet points which you reveal gradually to keep focus, resist the urge to use slides as an information repository - extra information can be included in a resources section. Slides are aids to learning - we want students to take their notes, not rely on wordy slides.

Students with Specific Learning Difficulties such as dyslexia may find using screens and reading busy slides challenging. Consider learning needs when designing resources (see the examples above).
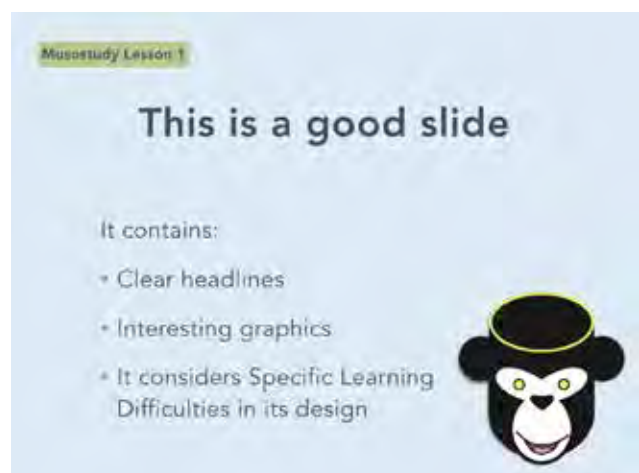
5. Teaching Academic Study Skills

Study skills are the skills required to learn successfully. They are a varied group of transferable skills with as many books on how to study as there are study skills. This chapter is an overview of how to support the learning of study skills through embedding them in sessions and encouraging their transfer between modules. It also unpacks teaching Musostudy's four main academic study skills: critical thinking, academic reading, academic writing and reflection.

> **Every model or activity described in this chapter is available as a TLA and, where appropriate, as a student handout. The TLA will have a link to the relevant student handout.**
> **(See the Toolkit section for all TLAs)**

Study skills are the skills and attributes we need in order to learn successfully (as discussed in chapter two). Metacognition skills, vocational skills, time management and academic study skills are all skills for successful study. Musostudy is about teaching these skills in our sessions to support our students to be successful. Stella Cottrell argues that teaching study skills should always be a part of the curriculum (2001); indeed, in vocational education, it can be hard to distinguish between key skills for the job and study skills.

"Skills training works best when it's relevant to the assessment; academic and professional success is made explicit; and it is well anchored and contextualised within the subject specialism"
(Cottrell, 2001, p. xv)

The best way to learn study skills is when they are embedded in the module, (taught with the session's content knowledge) and they are linked to how they can be used in other modules.

> **Teaching Study Skills:**
> 1. Assess Students' Learning Skills
> 2. Embed Study Skills into Sessions
> 3. Make Skills Learning Visible
> 4. Make Links To Other Modules

Assessing Students' Learning Skills

The best way to assess students' skills is through conversations with students about the importance of study skills, what they are and how they will help them be successful. Students may also have anxieties about expectations to be successful which will need addressing (see the Self-Awareness TLAs). Negotiate what they need to learn about and what support they need. You can help them identify the skills they need by using the Module Map TLA. This helps students to learn about the module, its assessment and the key skills needed for success. You could also then use the Study Quiz TLA to help them assess the skills they do have and look for areas to develop.

Teaching study skills, as with any skill, is about helping students to understand the importance of developing their skills, being aware of the level of skills they currently have and giving them pointers on how to develop them. To do this we first need to know our students and build a relationship with them. Helping students to

engage with their learning (plus the group and the skills/knowledge they are learning), is an important basis for creating a successful learning environment. The Engagement element of the Musostudy Model contains information and activities on how to foster engagement.

Embedding Study Skills into Sessions

If we want students to use a piece of knowledge or a skill, it isn't enough to tell them about it - they need to use it in sessions, talk about how they are using it and identify where else they could use it; we, therefore, need to make space in the session to do this. You may find this conflicts with the large amount of content you need to cover, however, an overcrowded curriculum is not conducive to learning - it promotes surface, rather than deep, learning. For students to actively construct new information that they can remember, replicate and, most importantly, apply, they need the opportunities to do that in class. So, it is better to teach less content (making extra content available on the VLE) and give lots of space for students to use and apply the content and learn the study skills they need to do so successfully. The conflict between the amount of content to deliver and the amount of time available to process learning is a difficult balance. It can often seem to us as teachers that we will do a better job if we give students all the information we have. In fact, the opposite is true, if we overload students, they don't get the opportunity for deep learning that will stay with them.

Whilst student success covers all aspects of a student's life, Musostudy situates student success in the classroom, embedded by the subject teachers into their content teaching. The focus is on how session teachers can support student development, beyond the assessed content. Tinto (2012) suggests that a large part of the reason that many student success innovations have not made a significant impact is that they are not based within the classroom. Teaching and learning activities which embed a student-success focus within content delivery is important for students, not only because of the context in which it is experienced but also for the students' long-term development (Wingate, 2006). The toolkit is designed as an aid for teachers in embedding these skills, helping them to teach the existing curriculum while attending to the additional learning needs of students.

> *If learning study skills is as important as the module learning, how can I incorporate it into my sessions?*

Making Skills Learning Visible

Explaining your rationale for session content and activities will help students to engage, by knowing what is expected of them and why. If you then include skills learning in the session learning outcomes, students can see that skills are as important as the session content. Using metacognitive strategies to encourage students to consider how they learn and what their study motivations are will also help students to consider skills, you can talk about their progress and help them to track it (see the Road Map and Tracking Device TLAs). Feedback conversations can include skills and content learning. All these things will help students to see the importance of study skills.

Making Links To Other Modules

A skill learned in one module will probably have value in many other modules (and even beyond university). Transferring skills between modules, however, is not always easy for students - they may not see that they

can do that, and so it needs to be made explicit for them. Talk to your colleagues and seek out ways to collaborate.

The best way to help students identify their skills is by helping them see where they can apply the skills and making links between the modules they study, the vocational activities they take part in and their career aspirations. Discuss with them where and how they think they may apply a skill they have learnt in your module to another area of their studies/ practice. Once students see the relevance and usefulness of the skills, they are more likely to want to use and transfer them. A mind-mapping exercise can be a very useful way to help this process; this helps them to identify the skills and visualise where they can apply them, making links between modules plus vocational activities (see the Skills Mind Map TLA).

Academic Study Skills
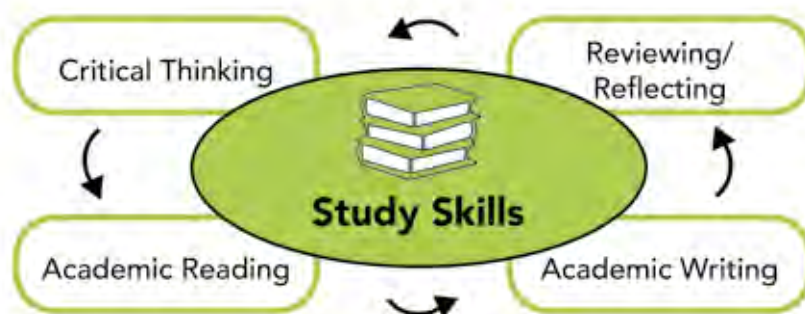
The 4 key academic study skills are thinking, reading, writing and reviewing/reflecting.

Together these four components create a model for teaching study skills, scaffolding the learning and development of study skills. Students need to learn to think critically to be able to engage in academic reading; reading informs writing and we need the skills to review and reflect on thinking, reading and writing, hence this model. Thinking underpins all learning and so the model suggests that when starting to teach study skills we start with critical thinking, applying those skills to academic reading, using the reading to inform and evidence the writing and, finally, reviewing and reflecting on the work and the learning.

The Musostudy model has academic study skills as a separate element from the other skills required for module mastery. This is to make the cycle of learning from critical thinking through to reviewing visible, and also to remind us when we are planning sessions that we should always consider how to include them.

Critical Thinking

> ***Thinking for learning = creative, critical and reflective thinking***
>
> ***Whatever module you teach, you need to teach thinking***

Thinking is crucial for learning - to generate ideas, to question what we are learning and to learn from our own experiences. Anything that gets students thinking is great, however, I believe we can divide thinking for learning into three key areas: creative thinking, critical thinking and reflective thinking. Creative thinking is discussed in the Module Mastery section of chapter three, reflective thinking comes at the end of this section.

What Is Critical Thinking?

"Critical Thinking: A Survival Skill of Adulthood" (Brookfield, n.d.)

The ability to analyse and evaluate any situation is a valuable life skill, informing the choices we make. Critical thinking is any kind of thinking that involves analysis and evaluation, which students are expected to use in a range of settings: when assessing a performance, in giving peer feedback, in learning journals discussing their progress, when analysing what needs to be in a business contract etc.

Some quotes to prompt discussion about critical thinking

"It is the mark of an educated mind to be able to entertain a thought without accepting it." Aristotle

"The important thing is not to stop questioning. Curiosity has its own reason for existing." Albert Einstein

"In an abundant society where people have laptops, cell phones, iPods, and minds like empty rooms, I still plod along with books." Harper Lee

"The idea that you have to be protected from any kind of uncomfortable emotion is what I absolutely do not subscribe to." John Cleese

"Truth has nothing to do with the conclusion, and everything to do with the methodology." Stefan Molyneux

"If you can't think critically your survival is in peril because you risk living a life that – without you being aware of it – hurts you and serve the interests of those who wished you harm." Stephen Brookfield, Teaching for Critical Thinking

"Human existence involves surprise, questioning and risk. And because of all this, it involves actions and change." Paulo Freire, Learning to Question: A Pedagogy of Liberation

"Critical thinking is an activity. It isn't sufficient to read about it: it has to be practised." Stella Cottrell (2005, p. ix)

"Thoughts are the laboratory where one goes to pose questions and find answers… The heartbeat of critical thinking is the longing to know—to understand how life works" bell hooks, (Teaching for Critical Thinking, 2011)

First, we analyse; we examine something to understand it, then we evaluate so we can consider its value. So, when we are learning a skill, we are trying to understand what we are doing and how we are doing it. We can then judge which aspects need work to improve and be of value to the overall skill. Similarly, when we are reading an academic text we analyse the ideas presented to understand and interpret them; then we form an idea of how this idea fits with the bigger picture - where it is of value to our argument. So whatever module you teach, you need to teach critical thinking.

Many students misunderstand what critical thinking is, assuming it is about making negative comments and looking for what may be 'wrong' in a situation. Therefore, they think that critical thinking is making a negative assessment of something; with some people feeling that critical thinking, therefore, isn't something we should be encouraging. Critical thinking is more about being inquisitive and interested, trying to establish why and how something works. If we can establish what is happening, then we can replicate or build on the work we

have critiqued. The better we understand a situation the more we can learn from it.

Teaching Critical Thinking

> *Critical thinking is an activity. It isn't sufficient to read about it: it has to be practised.*
> *(Cottrell, 2005, p. ix)*

It can be difficult for some people to get started and to grasp the idea of what critical thinking is, so it is a good idea to structure it carefully. Start with a plan of how, when and what to teach. For example, start by giving students a justification of what, how and why you will be teaching. Offer students ways to see the relevance of critical thinking to their studies, their employability and their life. A good way to start the discussion is with an essential question to help them analyse and evaluate the module. A few examples:

- What is the objective of the module?

- What information is essential?

- What questions or problems are central to it?

- What frames of reference do I need to consider?

Stephen Brookfield's book 'Teaching for Critical Thinking' (2021). Page 55 describes five ways to facilitate critical thinking: support development learning, create safe spaces, model critical thinking yourself, use concrete experiences and acknowledge learning breakthroughs. Here are some ways to apply these ideas when planning your sessions:

1. Learn developmentally - How students learn critical thinking is developmental - they need to learn it in safe environments before "gradually applying this process to their own life experiences" (Ibid, p. 55). Start with easy tasks they can relate to their own experiences (see What Were You Thinking TLA). Use questioning in every session - try to not tell students anything that could be posed as a question. Ask students to reflect at the end of an activity - what have I learned and where else could I use this? This encourages them to think analytically and evaluatively.

Students are thinking critically all the time when they are learning - they just might not realise it. Try the What were you thinking? TLA to get them to an activity that they do well (a sport, playing a musical instrument etc.). Now ask them how they know they do it well, how they got to be good, and, when they are doing it, what they think to ensure it stays good? Here, students are analysing and evaluating as they are doing - they are thinking critically. When they start to develop and expand on their skill they may be thinking creatively - responding to What if style questions - what if I did it faster, what if I did it in another key etc.

'Students do not become critical thinkers overnight. First, they must learn to embrace the joy and power of thinking itself.' (hooks, 2009, p. 7)

If we can help students to see that they are thinking for learning already and that is helping them be successful and show them how this is a skill for life, then we can transfer that confidence into academic thinking.

2. Create safe spaces - Set up activities in pairs and small groups, to help students not feel too exposed and to have a peer act as a mirror, helping reflect ideas. In these activities, they can share their anxieties about the activity and feedback to each other on how they are doing.

3. Model critical thinking yourself - Use examples from the course work/your own practice and other modules to critique before asking them to do a similar task.

4. Use concrete experiences - Find case studies, critical incidents, and scenarios from their course, their interests and your experience for them to think about. Make it relevant to them wherever you can. Ask them for subjects to critique (the bands/films/productions they like currently).

5. Learning Breakthroughs - Some of the best learning breakthroughs in critical thinking can be in moments of a disorienting dilemma that takes them out of their comfort zone. A great counselling expression that applies here is 'hold the stuckness'. When a student is stuck it is because they are in the learning zone - they are being stretched and challenged. If they are in a safe, supportive place we can hold their stickiness rather than trying to solve the problem. We hold them safe as they work out the answer. Hold the stuckness - when they are challenged, support and encourage them to keep going. A guiding question, a word of encouragement, some information on how we need to leave out comfort zone to learn etc. may all be appropriate. Using the Unconscious Competence TLA or In The Zone? TLA may be useful.

How To Embed Critical Thinking

We can embed critical thinking into our sessions by simply asking probing questions and then getting students to see how using those questions are useful and consider where else they can be used. We are taking away the scary banner of "You must be critical". Setting up critical thinking frameworks that students regularly use means they become familiar with them and can recall them easily. This then leaves time for you to apply the frameworks rather than each week having to teach critical thinking. The more they use a framework the more they will be able to use it. A framework could be a model (such as READ Backwards) or a set of questions that you (with the group) come up with to use regularly. For example, when assessing a performance, they could use a checklist that they have generated (see the Checklist TLA); when assessing a social theory text they could use the READ Backwards model, and when reflecting on an experience they could use 3 Whats. You can gradually deepen their thinking as they get more used to having to think in class.

> ### A structure for teaching critical thinking
> - Start each session with a question related to the session content - at the start of the module try fun questions such as Would You Rather..? (see Would You Rather..? TLA).
> - Always have Thinking Time (make it clear why you have this and what they should be doing during it).
> - Explain and discuss the importance of critical thinking to their learning and beyond.
> - Use/develop a framework for critiquing.
> - Use So What? and Why? questions to ask students to question their thinking further.
> - Develop an output for the results of their thinking (a plan to improve a performance, a way to write up the critique in an assignment essay etc.)

Creative Thinking

As well as critical thinking, creative thinking is an important study skill, especially in creative arts. Csikszentmihalyi, who gave us the concept of Flow (the state of complete absorption in an activity), defines creativity as a process that "happens when someone does something new that is useful, generative, or influential" (1996). Musostudy suggests WE-CO as a useful mnemonic to remember four key creative-thinking ideas (what if?, experimentation, constraints and involving others). Using these four ideas can help to generate and prompt creativity. WE-CO is a quick way to cover essential creative thinking techniques.

W - What If? - This is the main creative thinking question - you could also pose it as 'I wonder what..?' You can also include "Perhaps we could..." "That would work if…" and "In what ways can we…"

E - Experimentation - Trying out other alternatives, brainstorming ideas. This is useful for identifying as many alternatives as possible. You could then mind-map the ideas, to organise and prioritise ideas.
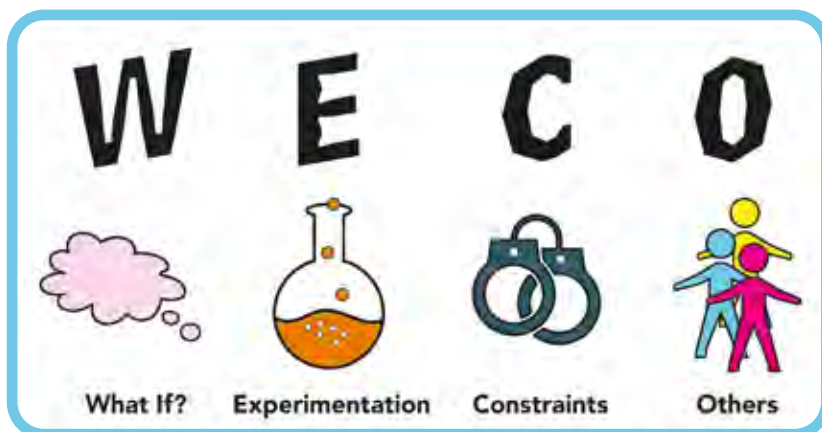
C - Constraints - Restricting possibilities can aid creativity. Putting a limit on what your creative output must have or must not have or can/cannot be forces us to find alternatives; thus it aids our experimentation. Try doing the opposite of what you normally do. Eno's Oblique Strategies offer very good examples of constraints.

O - Others - Engage in conversations- for ideas, inspiration, and creativity. Take inspiration from what others are doing - try doing the opposite of what others are doing. Collaborate with others. Remember that other resources, such as books and websites, can be 'collaborated' with.

This model can be used when creating something (music, writing, visual art etc.) and also trying something new or discovering new pathways to creativity. These ideas can also be considered when writing an essay, conducting research or trying to solve a problem in everyday life. To go deeper into these ideas for generating/scaffolding creative and diverse thinking you may want to use Osborn's Checklist or the SCAMPER technique as Idea Manipulation Tools.

TLAs To Use For Critical Thinking

General thinking activities - good as warm-ups to get students used to thinking

- What Were You Thinking? - To identify how we use critical thinking in everyday life

- Devil's Advocate - To encourage confidence in critical-thinking skills

- Would you rather? - To analyse and evaluate a situation

- Silly Solutions - To generate solutions to a problem

- What's Hot and What's Not - To use critical thinking to assess relevant trends

- World Cup Winners To help students make informed choices and critique work

- Newsworthy - To discuss the value and validity of information available

- Socratic Questioning - To use Socratic Questioning to lead discussions

Critical Thinking

- 5 Whys - To establish the root cause of a statement

- Oxford Union Debate - To debate in a group and contribute to a critical argument

- READ Backwards - To use questions to describe, analyse, evaluate and reflect on a text.

- READ Backwards Applied - To use READ Backwards to develop critical thinking techniques

- So What? - To use critical thinking skills to defend an argument

- 3 Whats - To use critical thinking skills to evaluate and build on an experience

Creative Thinking
- WE-CO for Creativity - To use 4 key ideas for creative thinking
- Metaphorically Thinking - To use metaphors to create connections in learning

Academic Reading

What is Academic Reading?

> *"Reading is like breathing in, writing is like breathing out." Pam Allyn*

Many modules are based on key texts, which need to be digested to fully get to grips with the module outcomes; therefore, reading is one of the most important yet unaddressed skills in learning. Academic reading is more active, thoughtful and strategic than reading for pleasure. It is essential for good academic writing, so it is important that students understand the importance of it and how it differs from other reading. It is a skill that requires practice to develop as it involves critical thinking, note-taking and reading strategically as well as knowing what to read, where to find it and how to reference it.

There are many barriers that put students off: fearing they can't read fast enough, not knowing how to apply critical thinking, not understanding the style and words used, lacking confidence to select texts, not knowing how to access digital texts (or even use a physical library), feeling overwhelmed with the amount of reading, needing help/permission to skim and scan rather than reading completely from beginning to end, dyslexia or other educational needs which further hinder reading. On top of attending university, practising their creative arts and working for money, how much time do they even have to sit and read? These are all considerations for us to make when we plan the introduction of reading into our modules.

Teaching Academic Reading

Teaching reading is about giving students the skills they need, the confidence to get started and the ability to know what to read and what to do with the information. As with all study skills, the best way to teach it is to get students doing it and talking about reading and what is expected.

1. Reading Skills - Assess students' skills, barriers and fears.
- Assess levels of reading confidence at the start of your module and discuss the skills required (see the Reading Assessment TLA for a short assessment activity and discussion suggestions)
- Talk about the importance of reading for the module - discuss how and when we read, practice tips for speed reading and assessing a text quickly
- Build it up - start with short, easy to read and easy to use articles. Practice reading in class and then use it as part of the session learning
- Create a glossary of technical or troubling words on the VLE that students can add to (see Glossary of Jargon TLA)
- Look at reading techniques such as Skim and Scan (see the Skim and Scan TLA)

2. Finding Texts

• Break down practical barriers - even if students have been told already how to access reading material - do it again (the more times they log on to the e-library the better). Make a list with students of all the sources and get them to use them - this is a useful time to discuss what they should be aware of and subscribed to (see TLAs such as #disruptyourfeed). Each module will need specific sites as well as places such as Google Scholar. Consider how students will access the module reading list.

• Help them to understand the reading resources available - particularly your university's e-library and physical library (maybe have a session in the library?) and Google Scholar (this video has a good introduction to Google Scholar: https://www.youtube.com/watch?v=dc-vKk205c8).

3. Suitable Texts

• Help students identify what is suitable for the module

• Discuss digital validity (use the CRAAP model)

4. Judging Texts

It can be hard to make sense of academic texts, so using a model for questioning a text is really useful. SQ3R etc. Create a class list and make it a team effort to tackle texts. Look at reading models to aid how we assess a text. Reading models are frameworks for the process of understanding a text (see the Seven Pillars, Hermeneutic Circle and SQ3R TLAs). As a group, you can create a reading model specific to the module.

Some quotes to prompt discussion about academic reading

"The more that you read, the more things you will know.
The more that you learn, the more places you'll go." Dr. Seuss

"It is what you read when you don't have to
that determines what you will be when you can't help it." Oscar Wilde

"If you don't have time to read, you don't have the time (or the tools) to write" Stephen King

"Let us read, and let us dance; these two amusements will never do any harm to the world."
Voltaire

"Reading is like breathing in, writing is like breathing out." Pam Allyn

"Reading without reflecting is like eating without digesting." Edmund Burke

"Reading is to the mind what exercise is to the body." Sir Richard Steele

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Some suggestions of things to include:

• Main point: how is this related to my course/topic/lecture/assignment? What question am I trying to answer?

• My opinion: do I agree/disagree/unsure? Why do I agree/disagree? Why I am unsure? Do any other author(s)/pieces of work have the same opinion as me?

• Integrity: who does the author work for? Who funded this work? Who are their affiliations? Do they have an agenda/are they biased? Is this a trusted source? When was it written? Has it been cited?

• Extra: are there any holes within this article/work/method? How does this affect the results/argument/conclusions? What is the one point I remember from reading this? What other questions has this reading

stimulated?

- Make a bookmark of prompting questions (you could print these out or create phone screens of them, or you could suggest students paste the questions into a Word document which they complete as they are reading a digital text).

5. Using the Information

- Link the texts to critical thinking and the assignment or session topic. Add comments on the text to a group reading log on the VLE.

- Create a quick reading challenge - e.g., how quickly can students find four keywords/sentences which all relate to the module in a short text? Ask students how they approached the task. Did they skim or scan, did they start at the beginning? Did they read the story and make sense of it or just look for keywords? All these answers will help students to work out how they read when they are looking for information.

> ## How to read for learning
>
> **Before** – Ask why am I reading this and what do I want to know? Is this a valid source? Have a list of questions based on your research question/title of your assignment.
>
> **During** – Read strategically - start with the introduction and conclusion, the first sentence of each paragraph - skim and scan the text for key words related to your task.
> Mark sections that appear useful, Ask – what is this telling me? How does it link to what I already know? Is this still valid?
>
> **After** - Make a summary in your own right words. Re-read tricky sections. Add new words to a glossary. Make a note of the author, and title and year so you can find it again (the spreadsheet is very useful for this if you are not using citation software such as the Mendeley).

How To Embed Academic Reading

- Make it clear you are all in it together and create a supportive atmosphere (maybe have a weekly award for most chewy text found or the most useful. Try planting an Easter Egg inside a pdf on the VLE that you would like them to read (See Hidden Gems TLA).

- Read in class - Provide excerpts from core texts in class to help students become familiar with them and see their usefulness. Provide support to learn how to search for and choose relevant texts. Have a check-in each session on what I have discovered this week.

- Read as pre-learning - Set short, relevant texts to be read before a session (start easy and build it up). Appoint one group as the readers for the week, who then report back to the group.

- Read in groups - Use the jigsaw technique, where each person reads a short piece of text and then a small group shares and builds a whole picture from the information they all have - you may need to scaffold this with questions they have to answer. Start a book club.

- Read and decode an academic text together, which you can then take the information from for the content of the session (check out this academic abstract for an example of texts that need translating: https://www.tandfonline.com/doi/abs/10.1080/13562517.2019.1704726)

- Teach the techniques of skimming and scanning (See the Skim and Scan TLA)

- Use Harvard Referencing whenever you use a text, this will help demystify referencing for students (see the Cite Me TLA), also add texts to a reading log, where students can make notes on what they have read (see the Reading Log TLA)

TLAs To Use For Academic Reading

- Cite Me - To cite texts in academic writing

- CRAAP - To identify the credibility of literature sources

- Glossary of Jargon - To assimilate the language related to the module

- Hermeneutic Circle - To read texts critically

- Hidden Gems - To increase student engagement on the VLE

- READ Backwards Applied - To use READ Backwards to develop critical thinking techniques

- Reading Assessment - To establish academic reading needs

- Reading Log - To create a resource of module-related reading

- Reading Ranks - To identify reliable sources for study

- Seven Pillars Of Information Literacy - To identify how to find, critique and use academic information

- Skim and Scan - To assess the relevance of a text

- SQ3R - To question academic texts

Academic Writing

What Is Academic Writing?

At the centre of many assignments is some form of writing, be it essays, research or a reflective journal. The more confident and competent students feel with writing, the better they will be able to communicate their thoughts. The aim of academic writing is to make it as easy as possible for the reader to understand what is being written about.

Academic writing needs to be concise and clear and show an understanding of relevant texts. There may be conventions and a style that the writer has to follow and the structure of the content must be clear.

I suggest 7 main stages required for good academic writing - from planning, thinking and researching, to formulating the argument you will make, to creating a structure and writing, revising and proofreading. It is important that students are aware that the early planning stages and the final editing stages are as critical, if not more so than actually doing the writing.

Steps in Academic Writing: Plan your time, Critical Thinking, Research the subject, Consider your Argument, Plan the structure, Write the first draft, Edit, revise and proof read
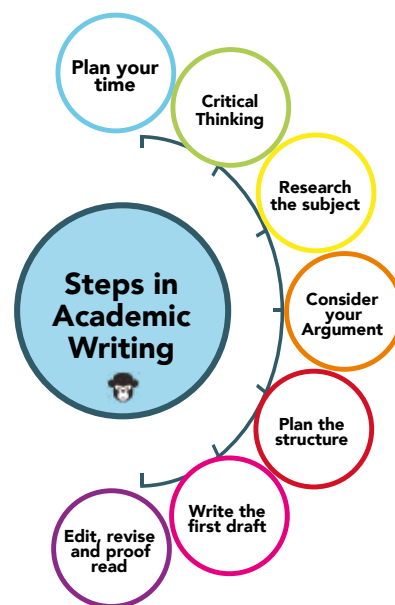
Teaching Academic Writing

Writing is a skill just like playing an instrument, dancing or acting, and it needs practice - we can't expect students to write a great essay the first time they try. So I suggest we can help students by first helping them assess their levels and establish what they need to practice and how. The Writing Assessment Spider-Gram (see the Writing Assessment TLA) is a simple, visual exercise that will help to assess academic writing skills and consider the areas which require development.

Students will require some assistance or direction at all of the seven stages of writing (listed above), so it is important to consider how you will address these and what space needs to be made in class for this to happen. You can structure sessions around the 7 steps gradually moving through them as the module progresses.

1. Planning time - right from the start of the module, time will be an issue, students may not know how to plan and prioritise. As assignments approach, it is really important to help them stay on track and manage their workloads and make time for reading, drafting, feedback etc. which often gets squeezed out

2. Critical thinking - help students develop their critical questioning skills, helping them to translate that into their writing.

3. Research the subject - ensure students know how to access texts by doing it in class, discuss the validity and reliability of sources, help them to log what they read.

4. Consider the argument - Having an idea for an essay needs shaping into an argument based on critical thinking and backed up with relevant texts. These can be developed in class.

5. Plan the structure - show students good structures and encourage them to use those in class to map out their work. On a practical level, you can also help the class set up a Word document template.

6. Write the first draft - encourage students to create a first draft in time for feedback and redrafting. Nudges and revisiting times-lines may help, as well as writing in class or additional writing retreats.

7. Edit, revise and proofread. Submit for feedback. Help students to make time for this.

Some quotes to prompt discussion about academic writing

"One day I will find the right words, and they will be simple." Jack Kerouac, The Dharma Bums

"How vain it is to sit down to write when you have not stood up to live." Henry David Thoreau

"You can make anything by writing." C.S. Lewis

"A word after a word after a word is power." Margaret Atwood

"I write to discover what I know." Flannery O'Connor

"As a writer, you should not judge, you should understand." Ernest Hemingway

"The most valuable of all talents is that of never using two words when one will do." Thomas Jefferson

"Words are a lens to focus one's mind." Ayn Rand

Tips for facilitating writing
- Set times for writing/talking about writing in class.
- Facilitate online writing retreats where students can come, commit to a writing goal and then write,
- Hold online drop-in sessions for students to ask questions about their writing and have you read a small section.
- Use motivational apps such as Writeordie.com (this deletes your writing if you don't complete a goal that you set yourself).
- Remove distractions - turn off all notifications on social media etc. or go to the library.
- Create a writing retreat with a friend and write together. Create a social media group for support, advice and motivation.

How To Embed Academic Writing

It can be hard to make time for writing in class as it is a lengthy process. However, you can use texts relevant to the session content and have students rewrite them, analyse them, correct the grammar etc. Using badly written exemplars they have to improve is a useful task as it highlights the skills they need to write well. Critical thinking and reading tasks can be linked to writing tasks, such as writing the main argument of an assignment. Peer feedback on writing is also useful - students write and share in pairs or small groups and have a set number of elements they are assessing the work on - such as what is the main argument or is the piece mainly descriptive or analytical? A very academic text could be rewritten into plain English.

- Do writing in class - for the assignment and as part of other activities - maybe an imaginary email to a venue or a well-crafted social media post

- Make space for peer feedback - students read each other's work and comment

- Focus on content, tone and grammar - use Grammarly, install Word, use linking words, sentence starters, create an academic phrase-bank, create an avoid list of things to avoid doing in the piece

- Help students develop their voice and the correct tone

- Nudge them to start - create a time-line - check in regularly and create a false deadline for drafts to be read

- Help them create an essay plan with bullet points early on in the writing process

- Help them understand the assessment learning outcomes. It may seem obvious to us but the outcomes and academic conventions to be met will need clear explanation - students fail to include their student number or submit as a pdf because they don't read the requirements. Some don't know if they should write in the first or third person. Allow time to discuss the expectations and requirements

- Encourage tutorials

- Run online drop-in sessions and writing retreats

TLAs To Use For Academic Writing

- Academic Conventions - To assess written work for academic quality

- Cite Me - To cite texts in academic writing

- Cornell Note Taking - To take notes that can be referred to and used in and out of class

- Golden Triangle - To recognise the importance of triangulation in writing

- Linking words - To improve vocabulary for academic writing

- Messy Magic - To get students to write an essay plan in a mind map

- Steps to Writing - To identify the stages in academic writing

- ONLINE writing tips - To improve the quality of student writing

- PECTA - To structure written work well

- Quotation Sandwich - To use quotations effectively

- Sentence Starters for Critical Writing - To improve criticality in academic writing

- Short Write - To improve confidence with academic writing

- Using Quotations - To use citations to build an argument in academic writing

- Writing Assessment - To establish writing skills requirements TLAs to use

Reviewing/Reflecting

What Is Reviewing/Reflecting?

Reviewing and reflecting are a form of self-feedback. Encouraging reflection at the end of the session can be used as part of the feedback conversation. The more a student can reflect and understand their actions, the more successful they can be in their learning.

Brookfield (2012) describes critical thinking as happening when we do the following four things:

1. Hunting assumptions - discovering the assumptions we have which influence our thinking and our actions.

2. Checking assumptions - assessing whether our assumptions are valid and can be used as 'reliable guides for action' (ibid p. 12)

3. Seeing things from different viewpoints - and trying to see how others see us.

4. Taking informed action - facing the actions we will take on thought, analysis and evidence.

Reviewing and reflecting can occur when we take this process of hunting for and checking assumptions and trying to see things from different angles. We can then use this reflection to inform actions, such as decisions about a performance or the next stage of research or the argument in a piece of writing.

Teaching Reviewing/Reflecting

It is very useful to use a reflective cycle to structure the reflection process. There are many to choose from (such as those by Gibbs and Schön) or you could write one as a class, considering the specific needs, maybe adapting the structure of Gibbs or Schön.

Gibbs' Reflective Cycle (1988) comprises sets of questions covering six areas: 1. Description of the event/ situation/ experience, 2. Your thoughts and feelings, 3. Evaluation, 4. Analysis, 5. Conclusion and 6. Action plan (see reflective model - Schon TLA). They are similar in structure to the READ Backwards critical thinking model (see READ Backwards TLA) but also include an action plan. It is a lengthy model to apply but is comprehensive and, importantly, includes the action plan.

Schön's Reflective Writing model (1983) is a set of questions to ask before, during and after an experience, based around the questions: what do I need to know or do, what am I learning from this and what have I learnt? (See reflective model - Schön TLA). It is a shorter and therefore maybe easier to remember than Gibbs, but therefore doesn't offer the same depth of questioning.

A bespoke model, based on a group critique of Gibbs and Schön's models and other critical thinking models (such as READ Backwards), is useful when you have specific aims for the reflection. For example, a reflective journal used as a practice diary for performers may need questions based on how you are feeling and what techniques you are employing etc. The module assessment outcomes should also be considered, especially if the journal is an assessment piece.

Ending each session with a review of the learning is a useful way to encourage the use of the reflection process. Brookfield's Critical Incident Questionnaire (2017) provides questions that could be used for this.

You can download a copy of the questionnaire here: http://www.stephenbrookfield.com/critical-incident-questionnaire. His 5 questions are:

1. At what moment in class this week did you feel most engaged with what was happening?

2. At what moment in class this week were you most distanced from what was happening?

3. What action that anyone (teacher or student) took this week did you find most affirming or helpful?

4. What action that anyone took this week did you find most puzzling or confusing?

5. What about the class this week surprised you the most? (This could be about your own reactions to what went on, something that someone did, or anything else that occurs).

Brookfield uses these 5 questions after every session as a form of feedback from the students to the teacher. However, using one or more as a reviewing/reflecting question will greatly benefit students, helping them to identify key learning etc.

Embedding Reviewing/Reflecting

Reflection can be modelled in class through the use of questioning. Feedback conversations and peer work can all be structured to included review and reflection. The TLAs in the Self-Awareness and Mindset And Motivation components of Musostudy will also be useful, helping students to be aware of their learning and looking at their progress.

TLAs To Use For Reviewing/Reflecting

Reviewing/Reflecting

- Critical Incident Questions - To reflect on a learning experience

- Reflective Model - Gibbs - To write reflectively about my learning journey

- Reflective Model - Schön - To write reflectively about my learning journey

Critical Thinking

- READ Backwards - To use questions to describe, analyse, evaluate and reflect on a text.

- READ Backwards Applied - To use READ Backwards to develop critical thinking techniques

- So What? - To use critical thinking skills to defend an argument

- Three Whats - To use critical thinking skills to evaluate and build on an experience

- What were you thinking? - To identify how we use critical thinking in everyday life

Self Awareness

- Autobiography - To be aware of one's own personal development

- Coach Yourself - To structure thought processes when faced with study/career problems.

- Tracking Device - To be aware of the progress of learning

- Unconscious Competence - To be aware of one's own progress in learning

Motivation & Mindset

- Fail Forward - To identify learning when mistakes are made

- Go with The Flow - To identify the level of challenge in learning

- Motivating by Numbers - To identify motivations to complete tasks

- Road Map - To recognise where I am on my learning journey

- Strong Roots - To develop personal strengths through identifying soft skills

- What Just Happened? - To identify and acknowledge the effort and learning that went into a task

Learning to Learn

- Check-In - To assess own level of learning in a session

- Cycles of Learning - To be aware of the process of learning and be able to react to that awareness

- Study Progress - To track and analyse the progress of learning

- Teacher Challenge - To demonstrate to students the process of learning

- Unsticking Questions - To identify problems and blocks in independent study

The Toolkit of Teaching & Learning Activities

TOOLKIT CONTENTS

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2. **A Brief Introduction To Problem-Based Learning (PBL)**

3. **Tips for Discussions and Plenaries**

4. **Tips for Teaching Online**

List of Teaching & Learning Activities

TLAs are organised by Musostudy element (Module Mastery, Engagement and Academic Study Skills), then the component of the element and then alphabetically. *Denotes TLAs which are new for this third edition. **Click on the TLA name to go to that TLA's page**.

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THE MODULE MAP

Component: Module Mastery
ILO: To compile a list of required skills for the module

TOOL

This is a map that sets out the module learning outcomes, key learning, assessment and the learner's place in the module. The most important aspect of this is **The Key** - a list of study skills and engagement skills students need for Module Mastery which each individual student can personalise to make it specific to their learning journey. It is a useful list to refer back to. Include this in your formative assessment for the module.

Once students are settled into the group and they are feeling connected to the sessions (see The Group in Chapter 3's Engagement section) it is time to draw the module map. As well as giving students an overview of what they will learn and what the assessment is about, you can look at the key skills the students need to develop to achieve module mastery.

ACTIVITY

1. Show students the module learning outcomes

2. Draw 3 interconnecting circles. In the circles list the module **learning** and the modes of **assessment**. Discuss these

3. Ask students which skills they will need to achieve module mastery. These skills go in the 3rd circle - **The Key**. Discuss these skills, assess the level students feel they have & what they need to do to improve them.

4. You can then tell students how you will help them achieve those skills and set out a plan for when they will be tackled. (This is another way of making the module relevant to students as you are giving them transferable skills).

5. Keep this map on the VLE and refer back to it periodically so students can see how they are doing.

6. These questions can help students to think about their study skills:
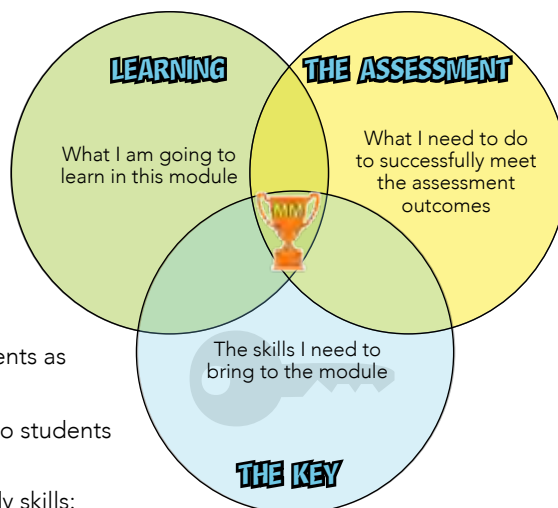
What skills are you learning in this module?
What skills are required for success in this module?
What study skills do you think you already have?
What study skills would you like to develop further?
Where can these skills also be useful?
How could you apply one of these skills to another module this semester?

LEARNING — What I am going to learn in this module

THE ASSESSMENT — What I need to do to successfully meet the assessment outcomes

THE KEY — The skills I need to bring to the module

HOW
This is a good activity to start a session with, early on in the module.

EXAMPLES
In Music Business some of skills students need to bring will be academic reading and writing. Discuss these and then give out a short piece to read that is relevant to the session outcomes. (Make this article something that wouldn't pass the CRAAP test (see CRAAP TLA) but brings up interesting points about music business). Briefly discuss the CRAAP test and get students to apply it, looking for holes in the article. This way students see the Module Map in action - addressing learning, assessment and key skills in one activity.

LARGE GROUP TEACHING
This can be a whole-group activity. The Learner section could be constructed individually and then a whole class list could be completed to help students see that they are not the only ones needing to acquire the skills.

ONLINE TEACHING
With TLAs you are planning, check if there is any tech/other resources/support that students need to be able to study successfully online. Refer to *Learning and Teaching Online* (Chapter 4) in this handbook. The student handout *Tips for Online Learning* (p.163) may also be useful.

SUCCESS
Students are aware of the skills they need to bring to the module and have a plan of how to achieve those.

NEXT STEPS
List how students can access learning for the key skills they need.

RESOURCES	
www.musostudy.com/resources/1MM/modulemap.png	Image for use on slides etc.
www.musostudy.com/resources/1MM/modulemap.pdf	Worksheet with space to write the map and identify learning skills required.

AIDE-MÉMOIRES

Component: Knowledge Mastery

ILO: To create aide-mémoires to remember key learning

TOOL

Using Mnemonics to aid learning. For a topic where rote learning of key phrases or formulae is required, students can make up phrases to help them remember. This is a useful way to remember small pieces of declarative knowledge.

Example of mnemonics include:

- Acronyms - using the first letter of each word to form a word. E.g., KISS - Keep It Simple Stupid

- Music mnemonics - such as singing The ABC song to remember the alphabet

- Word mnemonics - using the first letter of each word in a phrase. E.g., The order of modes of the major scale is I Don't Play Lousy Modes Any Longer (Ionian, Dorian etc.)

ACTIVITY

Ask students about key learning they need to remember off by heart.

Challenge them to find ways to remember this, it could be an acronym, a rhyme or a short song. This could be achieved by group discussion, in small groups/pairs or as a competition.

HOW

The process of students making these up helps them to repeatedly think about the fact in a light-hearted way, making this a good activity to use after an intense period of concentration.

You could do this activity when a new piece of learning occurs or as part of their revision. You could create a list on the VLE of all students' suggestions for each item to be remembered, so students can choose the one they are most likely to remember.

A word of warning - often the most rude aids are the easiest to remember! You may wish to discuss boundaries and what the group will be happy to hear before starting writing the aids.

LARGE GROUP TEACHING

This can work well with large groups, having small groups contributing to a central list or running a competition on the VLE that individuals can contribute to.

SUCCESS

Students will be able to remember the declarative information required to apply to their studies.

NEXT STEPS

You can add to this list each week. You may also want to start a glossary of module jargon and assessment terms for the module (see the Glossary Of Jargon and Jargon Buster for Assessments TLAs).

GLOSSARY OF JARGON

Component: Knowledge Mastery

ILO: To assimilate key language related to the module

TOOL

Make a glossary of the jargon/phrases that are key to the module. You can develop a central glossary on the module VLE for students to refer to outside of class. You can add to it each week when a tricky term arises.

It can be beneficial for students to review this list when they are nearing assessments as a revision aid, as a guide to how much they have learnt or as a vocabulary booster for their writing.

ACTIVITY

Begin with a discussion of what students have learnt in the module so far. Ask what has been tricky, what is specific to the module and what seems to be key to the module.

Start a central list, asking students to contribute explanations to it. You could do this via email, directly onto the VLE, via an interactive in-class app such as v or onto the board.

Use the list to check learning - prioritise which terms need revising/discussing and which skills need practising.

HOW

There are many ways to run this activity depending on your time frame. You could use it:

- From early on in the module - adding the key terms covered each session
- As a revision exercise asking small groups to come up with a list of everything covered so far
- As a problem-solving exercise asking students to note which words on the list are unfamiliar/tricky
- As a test - asking students to list 10 key terms learned so far

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LARGE GROUP TEACHING

This can work well with large groups, with small groups contributing to a central list.

SUCCESS

Students will feel confident that they know what is expected of them in the module and can use the terms confidently.

NEXT STEPS

You can add to this list each week. You may also want to start a glossary of assessment terms for the module (see the Jargon Buster for Assessments TLA).

KUD

Component: Knowledge Mastery
ILO: To help students be aware of the learning outcomes for a topic

---

TOOL

Assessing what you Know, Understand, and need to be able to Do. This tool helps students to be aware of the learning requirements for a topic. By using KUD to unpack the learning outcomes, it gives students a clear break down of learning and can be used as a check for progress and a framework to give feedback on.

Know - A piece of declarative knowledge that students need to remember

Understand - Experience of using that knowledge to produce a deep level of awareness of it (functioning knowledge)

Do - The skills required to achieve the deep understanding

This activity is based on Carol Ann Tomlinson's KUD in The Bridge Between Today's Lesson and Tomorrow's (see below).

ACTIVITY

For each topic generate, with student input, a KUD list to show expectations and relevance to students and also to use as a measure for learning.

HOW

- You could run this activity at the start of some learning as you unpack the learning outcomes. You could ask students to generate the list but they may need help to do so. Being explicit about not only what they will learn but also what they will be able to do helps with relevance of the topic and practical application. It also sets the expectations for study and allows for discussion about how the students feel about the challenges they may face.

- At the end of a topic, you can use the same list it to revise learning and as a piece of formative assessment.

EXAMPLE

In Research Methods - students discuss the list of knowledge and skills they need to complete the first stage of their research. They use this list to plan studying and use it in action learning sets to keep track of progress.

In Songwriting on writing a blues - students discuss what they know about a blues - the 12 bar basic structure, how they need to understand the feel, intention and extra harmonic devices and the skills they need to write a blues - instrumental skills, music notation, etc.

LARGE GROUP TEACHING

This can work well with large groups, with small groups discussing the KUDs before contributing to a central list.

SUCCESS

Students will feel confident that they know what is expected of them in the module and can use the KUD to monitor learning.

NEXT STEPS

You may want to base a formative assessment on the list generated or review and revise the list at the end of a topic.

REFERENCES

Tomlinson, C. A. (2014). The Bridge Between Today's Lesson and Tomorrow's. Educational Leadership, 71(6), 10–14.

LEARNING STATIONS

Component: Knowledge Mastery

ILO: To facilitate groups of independent learning

Module Mastery

TOOL

This is a way to set up the room so that there are lots of different activities happening at once. This is good for large group teaching where you need to create activities but you have too many students for just one activity or a differentiated group or you need students to work independently.

ACTIVITY

There are 2 types of Learning Station that can be used:

1. Rotation - students rotate around the room going from one activity to another

2. Individual - students/groups only use the station they are assigned to for the whole session

At the end of the session you may wish to have a whole-group plenary to discuss the learning

EXAMPLE

In a Live Performance Workshop with a rotation of stations, students are divided into 5 groups. Group 1 performs, group 2 observes and gives feedback, group 3 works at the sound desk, group 4 is warming up and group 5 is shredding/preparing for the following week's session.

LARGE GROUP TEACHING

With large groups, you could set many versions of each station so you can still keep groups quite small.

ONLINE TEACHING

Each group could be in a breakout room and the learning tasks could be accessed via the VLE. The teacher works in the room where the active knowledge learning is happening.

SUCCESS

Students are occupied at various activities for a whole session and are independently learning.

SNAKES AND LADDERS

Component: Knowledge Mastery
ILO: To assess learning in a fun way

TOOL
You can use a game, such as Snakes and Ladders, to check learning in a more fun way than a simple quiz. This is useful when you want to spend some time on socialisation for the group. To progress in the game, students have to answer questions, these could be declarative knowledge (where there is a correct answer), such as what is the minor 7th above Bb?, or a value statement, such as how would you deal with an angry audience member at a cancelled gig?

ACTIVITY
- Write revision questions relating to learning that has taken place in the module. You will need 17 questions. They don't all need to be factual, some could be value judgements - for example, What is your opinion of the decline in popularity of X? or Give two reasons why X isn't a good idea. Add the questions to the question spreadsheet (see below). The questions are required for boxes: 3, 4, 5, 6, 10, 11, 13, 16, 17, 18, 21, 22, 23, 25, 26, 32 & 33. NB If a question is already answered by a player, you can challenge the students to ask a supplementary question or come up with an alternative answer. Or the next player is just lucky and already has heard the answer.

- You may want harder questions for those at the foot of a ladder or near to the end

- Print off the questions and a game sheet for each group. You will also need a counter per player (e.g., a small coin) & a dice (or virtually flip one: freeonlinedice.com)

- Put students into groups of three or four. Ask them to discuss the learning for the module.

- Each group now plays the game - the time required will depend on the difficulty of the questions, but will last approximately 30 minutes.

- Don't give the students the answers - they will have to decide as a group if the answer is correct or not and ask for clarification if needed.

- Have a plenary to discuss the learning.

ADD ONS
Before playing the game, you could ask each group to write their own questions (or some of them) and then swap with another group. This will help to reinforce learning and give them a revision opportunity.

LARGE GROUP TEACHING
This can work well with large groups.

ONLINE TEACHING
Students can play this in breakout rooms with the png of the board screen shared and the questions downloaded from the VLE.

SUCCESS
Students can socialise whilst checking learning in a relaxed, collaborative way.

RESOURCES	
www.musostudy.com/resources/1MM/snakes-ladders.pdf	The game (with instructions for students and teacher)
www.musostudy.com/resources/1MM/snakes-ladders-qs.xlsx	Question sheet with space to write in the questions
www.musostudy.com/resources/1MM/snakes-ladders.png	Image for use on slides etc.

BINGO

Component: Vocational Skills Mastery
ILO: To help prioritise and notice key elements of a learning journey

TOOL
Bingo is perfect to make a list of skills/facts/keywords to look out for in students' practice - resilience, learning from mistakes etc. and it is fun! This is useful for practical skills as well as study skills. It's a great activity for helping students identify and notice common elements from keywords in a piece of learning to behaviours in performance to anxieties around revision etc.

This is useful in all settings where noticing and naming are important. The purpose is to generate a list of key elements for a subject to be noticed.

ACTIVITY
Discuss the purpose of the activity and set the challenge. (You might want to run this like a Bingo hall with students shouting 'house' when they have reached a certain goal.)

Make a list of elements to be spotted during the session.

Students mark down the element they spot (they may spot it more than once and this could be noted).

HOW
You can decide how and when to discuss their findings - this works as a solo, small group or whole-group activity. You may want to make one element the key one to be identified.

EXAMPLES
This could be used as a challenge at the start of a module where you name the elements to notice or it could be used as a revision tool, with the students generating the list. It is also a good TLA for analysing a performance or video of a talk/event.

In a performance class, you may wish to identify the key barriers/anxieties to performance that students are experiencing. Start with discussion and generate a list. Ask students to choose their top 6 and identify the key barrier for them. They then write their 6 barriers on the bingo sheet. In their performance feedback they are asked which behaviours they noticed and peers can also feedback on this. By actively naming and noticing barriers to performance they can then set goals on how to overcome them.

In an academic module with tricky words you may want to use this to jargon bust. You list the 6 keywords/phrases you want them to spot and display them. You then give them the knowledge learning and ask them to note down when they come across one of the elements. Afterwards, you can discuss the occurrence of these elements and how/why they are significant in certain contexts.

In a video analysis of an event taking place ask students to spot key places where the elements you mentioned are appropriate (these could be 6 elements of an event management plan).

LARGE GROUP TEACHING
With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small-group discussions which contribute to a whole-group activity of generating one list.

ONLINE
Put a list of what you want noticing into Chat for students to identify. When a student notices one they note it down, plus the time. When they have a full house they shout Bingo.

SUCCESS
Students will start noticing and referring to the elements you are challenging them to observe.

NEXT STEPS
Once the elements are noticed the second challenge is to act upon them. Discussions and maybe quizzes where appropriate can help achieve this.

RESOURCES	
www.musostudy.com/resources/1MM/bingo.png	Use as a worksheet for students to write their 6 elements onto or use on slides etc.

JOURNALING

Component: Vocational Skills Mastery
ILO: To track progress and identify areas for work

TOOL

Keeping a journal, research diary or practice log is a useful way to monitor our learning journey. For some modules this is a required part of learning. Building time into sessions to discuss the journal and make entries is a useful part of learning.

ACTIVITY

1. Students discuss the purpose of journaling. Consider the desired outcome for writing - to clear your mind? to create? or to mark progress through the learning journey?

2. Work with students to create the initial entries. You may wish to do an activity and write about it or show them examples of other journals

3. Make time in sessions for regular journaling. This models best practice of regular entries and helps towards assessment mastery if it is a marked piece of work

4. Ask students to read short extracts to each other - this helps to generate ideas, allows for feedback and acknowledges the learning journey students are on. You could run this like an Action Learning Set

HOW

Encourage students to be reflective and write how they feel, not just write facts. You can use the Reflective Model TLAs to help with this.

LARGE GROUP TEACHING

With large groups, you can first run this as a solo activity and then break into small groups where students read their entries to each other.

SUCCESS

Students will have a record of their achievements and will be aware of the areas they need to work on and will be finding ways to achieve mastery of each skill.

NEXT STEPS

Use the journal entries to analyse the learning journey. Encourage students to add other learning and experiences beyond the module and looks for links.

RESOURCES	
Morning Pages from The Artist's Way	https://juliacameronlive.com/basic-tools/morning-pages/

PRACTICE MAKES PERMANENT

Component: Vocational Skills Mastery
ILO: To be aware of the purpose of practising and to
identify practice goals

TOOL
This expression demonstrates how we become proficient at what we repeatedly practise. By analysing practice regimes we can identify the areas where the level of challenge isn't sufficient and skills which are already competent are being repeated rather than adding new, more challenging, exercises.

ACTIVITY
Discuss the benefits of having a structured practice routine.

Students describe and analyse what and how they currently practise (whether in a practice regime or as a warm-up before a performance).

Ask them to identify the riffs/licks etc. that they always repeat and consider how challenging they find them.

Discuss what the next goals in their practice could be and ask students to devise a new routine incorporating these new challenges.

LARGE GROUP TEACHING
This can work well with large groups.

SUCCESS
Students are successfully adding new, challenging, elements to their practice.

NEXT STEPS
Review this TLA throughout the year to help students continue to review and revise their practice.

RESOURCES	
www.musostudy.com/resources/1MM/practice-permanent.png	Image for use on slides etc.

TOP TRUMPS

Component: Vocational Skills Mastery
ILO: To identify the vocational skills required for module mastery

TOOL
This is a way to gamify the identification of the vocational skills required for careers associated with the module. For example, all the different jobs involved in a making an album. This also helps to be aware of all the roles involved in a process. Students can then compare the skills to their own and acknowledge the skills they need to develop for successful study/employability.

ACTIVITY
Discuss a process and identify all the roles involved.

Put students into small groups and allocate one role to each group.

Each group writes a brief profile of the role and attributes the key skills required for that role, giving the skill a value (1 is low, 5 is high).
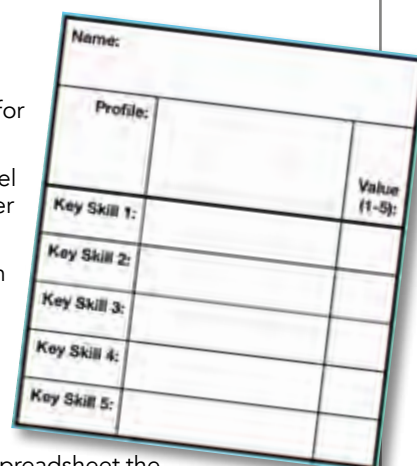
The large group can then play Top Trumps - seeking which role has the highest level for a skill. There will need to be a discussion on the exact levels awarded. The winner is the group with the most skilled role.

Finish the activity by asking students to identify skills they need/have and ask them to relate that to their current studies or their employability. Discuss how to acquire and develop those skills.

HOW
Padlet is an excellent way to collate these as all students can see all entries in real-time and can add photos. Or students can write their skills directly into the top trumps spreadsheet which they email to you. You can collate all the roles into one spreadsheet the whole group can see.

You could also have the group decide on the top 5 key-skills before they go into small groups to assign them to a role. This will lead to less variation later in the activity.

Name:		
Profile:		
		Value (1-5):
Key Skill 1:		
Key Skill 2:		
Key Skill 3:		
Key Skill 4:		
Key Skill 5:		

LARGE GROUP TEACHING
This can work well With large groups, but you may need to have more than one group define a role. Then those groups merge to agree on a final version. Or you could divide the group into a few cohorts and each cohort plays the game as described above - this may need a facilitator for each cohort.

ONLINE TEACHING
This can work extremely well online using Padlet.

SUCCESS
Students are engaged by the gamification and can see how to relate these vocations to themselves.

RESOURCES	
www.musostudy.com/1MM/top-trumps.png	Image for use on slides etc.
www.musostudy.com/1MM/top-trumps.xls	Spreadsheet to add Top Trump details to

JARGON BUSTER FOR ASSESSMENTS

Component: Assessment Mastery

ILO: To translate the meaning of words common in the assessment

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TOOL

Use this TLA for unpacking the jargon used around assessments. You can develop a central glossary on the module VLE for students to refer to outside of class. You can add to it each week when a tricky term arises.

ACTIVITY

In the session look at the assessment criteria for the module and ask students to highlight terms that they are unsure of or unsure of how to address in the assignment.

In small groups, students could try and work out explanations and formulate ideas on how to address them (for example, what does to critically evaluate mean and what would it look like in the assignment?).

Start a central list, asking students to contribute explanations to it. You could do this via email, directly onto the VLE, via an interactive app or onto the board.

Prioritise which terms need discussing and which skills need practising.

HOW

There are many ways to run this activity depending on your time frame and how close to the assessment you are.

LARGE GROUP TEACHING

With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small-group discussions which contribute to a whole-group activity of generating one list.

SUCCESS

Students will feel confident that they know what is expected of them in the assessment.

NEXT STEPS

You can add to this list each week. You may also want to start a glossary of key terms for the module (see the Glossary of Jargon TLA).

MARK BUT DON'T CORRECT

Component: Assessment Mastery
ILO: To interpret the marking process

TOOL

In a piece of formative assessment, you mark the work and say how many mistakes and how many good points you observe, then ask students to revisit their work and edit/proofread/check it and see if they can spot the mistakes/good points.

You could get peers to mark and revisit work as well. Give students small exercises in the room to do this on - e.g., combine it with a writing exercise or a short performance. This will work with all assessment types from performance to written.

ACTIVITY

Give students a small exercise in the session. The exercise could just relate to one assessment learning outcome or many.

Mark the work (you may want to set another activity whilst you mark or you may use peer marking if appropriate).

Give the students their mark and the number of areas that were good or need work (but with no other feedback) and ask them to now mark it themselves looking for where the outcomes are achieved/not achieved.

Finally discuss with students how you awarded the mark and discuss common mistakes that were made and how to address them.

HOW

You could combine this with a writing exercise such as Harvard Referencing or the Cite Me TLA. You may want to have a discussion about marking rubrics.

LARGE GROUP TEACHING

With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small-group discussions which contribute to a whole-group activity of generating one list.

SUCCESS

Students will feel confident that they know what is expected of them in the assessment.

NEXT STEPS

You may ask students to produce their own marking rubric for the assessment (See the Rubric Write & Reveal TLA)

MUSIC FOR REVISION

Component: Assessment Mastery

ILO: To create a group playlist to aid revision concentration, relaxation and energisation.

TOOL

Create a group playlist of music to study by. The curated list can be used in sessions as background music but can also be used as a module tool - analysing the music. Group lists can help students to bond and gain a sense of group identity. The focus on something to aid revision is also a talking point for how we deal with exam stress.

ACTIVITY

Discuss how students are feeling about an upcoming assessment.

Choose a theme for a playlist - for concentration, to energise, to relax etc.

Each student contributes a song and explains why this song helps them.

Apply the songs to the knowledge activity for the session (e.g., analyse the lyrics in songwriting looking for common themes).

HOW

You may want to create the list on a platform such as Spotify and share it so all students can access it.

EXAMPLES

Use the creation of a playlist to add to the knowledge learning - in Music Theory analyse the songs; in Journalism review them; in Music Business curate them.

LARGE GROUP TEACHING

With large groups, you can either run this as a solo activity and then put students into groups to discuss/ adjust their decisions or you could have small-group discussions which contribute to a whole-group activity, generating one list.

ONLINE TEACHING

To play background music with the best sound in Zoom: in advanced audio settings chose 'music or computer sound only'. When you play music from Spotify etc. control the volume of the music within the app.

SUCCESS

Students have a chance to voice concerns about exam stress and feel part of a group due to the shared experience.

NEXT STEPS

Use the playlist as background music in sessions when students are engaged in an activity. You may want to follow on with support from Student Services or use Time Management TLAs.

NERVE BUSTER

Component: Assessment Mastery
ILO: To generate a list of techniques to deal with anxiety
before an assessment/presentation/performance

TOOL

As students prepare for assessments (whether performance or otherwise) their anxieties may increase. Helping students to discuss their anxieties and develop strategies for coping can help improve their chance of success.

This is a share & tear opportunity - students discuss and share solutions, and take away new ideas from each other.

ACTIVITY

In small groups, students discuss anxieties they may have around assessments. They make a list of these anxieties and create a second list of ways to overcome them.

The list of anxiety solutions is then shared with the whole group, to create one large list.

This can then lead to some troubleshooting, by analysing the themes of the anxieties and dealing with the ones that can be dealt with (e.g., which anxieties are fears created through lack of information? What information is needed to dispel the fear?).

You can also analyse the themes of the solutions - some may be techniques such as mindfulness, some may be practical, organisational techniques, some may be around involving other people for support.

Finally, ask students to look at their own list and add solutions, with an extra note on how they can commit to those solutions.

LARGE GROUP TEACHING
This can work well with large groups.

SUCCESS
Students have a clear plan of how to deal with anxieties.

NEXT STEPS
If there are many anxieties, it may be useful to involve Student Services with this activity.

RUBRIC WRITE & REVEAL

Component: Assessment Mastery
ILO: To identify assessment expectations

TOOL
In this TLA students write a rubric for an assessment and then you reveal the actual rubric to them to compare. A marking rubric is a guide used to assess the quality of assignments, using a classification system to help decide on the grade to give the piece of work. As well as being a guide for teachers they are also for students and can be a powerful tool in formative assessment, helping students to be aware of how their work will be assessed and how they can work towards developing the required skills to be successful.

Carol Ann Tomlinson describes formative assessment as the 'ongoing exchange between the teacher and his or her students designed to help students grow as vigorously as possible and to help teachers contribute to that growth as fully as possible' (Tomlinson, 2014).

ACTIVITY
Share the learning outcomes for an up-coming assessment with your students.

In a group discussion, unpack each outcome, talking about what it means and what it looks like in the assessment and come up with a list of elements for each outcome.

Now ask students, in small groups, to come up with 3 or 4 categories for grading each element. For example, Not Achieved, Passed and Really Well Done (or you may wish to use the grading the markers will use - these may be more complex and take more time to unpack).

Discuss what each group has and create a class rubric.

Now compare that to the rubric that already exists for the assessment and discuss the similarities and differences.

NEXT STEPS
Once students are aware of what is expected, you can try and use the rubric to produce parts of the assessment. For example, in performance, you could just focus on stagecraft; in a written assignment, you could ask students to write a brief section.

Ask the students to grade themselves and each other, to help them develop their awareness of the required levels.

Remember, formative assessment isn't just about work to pass the assessment, it is helping the students to grow, so try and also focus on those aspects of development as well as assessment success.

LARGE GROUP TEACHING
This can work well with large groups.

ONLINE TEACHING
In online classes, you can add to a rubric that you create in a spreadsheet and screen-share with the group.

SUCCESS
Students are aware of the module assessment outcomes and know what success looks like.

SCREE - SELF ASSESSMENT

Component: Assessment Mastery

ILO: To track progress and identify areas for work

TOOL

This is a self-monitored formative assessment tool. Hudson (1981) designed the Sequential Criterion-Referenced Education Evaluation System (SCREE). This is a repeatable measure which students can use to rate their progress through a module, based on set criteria such as the module assessment outcomes.

This has many uses where you want students to track their progress in a tangible way. It could be used just in the weeks leading up to an assessment or across a whole module.

ACTIVITY

With the class, decide the criteria you want to measure progress on (this could be for module mastery, or a set of criteria personal to the student). Each week students mark themselves a 1 for having achieved the learning and 0 for not yet achieved.

HOW

Once you have established the list of competencies they measure, you can just remind students to mark themselves (they could keep the list on a note-taking app on their phone or on the VLE etc.). You can decide when to pair and share or have group discussions on progress.

It is important that achievement is acknowledged but also the Not Yet is addressed with time spent on how to achieve mastery, what needs to happen next, what support is available etc.

It is a good idea when using module outcomes to unpack them, jargon bust and rewrite them in layman's terms, so everyone is clear of the expectations.

Some learning outcomes may not be covered until later in the module so you may want to only add the relevant ones as they come up. This will also help students to manage the feeling of being overwhelmed by so much to learn.

EXAMPLE

In Music Theory the list of skills being assessed includes - use the cycle of fifths accurately, build intervals and chords and work out the relative minor. By using this each week students can self assess their progress.

LARGE GROUP TEACHING

With large groups, you can either run this as a solo activity to generate goals (depending on the module) and then put students into groups to discuss/adjust their decisions or you could have small-group discussions which contribute to a whole-group activity of generating one list. Once the list is complete students mark themselves but could then Pair and Share to discuss. A large class could contribute to a Mentimeter vote for each item so you get a whole-class result and can see where most work is needed.

SUCCESS

Students will be aware of the areas they need to work on and will be finding ways to achieve mastery of each skill.

NEXT STEPS

Once the Not Yet areas are identified TLAs can be planned to help achieve mastery. See RESOURCES below for more information on this.

LINKS TO OTHER ACTIVITIES

This could work well with planning activities. For example, any planning and goal setting activities.

RESOURCES AND REFERENCES	
Hudson, W. W. (1981). Sequential Criterion-Referenced Educational Evaluation: A Student/Teacher Assessment System. Journal of Education for Social Work, 17(1), 53–58.	
The Power of Yet: Do You Believe You Can Improve?	by Sam Thomas Davies. Available at https://www.samuelthomasdavies.com/the-power-of-yet/
Carol Dweck: The power of believing that you can improve	TED Talk: https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en

EAT AN ELEPHANT

Component: Time Management
ILO: To identify study worries and plan interventions
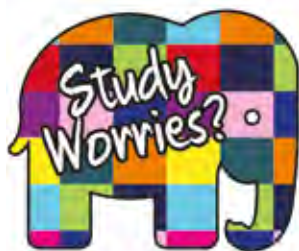
TOOL
This is a time management activity but it also helps with worries around studies. Students can feel more in control of their studies by identifying worries and then prioritising time.

ACTIVITY

1. Students jot down all the aspects of their studies that are worrying them - e.g., performing on stage, completing a big assignment, failing their degree.

2. Now review the worries - which are just worries that are out of their control and therefore can't be helped? Can they do anything about the other worries? How can they reduce the worry? What decisive action can they take that will help them deal with this challenge?

3. The best way to eat an elephant is in small chunks. What small chunks of study can students do this week to start demolishing the elephant?

HOW
Students can do this in small groups/pairs or it could be a whole-group activity. If you are worried about quieter students voicing concerns use an anonymous online survey such as Mentimeter or use the snowball activity (students all throw a piece of screwed up paper with their worries written to the front of the class for the teacher to read out randomly and anonymously).

Performing solo to whole group
Writing the surveys for the research project
Finishing all my assessments on time
It might rain for my festival gig

LARGE GROUP TEACHING
With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small-group discussions which contribute to a whole-group activity of generating one list of module-specific worries.

SUCCESS
Students will have a clear idea of what is worrying them and a plan of how to deal with the ones in their control.

NEXT STEPS
Signpost the students on to extra support. You may want to run this activity in conjunction with Student Support. The other time management activities such as the Revision Timetable and the Traffic Lights may be useful for specific planning.

FURTHER READING
A Mental Health Toolkit may be a useful resource to hand out to students (your institute will doubtless have one).

RESOURCES	
www.musostudy.com/resources/1MM/elephant.png	Image for use on slides etc.
www.musostudy.com/resources/1MM/elephant.pdf	Worksheet with space to write worries in the elephant

EISENHOWER MATRIX

Area: Time Management
ILO: To achieve mastery of this skill

	Urgent	**Non-Urgent**
Important	**Do First**	**Schedule**
Unimportant	**Delegate**	**Don't Do**

TOOL
This is very similar to the Traffic Lights TLA. The principle, ordering tasks you have to do by importance and urgency, is the same. With this model, you delegate some tasks where possible. This may not always be appropriate to students, however, there may be tasks in this section that they can seek help with (for example, sorting out Student Loan finance may be passed to Student Services for their support).

ACTIVITY
Discuss with students the studies they need to do in a certain period (could be a week, the rest of the term, the holidays or in the run-up to assessment deadlines).

Ask them to:

1. Make a list of tasks they have to do for this period, considering their studies, career, personal life etc. (You can decide the parameters depending on the scope of the task - but it is worth noting how much students' jobs and extracurricular activities can affect their study priorities).

2. Look at the deadlines those things have and their level of importance. Write down next to each item whether it is urgent, important or both.

3. Use the Matrix to help prioritise what needs to be done and in which order. Can anything in the Delegate list be delegated or support be found? Could students support each other for some of the tasks?

HOW
This could be done as a whole group - to prioritise a set of revision goals or as individuals for a more personalised list.

Remember to check back regularly and see how students are doing with their list.

LARGE GROUP TEACHING
With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small-group discussions which contribute to a whole-group activity of generating one list.

SUCCESS
Students will be clear about their goals, how they will be spending their time and what other modules, activities, jobs etc. may be affecting their planning.

NEXT STEPS
You may want to link into work that Student Services are running around revision periods or other points of potential stress.

RESOURCES	
www.musostudy.com/resources/1MM/eisenhowermatrix.png	Image for use on slides etc.
www.musostudy.com/resources/1MM/eisenhowermatrix.pdf	Worksheet to use

GANTT CHARTS

Component: Time Management
ILO: To plan study projects effectively

TOOL

Gantt Charts are visual tools to create a project plan. They help visualise and plan multiple tasks and deadlines. They are useful when working on projects (as a group or individual) or revision for the assessment period where there are many different tasks and deadlines.

ACTIVITY

As you approach the assessment period or if you have a large project happening in your module you can introduce the idea of a Gantt Chart to plan, prioritise and organise tasks.

Choose a group project related to the module that you can work on over a few weeks (this could be linked to an assessment or be a Problem-Based Learning task for example). Demonstrate a Gantt chart by downloading a template (see below) to work on as a group.

Discuss the project and ask students to come up with tasks, suggested deadlines for each task and a list of how to prioritise and allocate the tasks.

Fill in the Gantt chart in class and assign tasks. You can host it on the module VLE.

Each session check back on progress, reassign tasks/deadlines and discuss the overall progress. You may wish to do this as an Action Learning Set.

LARGE GROUP TEACHING

This will work well with all group sizes. You may want to facilitate the initial planning discussions in smaller groups.

SUCCESS

Students will plan their studies effectively and meet deadlines.

NEXT STEPS

As well as demonstrating Gantt charts for a team project you can encourage students to use this for their own projects and revision timetabling.

RESOURCES	
https://www.teamgantt.com/free-gantt-chart-excel-template	Gantt Chart template

POMODORO

Component: Time Management

ILO: To study effectively by managing time allocations

TOOL

This time management tool was created by Francesco Cirillo in the 1980s.

He suggests we set a timer (he used a tomato-shaped kitchen timer, hence the name) to 25 minutes and use that to work on a single task without stopping until the timer goes off.

This external monitor of your time can help you to keep focused and also to organise and manage your time. It also prevents you multi-tasking and shuts out external distractions such as social media.

These days we can easily use a phone (in aeroplane mode) to time ourselves.

The Pomodoro Technique consists of 6 steps:

1. Pick a task to work on (it may be something to complete quickly or a larger task that needs a lot of time).

2. Set the timer for 25 minutes and pledge to spend the entire time on that task without interruption. (Turn off social media etc.)

3. Work on the task for 25 minutes (if another thought or task pops into your head write yourself a quick note to attend to it after the 25 minutes).

4. When the timer goes off make a note of how far you have got and congratulate yourself for staying on task.

5. Take a short break (5 minutes or so) to give your mind a rest. Now set the timer again and repeat.

6. Every 4 Pomodoros, take a more substantial break (20 minutes or so).

ACTIVITY

1. Set students a task that needs focussing on. Discuss with students the process and talk about the things that distract them especially when they are trying to study outside of class. You may want to ask them where they will work, where is the most productive study space they have and how they will reduce distractions.

2. Set a timer and begin the task (you may want to display this on a TV screen - an internet search for 'timer' will bring up lots you can choose from). At the end of the task allow 5 minutes for some downtime.

3. Discuss how students found it. What distracted them? Did they stay focused? Etc.

4. Ask how they can use this technique out of class and what might stop them.

5. Ask students to set a goal for the work they will 'Pomodoro' this week. (You may wish to agree a task that you set for the whole group)

6. Remember to check up with them in the next session and see how it went and what support they might need.

LARGE GROUP TEACHING

This will work well with all group sizes. You may want to facilitate the discussions in smaller groups.

SUCCESS

Students will study effectively outside of class.

RESOURCES	
www.musostudy.com/resources/1MM/pomodoro.png	Image for use on slides etc.
https://www.youtube.com/watch?time_continue=95&v=VFW3Ld7JO0w	Video explaining the technique

REVISION TIMETABLE

Component: Time Management

ILO: To be aware of time constraints during the assessment period & to have a clear plan

TOOL

This is a useful tool to micro-plan students' time in the weeks around assessments. Students need to study, practise and revise as well as keeping up with all their usual responsibilities. Helping students to write down and commit to a plan can help keep them on track and reduce their stress and anxiety levels. There is a template timetable for students to use (you can print it double-sided with the Musostudy mindfulness colouring sheet to aid relaxation on the other side).

ACTIVITY

Have students list all the work and gigs they have to do plus any assessments and other obligations they have.

Plan out a week into 2-hour chunks and ask students to plot on their responsibilities, e.g., part-time work. With the slots left plan when they will study and what they need to revise/practise/write etc.

Ensure they consider where rest time will go.

Ask students to also consider:

- Where will you work? Where is your most productive place?
- How will you reduce distractions?
- Who can support you through this?

If students have already planned in another session, ask them to spend 5 minutes reviewing it in pairs. They can update their plan and check what still needs doing.

LARGE GROUP TEACHING

With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small groups planning which contribute to a whole-group activity of what the process was like and any major concerns that arose.

ONLINE TEACHING

Put the xls version of the timetable on the VLE for students to use. On Zoom you can screen share the colouring and allowing students to colour in using Annotate.

SUCCESS

Students will have a clear plan on how to proceed during the assessment period.

RESOURCES	
www.musostudy.com/resources/1MM/timetable.pdf	A template for a revision timetable for printing
www.musostudy.com/resources/1MM/timetable.xls	A template for a revision timetable for online use
www.musostudy.com/resources/1MM/colouring.pdf	A mindfulness colouring sheet to help with relaxation

STUDY TIME CALCULATOR

Component: Time Management
ILO: To identify how we spend our time and how much
time we have for studying

TOOL

This calculator, devised by The Open University, calculates the number of hours we spend each day on different activities and shows us how much time we have left for studying.

ACTIVITY

1. Students discuss in groups what they mostly spend their time doing and how much they estimate their studies require.

2. Put these figures into the calculator and discuss the results. How much time is available for study? Is this adequate? What can be done to remedy this? What help is needed?

HOW

As access to the Excel spreadsheet is required for this exercise, you may want students to discuss and complete the list of hours spent in pairs/small groups and then use a few students' data to generate results as examples. You can make the .xls file available on the VLE for students to use at home.

It may help to run this activity at the start of a module to help students prioritise study.

LARGE GROUP TEACHING

This could be done as a whole group, discussing a general amount of time the 'average' student spends on each task on a typical day and the results can be generated together.

ONLINE TEACHING

Students can download and use the calculator themselves or you could screen share it and create a group one based on averages.

SUCCESS

Students will be clear about how they spend their time and be able to make informed decisions for studying.

NEXT STEPS

It is important to follow this up with some support on how students can more effectively plan their time and also some tips for more effective studying.

RESOURCES	
www.musostudy.com/resources/1MM/study-time-calculator.xls	The calculator
https://help.open.ac.uk/time-management-skills	The web page where the study calculator is located

TRAFFIC LIGHTS

Component: Time Management
ILO: To identify priorities, both important & urgent

TOOL
We need to be able to prioritise our studies. However, identifying the distinction between what is urgent or important can help us further manage deadlines. This TLA is similar to the Eisenhower Matrix TLA.

ACTIVITY
Discuss with students the studies they need to complete in a certain period (could be a week, the rest of the term, the holidays or in the run-up to assessment deadlines). Ask them to:

1. Make a list of goals for this time period - considering their studies, career, personal life etc. (You can decide the parameters depending on the scope of the task - but it is worth noting how much students' jobs and extracurricular activities can affect their study priorities).

2. Students look at the deadlines associated with the tasks plus the level of importance then write down next to each item whether it is urgent, important or both.

3. Using the Traffic Light System, they prioritise what needs to be done and in which order (RED is urgent & important and needs to be done first, AMBER is urgent but not important, do these second, GREEN is important but not urgent and can be done last. Any which are neither need not be focused on.

HOW
This could be done as a whole group - to prioritise a set of revision goals or as individuals for a more personalised list.

Remember to check back and see how students are doing with their list.
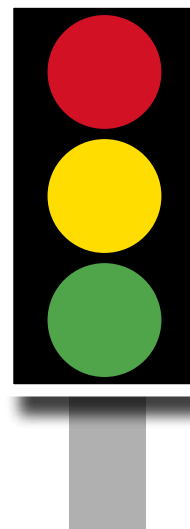
LARGE GROUP TEACHING
With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small-group discussions which contribute to a whole-group activity of generating one list pertinent to the module.

SUCCESS
Students will be clear about their goals, how they will be spending their time and what other modules, activities, jobs etc. may be affecting their planning.

NEXT STEPS
You may want to link into work that Student Services are running around revision periods or other points of potential stress.

RESOURCES	
www.musostudy.com/resources/1MM/trafficlights.png	Image for use on slides etc.
www.musostudy.com/resources/1MM/trafficlights.xls	Worksheet for online use
www.musostudy.com/resources/1MM/trafficlights.pdf	Worksheet for printing

AUTOBIOGRAPHY

Component: Self awareness
ILO: To be aware of one's own personal development

TOOL

This activity encourages students to look at their learning journey so far, seeing what has shaped them. It also gives them an opportunity to look towards the future. The autobiography helps students reflect on the experiences in their educational life. It can also highlight what may be influencing their studies now.

It is important to note that this is a personal exercise and may touch on some sensitive issues. You may wish to discuss this with your Student Services worker before deciding to go ahead if you are concerned about any sensitive issues arising.

This is also a useful tool to look at career paths and how that may relate to your module.

ACTIVITY

Ask students to make notes under the following headlines:

1. What I liked most at Primary school

2. Who my favourite Primary school teacher was and why

3. What I learned at Primary school

4. When I was at Primary school I was a .... pupil

5. What I wanted to be when I grew up when I was around age 8.

6. What I liked most at Secondary school

7. Who my favourite Secondary school teacher was and why

8. What I learned at Secondary school

9. What I wanted to be when I grew up when I was around age 14

10. When I was at Secondary school I was a .... pupil

11. Where else I learnt apart from school (e.g., at clubs, music lessons, from a friend or relative).

12. What I know about myself as a learner

13. Where I see myself in 5 years time

Ask students to take the highlights of this and turn it into a one-page educational autobiography.

Students discuss what they have learnt about themselves by doing this and how this may change their student behaviour in the future.

HOW

This is a good activity to complete in a module where writing is part of the assessment, especially reflective journals.

LARGE GROUP TEACHING

This works equally well in large groups as it is a solo activity with a group discussion to draw conclusions.

SUCCESS

Students will have a clear idea of how they learn. This will help to navigate future learning challenges.

NEXT STEPS

You may wish to use writing evaluation techniques to review the quality/format of the writing.

RESOURCES	
www.musostudy.com/resources/2E/autobiography.doc	Worksheet for online use

COACH YOURSELF

Component: Self Awareness
ILO: To structure thought processes when faced with study/career problems.

TOOL

This framework comes from Sarah Ellis and Helen Tupper in their book You Coach You (released January 2022, https://www.amazingif.com/books/). It is a coaching tool to help people consider and work through their career challenges. It can be adapted to help students to coach themselves through study and career choices and can be applied to problems in the classroom as learning opportunities using Problem Based Learning (for example, in Event Management, you set the class a scenario concerning an event problem and ask students to try and come up with possible solutions using the framework).

C.O.A.C.H.

COACH is an acronym for the five stages to process through when trying to make decisions:

C = Clarity - Seeking clarity and understanding of the problem to be addressed by asking and answering questions such as why is this a problem? what are the challenges? which is the most pressing challenge? what is needed to move forwards?

O = Options - Explore all the options available by asking and answering what could I do? how else could I address it? how might others approach this?

A = Action - Identify actions by asking and answering which action could make the most difference? which one seems the most useful option?

C = Confidence - Build confidence by asking and answering how confident you feel about taking the possible actions (rate them on a scale of 1 - 10)? what might stop this action happening? what could you feel most confident about taking action?

H = Help - Look for ways to seek help by asking and answering what help do I need? Who could help me? Where and how do I find this help?

ACTIVITY

Set a problem scenario (such as how to record a five-piece band in a small home studio).

Ask students to work in pairs or small groups to come up with a preferred solution using the COACH framework as a guide.

Then ask students to consider a study or career choice issue of their own and apply the framework to their own situation

HOW

Use the Problem Based Learning Guide to help set up the scenario (see below).

LARGE GROUP TEACHING

This is suitable for large group teaching (more than one group could work on the same scenario, and the solutions can be compared in a plenary).

SUCCESS

Students show confidence is exploring and solving problems

NEXT STEPS

This is a useful tool to help around assessment period and towards the end of a course when career choices need to be made.

RESOURCES	
www.musostudy.com/resources/2E/coach.png	Image to use on slides etc.
https://www.amazingif.com	Amazing If is the website of Sarah Ellis and Helen Tupper and contains many other coaching tips
https://www.musostudy.com/resources/2E/PBL-guide.pdf	Problem Based Learning Guide

TRACKING DEVICE

Component: Self awareness
ILO: To be aware of the progress of learning

Engagement

TOOL

This activity helps students gauge and monitor their learning in a quick, effective way using a Likert scale. A Likert scale usually has 5 or 7 set responses to a statement, allowing the individuals to express an opinion in a ranked order.

This activity is particularly useful where research methods are taught or where a large project, that needs regular input, is being completed.

ACTIVITY

Discuss with students the learning progress they wish to monitor and decide how problems will be dealt with.

Students can debate and choose the statements they wish to regularly monitor. For example:

1. I feel on track with my learning

2. My learning load is manageable

3. I am enjoying studying

4. I study outside of class

5. I feel connected to the course

6. I feel successful in my learning

Each week students spend a few minutes at the end of class rating their responses to the statements using the Likert scale: Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree.

In small groups, students discuss their progress and seek potential solutions to any problems. (You may want to run this as a more formal action learning set when specific learning projects are being undertaken).

HOW

When students have written their list ask them to either load it onto the module VLE or, if they want it to remain confidential, take a photo of it on their phone. This way they can check the list each session. Having the lists on the VLE and discussing them in class will help students to see that they all have similar worries and struggles and are therefore not so alone in their studies.

LARGE GROUP TEACHING

This works equally well in large groups as it is a solo activity with a group discussion to draw conclusions.

SUCCESS

Students will have a clear idea of their progress.

NEXT STEPS

Each week you may wish to combine this with some study skills intervention activities or time management to help resolve any issues.

You may wish to enlist the support of Student Services and the academic study teacher to offer support if particular problems arise.

RESOURCES	
www.musostudy.com/resources/2E/tracking-device.doc	Worksheet for online use

UNCONSCIOUS COMPETENCE

Component: Self awareness
ILO: To be aware of one's own progress in learning

TOOL

This model is a useful explanation of the psychological process we go through when learning a new skill. It suggests that we pass through 4 stages of awareness. It is particularly useful when trying to master a skill such as learning an instrument. This TLA is about getting students to be aware of their learning and the process of how we learn.

The four stages of the model:

1. Unconscious Incompetence - we start unaware of our inability to do something because we haven't tried it yet.

2. Conscious Incompetence - once we try it we are aware that we can't do it

3. Conscious Competence - with practice and awareness we start to be able to do it

4. Unconscious Competence - once mastered we aren't aware of the effort to do it. Like riding a bike - it becomes automatic.

The progression to mastery isn't direct, we may pass many times between the middle stages as we practice and refine the skill. There is struggle and friction in working between these 2 middle stages and the teacher can support and guide that process.

This was initially described as "Four Stages for Learning Any New Skill" and was developed at Gordon Training International by Noel Burch in the 1970s.

Unconscious Competence

Conscious Competence

Conscious Incompetence

Unconscious Incompetence
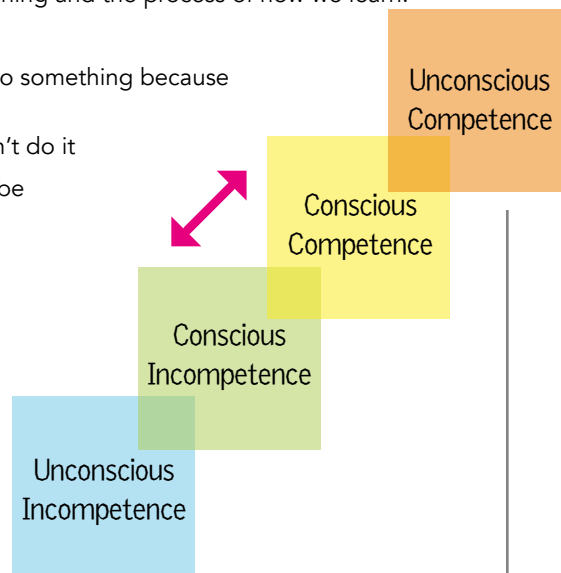
ACTIVITY

Describe the model and ask students to reflect on their learning journey so far. Ask them to discuss how it feels when they are in the middle 2 stages, which helps them to progress from stage 2 to 3 and how they think they will know when they reach stage 4.

Next, ask them to plan how to stay focused when they feel they may be stuck in stage 2 and what help they will seek.

HOW

If students are completing a learning journal have them write these reflections down along with their goals for progression and plans for practice.

Once students have reflected on their own learning it may be useful to have a group discussion to identify common points for each stage to help students understand the similarities we all go through in learning and see that practice and challenge are the common factors in achieving success.

Mastery is playing whatever you're capable of playing ... every time ... WITHOUT THINKING
(Werner, 1996)

LARGE GROUP TEACHING

This works equally well in large groups as it is a solo activity with a group discussion to draw conclusions.

SUCCESS

Students will have a clear idea of how we learn and how that feels in practice. This will help to keep them motivated in their practice.

NEXT STEPS

It is useful to return to this over time as students become more aware of their learning.

RESOURCES/REFERENCES	
www.musostudy.com/resources/2E/uncon-comp.png	Image for use on slides etc.
Werner, K. (1996) Effortless Mastery - Liberating The Master Musician Within. Jamey Aebersold Jazz, Inc.	Kenny Werner's seminal book to help musicians consider their self-worth as an artist

FAIL FORWARD

Component: Motivation & Mindset

ILO: To identify learning when mistakes are made

TOOL

It is important to acknowledge that making mistakes is an essential part of the learning process. This tool is a short reflection to use after an activity to get students thinking about the learning process.

This TLA is adapted from 7 Ways to Teach Kids Failure Is a Great Thing by biglifejournal.com

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ACTIVITY

1. Set the group an activity that will have challenges and where mistakes will be made (this probably means it is an activity at the correct level - if students could do it perfectly it wouldn't be learning).

2. After the activity ask students to answer these questions: What did I learn from this? What could I do differently next time? Why do I think I made the mistakes? This makes them acknowledge any mistakes they made and see the learning value in it.

3. You may want to structure their reflections to be part of their learning journal and use a reflective model such as the Reflective Model TLAs.

To FAIL is a good thing. It's the First Attempt At Learning

@musostudy   Photo by Vlad Tchompalov on Unsplash

EXAMPLE

In a performance class students have just practised a piece for an upcoming performance. In small groups they discuss their answers to their questions, acknowledging the mistakes. They identify learning goals for the week to be focused on in their practice routine.

LARGE GROUP TEACHING

With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small-group discussions which contribute to a whole-group activity of generating one list.

SUCCESS

Students are conformable making mistakes as they can see the learning that emerges from them.

NEXT STEPS

You could also relate this to other learning journey activities they may have done - such as the Road Map TLA and the Unconscious Competence TLA.

RESOURCES	
www.musostudy.com/resources/2E/insta-FAIL.png	Image for use on slides etc.

GO WITH THE FLOW

Component: Motivation & Mindset

ILO: To identify the level of challenge in learning

Engagement

TOOL

The best moments usually occur when a person's body or mind is stretched to its limits in a voluntary effort to accomplish something difficult and worthwhile. Optimal experience is thus something we make happen. (Csikszentmihalyi, 1990, p.3) Mihalyi Csikszentmihalyi (pronounced "Check-sen-mee-hah-lee") is a psychologist who named Flow, the concept a highly focused mental state conducive to creativity and productivity. He observed that when the level of challenge and skills are matched then flow can happen. We are in a state where complete absorption occurs.

This is useful for assessing preparation for performances and presentations but can also be used for other assessments/challenges. When students identify where they are in the Flow model, they can plan what they need to do to create the right environment to be 'in the zone'.

ACTIVITY

1. Describe the concept of Flow to the group.

2. Ask students to think of a moment when they felt 'in the zone' (Flow). Discuss the different states and how they identify them. What can they do to move towards Flow?

3. Set a task relevant to the module learning.

4. Once completed students assess the task and where on the Flow state they are.

5. Analyse how they can change and plan what needs to be done.

EXAMPLE

In a performance class when a piece is being learnt for assessment, students identify where they are at with their learning and how they would feel if they were to perform it today. How does that state feel? What do they need to do to change that situation and plan how that learning will take place within the time frame.
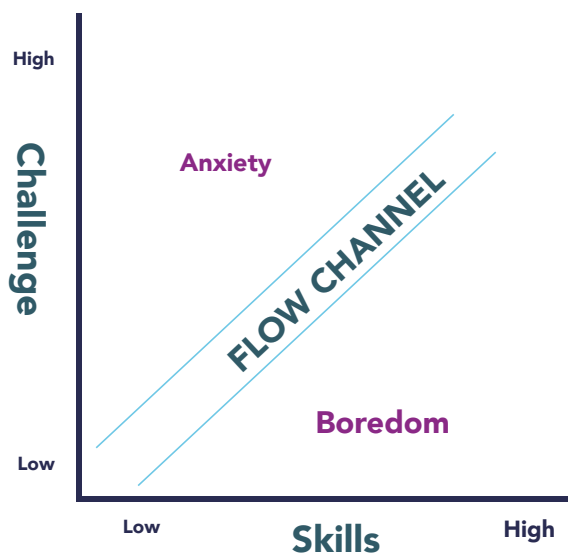
Csikszentmihalyi, M., 1990. Flow - The Psychology of Optimal Experience, Harper Collins.
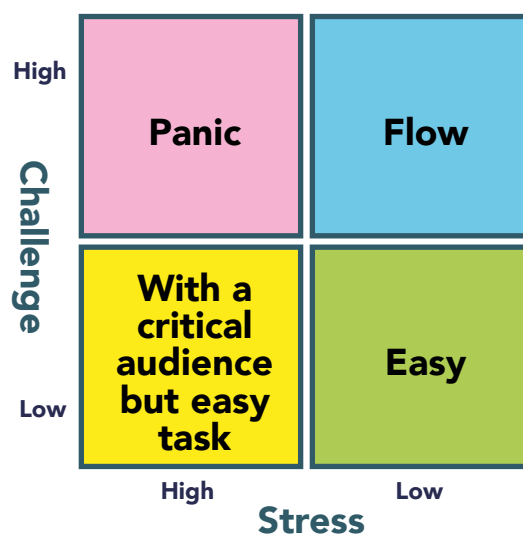
Adaptation of Flow from Ian Gilbert's Essential Motivation in the Classroom

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LARGE GROUP TEACHING

You can run this as a solo activity and put students into groups to discuss/adjust their decisions or have small-group discussions which contribute to a whole-group activity of generating a list of each state's characteristics.

SUCCESS

Students are aware of what Flow feels like and can describe the process to try and strive for that in their task.

REFERENCES/RESOURCES	
Csikszentmihalyi, M. (1990) Flow - The Psychology of Optimal Experience. Harper Collins.	
Gilbert, I. (2002) Essential motivation in the classroom. Routledge/Falmer.	
www.musostudy.com/resources/2E/flow-csik.png	Image for use on slides etc.
www.musostudy.com/resources/2E/flow-gilbert.png	Image for use on slides etc.

MONEY MEASURE

Engagement

Component: Motivation/Mindset
ILO: To determine values in employability
and how that relates to motivation to study

TOOL
Students are asked 'How much money do you want to earn?'. This is a simple question to help students consider their future career beyond musical aspirations. It can also be related to discussions around roles in the music business and the worth attached to them.

ACTIVITY
Discuss the careers related to the module.

Ask 'How much money does each role earn?'

Share a list of average pay for general jobs (such as https://www.cosmopolitan.com/uk/worklife/careers/a33179/average-job-salaries-uk/) and compare this to music business jobs.

Now ask 'How much money do you want to earn?'

Put students into small groups and they can discuss how their financial aspirations affect their career choice.

Finally, ask students to look at their motivation to study and how this links with both their career and financial aspirations.

HOW
This simple question can be worked into many activities, helping students to consider their career in relation to the vocational aspects of the module.

LARGE GROUP TEACHING
This can work well with large groups.

SUCCESS
Students are motivated by the awareness of their need to look at employability.

FURTHER STEPS
You may want to link this to the college's employability events.

MOTIVATING BY NUMBERS

Component: Motivation & Mindset
ILO: To identify motivations to complete tasks

TOOL

Identifying students' motivation to attend to tricky tasks. This is a simple tool to help students discuss what they are avoiding doing and to discover why and how we can help them to change that.

ACTIVITY

1. Decide on the behaviour which needs addressing

2. Ask your students the question: "On a scale of 1 to 10 how likely am I to X (describe the activity)?"

3. Ask students to write down their number using the scale:
   1 - definitely won't do this, to 10 - definitely will do this

4. Ask "Why isn't that number lower?"

5. Students to discuss their number. (NB If the students answer with the number 1 then ask 'what can I do to help you increase that number?')

Most people expect question 2 to be 'why isn't that number higher?' Asking them why it isn't lower tends to make people justify why they do want to do something, and it creates a more positive response, motivating factors that you can build on.

EXAMPLES

This can be used for revision, for assessment preparation (e.g., a performance that needs rehearsing or an essay that needs writing). It is also useful for addressing areas which need to be done regularly such as rehearsing, studying outside of class and attendance.

LARGE GROUP TEACHING

With large groups, you can either run this as a solo activity and then put students into groups to discuss their decisions or you could have small-group discussions which contribute to a whole-group activity of generating one list and intentions on how to change behaviour.

SUCCESS

Students will be more aware of what needs to be done and why they need to do it, as well as what is getting in their way.

NEXT STEPS

Make sure you check-up on their motivation over the following weeks and ask them to observe if anything is getting in the way. This TLA is a good first-step activity but maybe some time management activities need to be looked at next.

REFERENCES

This is an idea from Pantalon, M. V. (2011). Instant influence : how to get anyone to do anything--fast. Little, Brown and Company.

MOTIVATIONAL TREATS

Component: Motivation and Mindset
ILO: To use inspirational examples to help motivate study

TOOL
Having a pool of inspirational quotes, performances, images, etc. can be a motivator when we need something to help us get back into study. For example, when a musician is feeling low they can go to their bank of music treats - recordings of performances that move them or inspirational quotes from their favourite musician who they aspire to play like.

ACTIVITY
Ask students to consider what they love about their discipline and seek out examples of that which are inspirational to them. They create this into a physical or virtual box of treats which they can delve into when they need to be inspired.

Each student presents what is in their treat box and says why and how it inspires/motivates them.

Discuss with student what lowered motivation looks like and how they will spot the signs that they need an intervention.

Discuss other interventions that may be useful.

LARGE GROUP TEACHING
This can work well with large groups.

SUCCESS
Students are aware of what motivates them and can identify when they need them to maintain motivation.

NEXT STEPS
Remember to check back and ask students if they are using their treats. Also ask them to share one of the items with the group and ask them to discuss it.

PIÈCE DE RÉSISTANCE

Component: Motivation and Mindset
ILO: To identify why a mistake was made

TOOL

In French Pièce de Résistance means the most important or exciting thing. At the end of each session identify an important or exciting piece of learning by celebrating the best mistake made and discuss what can be learnt from it.

The best mistakes are those that show a learning path. For example, when a fast run on the guitar was fumbled because the fingering pattern was incorrect or when the minor 3rd of D is wrong because you flattened the 3rd without working out whether it was a natural, sharp or flat first.

ACTIVITY

In the concluding part of a session celebrate the best mistake made in the session.

Ask students to say why it is the best and what they have learnt from it.

HOW

Explain why making mistakes is an important part of learning.

Repeat this regularly so students don't feel singled-out and they understand the importance of mistakes.

If possible, you may have students all repeat a similar exercise to try and not make the mistake and experience trying the correct technique.

PIÈCE DE RÉSISTANCE

LARGE GROUP TEACHING

This will work with all group sizes.

SUCCESS

Students aren't afraid to make mistakes and use them to highlight their learning.

RESOURCES	
www.musostudy.com/resources/2E/piece-de-resistance.jpg	Image for use on slides etc.

ROAD MAP

Component: Motivation & Mindset
ILO: To recognise where I am on my learning journey

TOOL
This tool helps students to appreciate their learning journey so far and see that it isn't a straight trajectory. This helps establish a growth mindset attitude that appreciates the struggles in our journeys and what we can learn from them.

ACTIVITY
1. Discuss the learning journey - the route we have taken, in education, to bring us to this point.
2. Ask students to work in pairs to talk about how they got to this stage. What were their highs and lows?
3. Students draw maps of their journeys. Adding twists, turns, roadblocks, detours, bumps and breakdowns to show how they got to this point.
4. Compare learning journeys. What can we learn from this?
5. Students write down the destination they want to arrive at in 1, 5 and 10 years and discuss how they will achieve that.

HOW
You may want to share your own learning journey as an example or choose someone related to your module - a great composer or manager.

LARGE GROUP TEACHING
This will work well with all groups.

ONLINE TEACHING
Put pairs into Zoom breakout rooms and enable the whiteboard and annotation. They can each draw their journey and save the image as a .png.

SUCCESS
Students are aware of the mindset they need to be successful in their learning.

FURTHER READING
Carol Dweck's book, Mindset, contains many examples of people who have struggled in their Success Journey.
Dweck, C. (2006) Mindset: The new psychology of success. New York: Random House.

STRONG ROOTS

Component: Motivation & Mindset
ILO: To develop personal strengths through identifying soft skills

TOOL

This activity asks students to consider the soft skills that professionals need to be strong in their careers in the face of challenges. This also allows students to reflect on the soft skills they need to develop to achieve student success and improve employability. The soft skills could be personal attributes such as tenacity and communication skills or more practical ones such as using spreadsheets.

We can explore these skills, which make us strong, and the positive and negative external factors that affect us through the analogy of a tree - 'You can't have the fruits without the roots' Stephen Covey (author of The 7 Habits of Highly Effective People). The stronger our roots, or soft skills, the more easily we can respond to external events.

ACTIVITY

Set a scenario based on the vocation related to the module. For example, a challenging musician a producer needs to work within the studio to create a song recording.

Ask students to consider all the skills they would need to deal with the scenario - these will include those related to record production as well as interpersonal skills. You could also add in some positive and negative factors.

Now ask students to reflect on those skills and assess which they possess, which they feel the need to develop now to be successful in their studies and which they do not feel apply to them.

Discuss employability and look at routes into careers related to the module.

LARGE GROUP TEACHING

With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small group discussions which contribute to a whole-class activity of generating one list.

SUCCESS

Students are aware of the skills they are developing and areas they still need to look at in relation to their studies and their employability.

NEXT STEPS

You could link this to some work on employability that the college may be preparing.

RESOURCES	
www.musostudy.com/resources/1MM/tree-roots.png	Image for use on slides etc.

WHAT JUST HAPPENED?

Component: Motivation & Mindset

ILO: To identify and acknowledge the effort and learning that went into a task

Engagement

TOOL

This simple tool helps students to assess how they performed a task - from a performance to written work. They may need information at the start to understand what success looks like in that task so they can compare themselves to that.

ACTIVITY

After a learning activity ask students to reflect on "What just happened?" Questioning why they did or didn't achieve something. What was still missing? Why did they go well? etc.

In small groups, students discuss what worked well and what didn't and talk about their next steps in the learning process.

HOW

You may need to scaffold students' understanding of the learning process - for example, discussing the benefits of a certain drum technique to achieve mastery of a certain style.

EXAMPLE

After a performance, students review the feedback they received and question what worked well, what didn't and why they think that might me. Was it because of nerves or technique or preparation that the performance went that way? What could they do differently next time to improve?

LARGE GROUP TEACHING

This will work well with all group sizes.

SUCCESS

Students are aware of their own learning and can assess their progress.

WHO'S IN THE PIT?

Component: Motivation and Mindset
ILO: To be aware and unafraid of the challenges in learning

Engagement

TOOL

This simple tool helps students to acknowledge when they are struggling with learning and by making it commonplace in the sessions to talk about the challenges they will come to see them as a normal, expected part of learning and be less afraid of them. They will also know that they have support from their teacher and peers to deal with the challenge.

This TLA is adapted from 7 Ways to Teach Kids Failure Is a Great Thing by biglifejournal.com

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ACTIVITY

When you can see students being challenged in their learning ask the group "who's in the pit?" Acknowledge this pit is commonplace. Spend some time discussing why this task is challenging and look at ways to overcome it - either in the short term or by extended practice. Make sure you offer support and scaffolding at this point to help them navigate their way through. You could do this by teacher instruction or peer support.

Once acknowledging the pit is commonplace you can also flag up points in the course where you know many students can get into difficulty. It can help to highlight that this is a tricky point and show students some ways to navigate through it. Explaining Threshold Concepts and a model of learning such Unconscious Competence can help students to understand the learning process.

HOW

When asking "who's in the pit?" it is important to be positive and upbeat and acknowledge that "now we are getting to the good stuff - this is where the learning takes place!". By making this a positive place to be and encouraging students to enjoy the stuckness as they challenge themselves, they are more likely to strive.

If you are going to point out a potential pit, it is important not to set this up so that students expect it to be too difficult and therefore switch off. It is about highlighting a potential learning challenge and scaffolding the sessions so they know how to get through it and also know what support is available.

EXAMPLES

In Music Theory when students are learning about the relative minor it can help to flag this as a potential pitfall and look over ways to avoid it.

LARGE GROUP TEACHING

This can be used as part of whole-group teaching.

SUCCESS

Students identify a tricky topic and use practised methods to navigate it. They embrace the challenges of learning.

NEXT STEPS

For tricky topics you may need to provide extra group support, videos of explanation on the VLE and tutorials.

RESOURCES/REFERENCES	
www.musostudy.com/resources/2E/warning.png	Image to use on slides etc.
7 Ways to Teach Kids Failure Is a Great Thing	https://biglifejournal.com/blogs/blog/help-kids-overcome-fear-failure

WHY-DO LIST

Component: Motivation & Mindset
ILO: To address motivation for the things on a to-do list

TOOL
This is a way to help motivate students to do the items on their To-Do list. The scope of the list (module study, course study, activities outside of college etc.) and the time-scale will be dependent on where students are in their studies. For example, at the end of the course, they may have many assessment-related tasks to do.

ACTIVITY
Students make a To-Do list of the things they need to complete.

For each thing on their list ask:

1. Why do you want to do this?

2. Why is this important to you?

This helps to find positive reasons to do boring-but-necessary things.

HOW
To embed this activity into your knowledge learning you could first ask students to make a to-do list for an imaginary person in a given scenario, e.g., an event manager just before a festival, and ask them to imagine all the tasks that would be their responsibility and justify why they had to do them.

LARGE GROUP TEACHING
With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small-group discussions which contribute to a whole-group activity of generating one list.

SUCCESS
Students are aware of the tasks they need to complete and their motivation to do so.

REFERENCES	
https://www.psychologytoday.com/gb/blog/the-science-influence/201205/influence-yourself-why-do-list	This TLA is from Michael Pantalon's Influence Yourself With a "Why-Do" List

CHECK-IN

Component: Learning to Learn
ILO: To assess own level of learning in a session

Engagement

TOOL
This is a quick feedback tool to help students assess their own learning during a session. As a group, you chose three or five quantitative levels of assessment, which the teacher uses to monitor progress. By naming these levels as a group, you are helping to give ownership of the learning.

ACTIVITY
Explain the idea of having a simple, quantitative measure to assess where you are at with your learning.

Chose how many levels to have (three is ideal, five may be preferable for more nuanced situations).

As a group, name these levels (e.g., 1 - Can Do, 2 - Can't Do, 3 - Help?! or 1 - I know it, 2 - I can work it out, 3 - No idea).

These levels can now be used in sessions by asking students to hold up fingers relating to their level.

The session proceeds according to the responses.

HOW
With a repeated activity (such as practising a bass riff each week, or a subject you return to) as students to monitor their responses to assess their progress.

LARGE GROUP TEACHING
This can work particularly well with large groups.

ONLINE TEACHING
Online students can raise a finger if all students fit into one page in Zoom or they write their number in the chat.

SUCCESS
Students are self-assessing learning and asking for help where needed.

CYCLES OF LEARNING

Component: Learning to Learn

ILO: To be aware of the process of learning and be able to react to that awareness

Engagement

TOOL

There are many cycles which can be applied to the learning process (Kolb's Learning Cycle, the Metacognitive cycle, Schön's reflective cycle etc). We can use these with our students to make visible the process of learning and give students control over the learning choices to be made. After exploring the cycles, it may be appropriate to create a cycle for the module, appropriate to the learning required. For example, in a performance class you may create a cycle based on prepare, perform, evaluate, reflect. By allowing the group to create a cycle you are helping students to be aware of the learning process.

In Musostudy I suggest a simple learning cycle of Think/Do/Talk (see chapter 2) which can be particularly useful in practical, Creative Arts learning.

ACTIVITY

Describe the rationale for and use of learning cycles.

Discuss the process of learning that takes place within the module.

Ask students, in small groups, to try and name the stages and create a cycle (you may need to do this as a whole class, depending on the complexity of the cycle).

Compare all the cycles and also compare them to Kolb etc.

As a group decide on the most appropriate cycle to use.

Kolb's Experiential Learning Cycle simplified

HOW

Once a cycle has been created, you can use it to identify stages that students may be in. For example, in deciding on a research methodology, they are in a planning stage, after a performance they may be in a reflective stage etc.

You can also use it to plan action. For example, in a research module, students can use a cycle to show how they will plan, implement and evaluate their research.

LARGE GROUP TEACHING

This can work well with large groups.

SUCCESS

Students are aware of the stages required for their learning and can identify the stage they are in.

RESOURCES	
https://facultyinnovate.utexas.edu/sites/default/files/metacognition_tips_for_students_2016.pdf	Metacognitive cycle
https://www2.le.ac.uk/departments/doctoralcollege/training/eresources/teaching/theories/kolb	Kolb cycle
See the 'Reflective Models - Schön' TLA in this book	Schön's reflective cycle
See the 'Reflective Models - Gibbs' TLA in this book	Gibbs' reflective cycle

IF-THEN

Component: Learning to Learn
ILO: To create a positive atmosphere to aid concentration

TOOL
This is a planning tool to help make habits stick. It is about positively naming what you will do if something happens. This is also a useful critical thinking exercise.

ACTIVITY

1. Set up a list of scenarios related to your module. For example, in Music Theory - IF I need to build a triad THEN... Or in Music Business - IF a band doesn't have a business plan THEN... Explain the importance of discussing answers/options when faced with a scenario.

2. Put students into groups and ask them to discuss and come up with the best answer.

3. Hold a plenary to discuss responses.

4. Now ask students to consider how this could apply to them in the module and in their learning, explaining the importance of thinking through scenarios they may need to plan for.
   For example, IF I feel overwhelmed with my study THEN I will plan my time; or IF I am distracted from completing my assignment THEN I will book a tutorial for support.

You may now wish to use the module scenarios, used in step 1, to lead into another learning activity.

HOW
By demonstrating how If-When can be used in considering vocational processes it demonstrates the worth of using this tool in other parts of our lives to set habits for positive behaviour.

LARGE GROUP TEACHING
With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small-group discussions which contribute to a whole-group activity of generating one answer for the module scenarios.

SUCCESS
Students identify problems they are facing and try to come up with solutions rather than ignoring them.

REFERENCES	
https://www.buildinglearningpower.com/2019/05/making-goals-work/	This TLA is adapted from the Building Learning Power website

KEEP, ADD, TAKEAWAY

Component: Learning to Learn
ILO: To identify learning from a session

TOOL

This activity is useful to help students identify what they learnt/appreciated in a session. The beauty of Keep, Add, Takeaway is that it can be used in a variety of formats and it can be applied for different purposes to keep it fresh. Two ways are suggested here:

One application is to ask for comments on the session itself. For example:

- What would you KEEP in the session in terms of what elements you liked? (e.g., more links to articles / more use of online quizzes)

- What would you ADD? (e.g more time in breakout rooms/small groups)

- What will you TAKEAWAY? this could be what you would take away as new learning but also could be interpreted as what you felt really didn't work in the session.

Another is on the information/learning they experienced, acknowledging what they already had that has been confirmed (KEEP), what is new (ADD) and of that, what information they will TAKEAWAY and start using.

A third way is KEEP - to consider what knowledge they already had, ADD what was new to them and will be useful, and what they will TAKEAWAY (what information they previously held which they have now amended or needs to be discarded in favour of something new).

As well as being a useful metacognitive activity, it is also a useful feedback tool - giving students and teacher an opportunity to reflect on the session and discuss what happens next. This TLA was submitted by Balraj Samrai and is based on a model often used in youth work.

ACTIVITY

At the end of a session or activity, explain what 'Keep, Add, Takeaway' represents and ask students their response to each (this could be solo or in small group discussions).

Ask students what is surprising about this and what they will now do as a result.

You may wish to link this to planning activities to help students review and revise practice routines, timelines for a piece of work or for understanding their own learning strategies.

LARGE GROUP TEACHING

With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small group discussions which contribute to a whole class activity, comparing what are the common themes in each of the 3 sections.

SUCCESS

Students are aware of their own learning and are able to judge what knowledge/skills they have that are useful and what need to be taken away, as well as discerning what new learning is most relevant to them.

NEXT STEPS

Links this to other self-awareness and learning to learning activities, such as the Unconscious Competence and Go With The Flow TLAs.

MY FAVOURITE NO

Component: Learning to Learn
ILO: To identify why a mistake was made

TOOL
This is about identifying common mistakes which students make because a key element of learning has been missed. It is also about celebrating these mistakes because they highlight the process of learning. This was devised by Leah Alcala, a maths teacher.

ACTIVITY
Ask students to perform a short task - e.g., set them a music theory question, ask them to play 8 bars of music, ask them to set up a DAW in a certain way or ask them to write a journalism headline.

When you mark or assess the work, choose your favourite wrong answer - the one that best shows a process of learning that has been incorrectly applied.

Ask students if they can identify why a certain thing was a mistake. Now see what students can do to improve on that mistake.

HOW
Once you have identified the mistake it is important to celebrate it as a learning opportunity and make the acknowledgement of a mistake a positive occurrence.

EXAMPLES
In Music Theory ask students to build a Bm7 chord. If the answer is B Db Fb Ab this shows that the key signature wasn't considered first but that the formula for a m7 chord was correctly used.

In a performance the student who doesn't achieve the fast run because they haven't mastered a certain playing technique could be a Favourite No as they need to practise a technique you have been focussing on.

LARGE GROUP TEACHING
With large groups, you could assign tasks to small groups of students rather than individuals.

SUCCESS
Students are comfortable making mistakes and see them as a learning opportunity.

NEXT STEPS
You could also just finish a session with the Pièce de Résistance TLA, celebrating the most exciting thing to happen in the session.

Next steps include setting similar tasks and asking students to think about a previous Favourite No and how to avoid the mistake.

RESOURCES	
https://www.youtube.com/watch?v=srJWx7P6uLE	Video showing Leah Alcala, who devised My Favourite No, describing the TLA.

STUDY LIFELINES

Component: Learning to Learn

ILO: To identify support and resources during independent study

NEW

Engagement

TOOL

It can be easy for students to switch off or give up during independent study time. Doing work without a teacher or peer present for support may be a struggle. Learning where the lifelines to help students be successful in their study is a useful metacognitive skill. This is especially useful for asynchronous online study.

This is based on an idea by Ria Smith.

ACTIVITY

When you set an independent study task, ask the students where they think they can find support/resources to complete it. Talk about useful and suitable resources and how to access them.

1. Check out the resources on the Module VLE - the answers may already be there waiting for you

2. Youtube/Google – an endless encyclopedia of online knowledge at the tip of your digital finger!

3. Ask another student - you can ask them for help or maybe work it out together

4. Once you have tried all these, ask your module teacher for help

Check-in after the task has been completed and ask if they used any lifelines and what proved useful and why. This will help the students to become aware of how they solved the problem for themselves. If they weren't able to solve it, explore what else they need to be successful in their studying.

LARGE GROUP TEACHING
This will work well with any size group. You may want to put students into groups to discuss the lifelines.

ONLINE TEACHING
This is an important skill for online students especially.

SUCCESS
Students will be aware of their study resources and how to access them.

NEXT STEPS
You may want to combine this with the Unsticking Questions TLA.
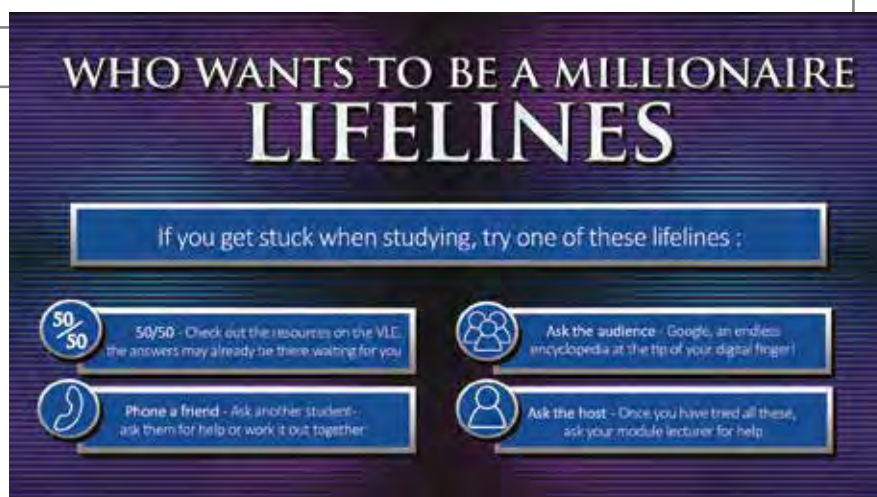
RESOURCES	
www.musostudy.com/resources/2E/lifelines.png	Image for use on slides etc.

STUDY PROGRESS

Component: Learning to Learn
ILO: To track and analyse the progress of learning

TOOL

"Performance as a student is likely to improve if you develop the habit of putting time aside to reflect on how you learn" (Cottrell, 2013, p. 97)

One way to help students reflect and be aware of their learning is through regular surveys. Here are 10 simple questions which, when used at least once a semester, can help students to track their study progress and identify what steps are required, over which time frame, to improve. It is best used before an activity that can help plan next steps. The questions are based on Brookfield's Critical Incident Questionnaire (2017) and Cottrell's performance reflection questions (2019).

1. What have I felt most engaged with in this module so far?
2. What have I felt most distanced from in this module so far?
3. What has been most puzzling or confusing?
4. What have I already learnt, or improved, since starting this module?
5. How well am I doing in this module?
6. How do I know this?
7. What do I need to do next to improve?
8. How will I bring about this improvement?
9. What is my timescale to do this?
10. What do I learn about myself from all this?

ACTIVITY

- Review the learning on the module so far and compare to the assessment outcomes, helping students to see what is important to know and be able to do. (See also the Assessment Mastery TLAs and the Module Mapping TLA).

- Ask students to complete the first 8 questions on the survey (this should take approximately 10 minutes).

- Put students into small groups or pairs to discuss their answers.

- Create a central list of what still needs work and what skills/help is required.

- Make a class plan on how this will be achieved.

- Ask students to now answer questions 9 and 10, highlighting any areas where they feel they need extra support. It is important to allow time for this to help them consider their future plans.

- Make a list available of where and when extra support is available and from whom.

HOW

These questions could be distributed electronically (on a survey platform) or on paper. Decide how best to store the responses so they can be reviewed before the next time they are completed.

LARGE GROUP TEACHING

With large groups, it may be best to run this activity on a digital platform.

ONLINE TEACHING

You can store these questions on a survey platform or the VLE or send them to students by email. It is important that they keep an easy-to-access copy that they can refer back to.

SUCCESS

Students are aware of their progress, what they need to do and where they can find support to improve.

NEXT STEPS

Remember to repeat this at least once a semester, reviewing the previous surveys, to monitor progress.

This is a good activity to use when you are planning for assessments or identifying study skills which are required for success.

RESOURCES & REFERENCES

Brookfield, S. D. (2017) Becoming a Critically Reflective Teacher. Second. San Francisco: Jossey-Bass.	
Cottrell, S. (2013) The Study Skills Handbook. 4th edn. Basingstoke, Hampshire: Palgrave Macmillan.	
http://www.musostudy.com/resources/2E/study-progress.docx	Survey with space to write answers in

STUDY QUIZ

Component: Learning to Learn
ILO: To identify students' approach to learning

Engagement

TOOL

This quiz helps students look at their attitude towards study and see where they could improve.
It is a 15-question quiz and should be quite quick to complete.

ACTIVITY

Give students the quiz to complete. Once they have completed it and read their result, put them in pairs to discuss the results and come up with ideas on how best they can organise their study time.

If students have already completed this in another class, ask them what the most common study skill related to your module they need help with is. Spend time in the session looking at ways to address that. (You will already have an idea from The Module Map TLA what needs work and so could plan a contingency around that).

LARGE GROUP TEACHING

This will work well with any size group.

ONLINE TEACHING
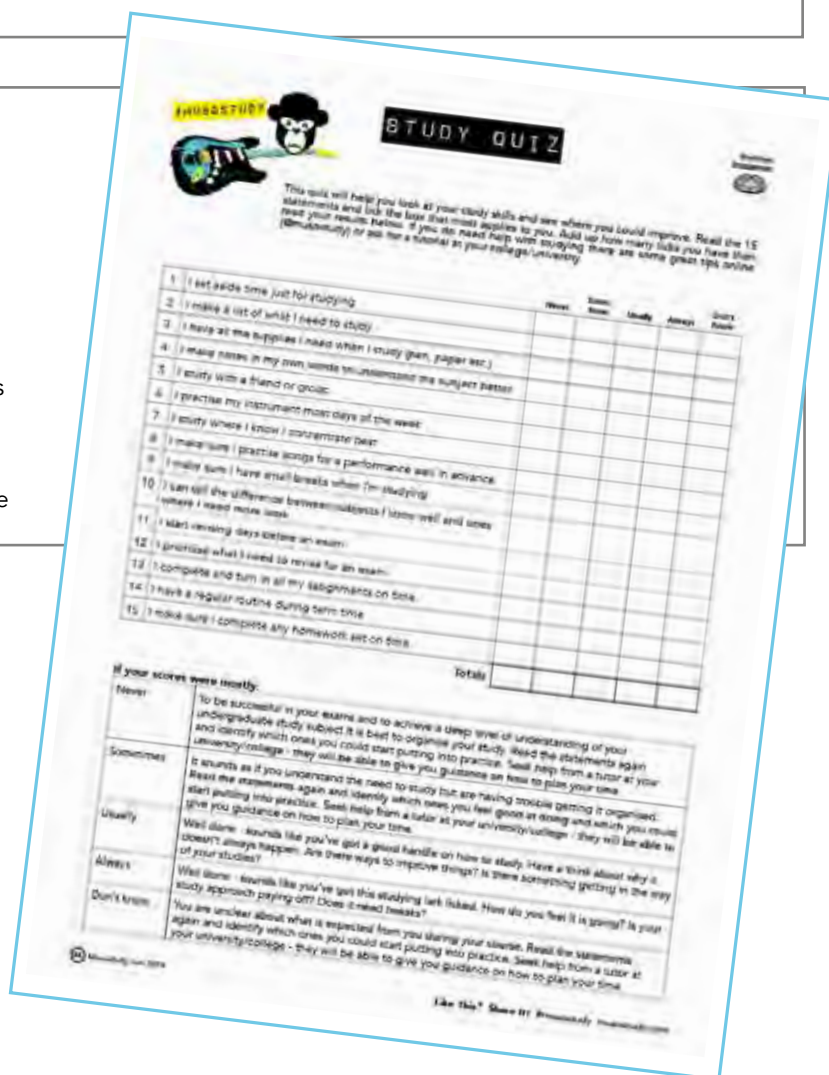
There is a spreadsheet version of this quiz for students to download and complete.

SUCCESS

Students will be aware of their study habits and make plans to change.

NEXT STEPS

You may want to combine this with a Time Management TLA.

RESOURCES	
www.musostudy.com/resources/2E/studyquiz.pdf	Quiz worksheet for students to complete, printable
www.musostudy.com/resources/2E/studyquiz.xls	Quiz worksheet for students to complete, for online use

TEACHER CHALLENGE

Component: Learning to Learn
ILO: To demonstrate to students the process of learning

Engagement

TOOL

This is a challenge the teacher undertakes to model learning, thus help their students understand the process, difficulties and common patterns in learning.

ACTIVITY

Choose a challenge you want to achieve during the course of the module. It could be a personal challenge such as learning to run 5k or it could be a college-related challenge - learning to play an instrument, learning to write a journal article or staging an event. The only rule is it has to be something out of your usual routine.

Tell the students about your challenge and ask them for tips on how to meet it, ask them to help you set small, measurable goals throughout the duration of the challenge.

Tell students every week how you are getting on - it is important to chart the lows, difficulties, mistakes, dead-ends, positives, breakthroughs etc. This way you are modelling the learning process, showing that you are going to keep going, sharing with them the challenges this throws up and asking them to support and encourage you.

You could set your formative assessment points for the same as theirs. This empathic challenge can help to build trust between you and your students.

See also The Road Map TLA - you could chart your journey in the same way.

LARGE GROUP TEACHING

This will work with any size group.

SUCCESS

Students are aware of the learning journey and understand that struggles and setbacks are normal.

THREE WRONG TURNS

Component: Learning to Learn
ILO: To help students think around a subject

TOOL
Discussing common misunderstandings of a topic helps students to think around the idea and re-conceptualise learning.

ACTIVITY
In small groups, ask students to think of three ways a topic could be misunderstood. This could be in the application of an idea or the way it is communicated.

Ask students to then try and describe a correct explanation which avoids those pitfalls.

EXAMPLE
In Music Theory, the way in which triads are built can be approached in different ways. The rules can be misapplied. Students can give examples of how they are misapplied.

LARGE GROUP TEACHING
This will work well with large groups.

SUCCESS
Students are aware of the applications of learning and can re-conceptualise ideas by thinking around a subject.

UNSTICKING QUESTIONS

NEW
Engagement

Component: Learning to Learn
ILO: To identify problems and blocks in independent study

TOOL

A problem or block when studying can be demotivating for students. To help them overcome this we can develop a list of questions, tailored to the module, to help them. This is especially useful for asynchronous online study.

ACTIVITY

Ask the students to think about the problems they have when studying for this module. What issues, blocks, challenges, de-motivators can they identity.

Now devise a list (based on the one given here) of questions they can use to help themselves get back on track.

You can also look at other strategies (such as the Study Lifelines TLA) to also help.

SUGGESTIONS FOR THE UNSTICKING QUESTIONS LIST:

1. Do I understand why?
2. Has something similar been done before?
3. What is expected and why?
4. What am I afraid of?
5. What order should I tackle this in?
6. What is the priority?
7. What is the minimum that I should do?
8. What are the learning outcomes?
9. What is the worst-case scenario?
10. Is an assumption in my way?
11. Who could solve this problem, and how? Can I mimic them?
12. How would my favourite hero do it?
13. How would my teacher approach this problem?
14. What question do I need to answer first?
15. Is there a resource I need?
16. How would I describe the problem in three words?
17. Can I break the problem down into small parts?
18. Who can I ask for help?
19. What's the main block and why?

LARGE GROUP TEACHING
This will work well with any size group. You may want to put students into groups to discuss the issues and come up with questions.

ONLINE TEACHING
This is an important skill for online students especially.

SUCCESS
Students will be aware of their study resources and how to access them.

NEXT STEPS
You may want to combine this with the Study Lifelines TLA.

BACKGROUND MUSIC

Component: The Group
ILO: To create a positive atmosphere to aid concentration

TOOL

Background music can aid concentration but different types may be better than others. This TLA develops a collective playlist for use in class and will also help students to feel part of the group.

ACTIVITY

Discuss the music students listen to - what do they listen to for different aspects of their life? What do they listen to to focus?

Discuss the research on the music which can help us to concentrate when studying.

Put together a collaborative playlist to use as background music during parts of sessions.

Each session, during focused study time, play a track from the playlist.

HOW

You may want to use this to link to your module. For example, in Music Theory you could analyse harmonic and rhythmic forms of the songs; in Music Business you could talk about the commercial merits of the playlist etc.

LARGE GROUP TEACHING

This will work as a whole-group activity.

ONLINE TEACHING

To play background music with the best sound in Zoom: in advanced audio settings chose 'music or computer sound only'. When you play music from Spotify etc. control the volume of the music within the app.

SUCCESS

Students listen out for their song. They feel more connected to the group through the collaborative process.

FURTHER READING	
Dosseville, F., Laborde, S. and Scelles, N. (2012) 'Music during lectures: Will students learn better?', Learning and Individual Differences. JAI, 22(2), pp. 258–262.	Music during lectures: Will students learn better?
https://www.ncu.edu/blog/can-music-help-you-study-and-focus	Can Music Help You Study and Focus?
Thompson, W. F., Schellenberg, E. G. and Letnic, A. K. (2012) 'Fast and loud background music disrupts reading comprehension', Psychology of Music. SAGE PublicationsSage UK: London, England, 40(6), pp. 700–708.	Fast and loud background music disrupts reading comprehension

THE ESSENTIALS

Component: The Group
ILO: To help groups bond & to identify essential items for your profession

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TOOL
This is a game to help new groups bond. It also helps students to think about the profession linked to the module and the essential items you need to do the job. The job is the vocation that your module is linked to.

ACTIVITY
Put students into small groups of around 4.

Scenario: You are at an event and suddenly find you have to work. What 4 essential items do you wish you had with you to do the job?

As a group, students have to choose the 4 items (per group, not student) they wish they had.

Groups write down their choices and explain/defend their decision to the class.

HOW
You can change the number of items depending on the job and how much time you have to run the activity.

EXAMPLES
You are in a studio and have to take over recording and making a rough mix of a song. The 4 things chosen could be: my own headphones, a reference recording, a laptop with my preferred software and my favourite vocal mic.

LARGE GROUP TEACHING
This will work well with all group sizes. For larger groups, you may want to have fewer items.

SUCCESS
Students learn about the values of their other team members, use negotiating skills and think about the reality of the profession linked to the module.

NEXT STEPS
There may be certain key items identified in this activity that link into the knowledge learning for the session - e.g., the types of software used in recording studios, and this activity can be referred back to.

GETTING TO KNOW YOU

Component: The Group
ILO: To help groups bond by learning about each other

TOOL

Helping groups to bond through ice-breakers is an important part of setting up the group. The more opportunities they have to get to know each other the more likely they are to form relationships and for the group to bond. These are also physical exercises getting the students up out of their seats which can help to get them refocused.

ACTIVITIES

1. **Birthday Party** - Line up around the room in order of their birth date from January to December (always fun to see who's birthday is next).

2. **Geo-Locate** - Line up around the room in order of how far away they were born from the college.

3. **Name** - Line up in alphabetical order by surname.

4. **Eyes** - Get into groups with people who have the same eye colour.

5. **Favourites** - Get into groups with people who have the same favourite [pet, season, food type (sweet/savoury), colour etc.]

HOW

Before you start the session think about your room set up. Would you like students to be in a circle so they can see each other? If the room isn't ideal think about what you can do - ask the estates team and other teachers who use that room what some possibilities may be.

LARGE GROUP TEACHING

This will work well with all group sizes. For larger groups, you may need to run 2 groups at once. The following session or at the end of the first session you could mix them up with another game so they have opportunities to chat with lots of other members.

ONLINE TEACHING

In small groups these activities could work verbally, with more than around 10 students it would have to be in breakout rooms. Favourites - you could set up a breakout room based on a preference - this takes a while to do organise, however it is a useful activity when the preference is course-related.

SUCCESS

Students learn something about their classmates and start to feel more bonded.

NAME GAMES

Component: The Group
ILO: To help groups bond by learning about each other

TOOL
Helping groups to bond through name games is an important part of setting up the group. If you aren't great at learning names you may want to do an activity like this at the start of the first few sessions, letting the students know your issue and asking them for ways to help you. This is turn helps the group to bond.

ACTIVITIES

Students start by saying their name and then...

1. **Fact Finder** - complete a statement about themselves:
   I am here because...
   Something that people find surprising about me is...
   The best thing that's ever happened to me is...
   The best gig I ever went to was...
   When I graduate I want to be an X because...
   Secondary school taught me that...
   My goal this year is...
   My favourite genre of music is X because...
   I Have Never...

2. **A Truth & A Lie** - give 2 facts, one truthful and one a lie

3. **Medal and Mission** - say one thing they are pleased with themselves for (the medal) and one thing they are working on (their mission). This is in the style of feedback students may well be using on their course. You could relate this to their first weeks on the course and how they feel so far

4. **Commitment** - state one thing they are committing to for their learning this year

5. **Alliteration Game** - Use an alliterative verb to describe themselves and say why they chose that. E.g., I am Fast Fred because I love running

HOW
Before you start the session think about your room set up. Would you like students to be in a circle so they can see each other? If the room isn't ideal think about what you can do - ask the estates team and other teachers who use that room what some possibilities may be.

LARGE GROUP TEACHING
This will work well with all group sizes. For larger groups, you may need to run 2 groups at once. The following session or at the end of the first session you could mix them up with another game so they have opportunities to chat with lots of other members.

SUCCESS
Students learn something about their classmates and start to feel more bonded.

ONLINE STORY-TELLING

Component: The Group

ILO: To encourage group interaction in a creative activity online

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TOOL
You could use this as a learning activity or a wait-time activity. You ask students to collaborate on writing a short story based on a given opening sentence. As a learning activity, you could be asking students to create a scenario which incorporates some key elements of the learning they have done in the module. For example, in Event Management, you could ask the students to work in five things which would show an event was badly planned. As a wait-time activity it can just be for fun.

You could also run this as a lyric-writing exercise.

ACTIVITY
Put the opening sentence into the group chat on Zoom and encourage students to add their own sentence. You will need to ask people to say when they have a sentence to contribute as many people could write at the same time and the story will become confused. For the activity to work participants will need it follow the Yes, And rules (by accepting that the previous sentence is true and adding to it rather than contradicting it).

EXAMPLES
Here are some opening sentences you may want to use:

- The smoke machine whirred into action
- A high, piercing sound echoes around the auditorium
- I didn't mean to do it
- The lights went out all around me
- A blast of cold air hit my face
- My footsteps creaked as I slowly moved forwards
- The adrenalin in my body was doing overtime
- "What have you done?" they shrieked at me
- The sea of faces all looked on the edge of tears
- This was going to be the best day of my life
- Am I in heaven? It certainly felt like it
- The phone rang. This could be the news I was waiting for
- I heard the music as I entered the room, but all I could see was a single violin
- "Won't you please, please help me?"

LARGE GROUP TEACHING
If you are running this as a learning activity rather than a wait-time one you may want to put students into breakout rooms.

SUCCESS
Students will be engaged in the activity, interacting with each other and having fun.

NEXT STEPS
As a learning activity, you could analyse the story for accuracy of information and talk about possible solutions to the scenarios created. You could also spend some time talking about grammar and writing styles - comparing the work to other styles and discussing how they are different (e.g., story-telling vs academic writing).

ONLINE WAIT-TIME ACTIVITIES

Component: The Group

ILO: To help encourage socialisation during breaks learning

Engagement

There is often waiting time in online sessions, more so than F2F. The silence can be uncomfortable or an opportunity for people to disengage from the session. Having a brief activity (or an ongoing one) to occupy people helps overcome the silence and get social connections happening. Chose things that can be done collaboratively. Open one in a screen share and allow participants to annotate so they can all take part or run it in the chat, whichever is appropriate. You can download free crosswords, mindful colouring sheets, Sudoku etc. and some example ones for you to use are also added below.

- Colouring In - Find free mindful colouring online. The less-detailed the better for using in Zoom.
  Here are some Musostudy ones you could use:
  Music Genres Colouring In https://www.musostudy.com/resources/1MM/colouring-music.png
  Musostudy Themed Colouring In https://www.musostudy.com/resources/1MM/colouring.pdf

- Hangman - Here is a template to use (start a screen share and allow students to draw on it using Annotate). https://www.musostudy.com/resources/4OL/hangman.png

- Word-search - You can even make bespoke ones using words key to your module or subject. There are free, online word-search creators such as http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp). Here is a revision-themed word search - https://www.musostudy.com/resources/1MM/wordsearch-revision.pdf

- Sudoku - Download free ones online

- Crosswords - You can make free, online crosswords at sites such as: https://worksheets.theteacherscorner.net/make-your-own/crossword/ Here is a Musostudy-themed crossword - https://www.musostudy.com/resources/4OL/crossword.pdf

- Multiple Choice Quizzes

- Scenarios to answer - e.g., what would you do if you were offered a record deal?

- Curate a music playlist - Everyone suggests a song and a reason for it being included in the list (play the list during wait-time in the next session)

- Two Truths and a Lie - Each person puts two truths and a lie about themselves in the chat. People have to decide which is truth and which is a lie. If you only have a few minutes just ask for one person to contribute at a time.

- Write a storyboard - create a six scene video

- Trivial Pursuit questions

- Fill in the gaps of a phrase - e.g., I _ _v _ m_s_ _ (I love music). The phrase could be a joke, a famous song title or something pertinent to the module. You could write this in the chat or on the whiteboard

ONLINE WARM-UP ACTIVITIES

Component: The Group

ILO: To help form connections at the start of a session

Engagement

TOOL

Getting everyone to check-in and acknowledging feelings is important in creating connections. It is also helpful for you to be able to notice and support students who are not OK.

ACTIVITY

There are many activities to chose from, depending on class size, the cohort etc. A list of ideas and where to find the connected resources is given here.

HOW

Some activities can be something started in Zoom's Chat (such as curating a playlist), others via a screen share or Zoom's whiteboard. By enabling Zoom's annotation feature people can draw, colour and write over a shared imaged. The result can be saved as a .png and posted on the Module's VLE page.

EXAMPLES

- Choose an emoticon that describes how you feel today (pasted into Zoom Chat)

- Choose an image for your Zoom screensaver that describes how you feel today

- Write a word on the Zoom whiteboard (this is an anonymous activity)

- Share a picture of your workspace with a caption to describe it

- Share a picture of where you'd rather be

- Describe something in the room that participants can see on your screen

- Share the view out of your window

- Share a word or image of what you are missing (or not missing) about being in university

- Choose a group mascot - students show their proposed mascot and the group votes (in chat) for their favourite. That mascot can stay in shot (you could refer to it during the session) for the session

- Share a picture of your bookshelf with a recommendation for one of the books

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LARGE GROUP TEACHING

With large groups, the annotated activities such as hangman may best run using the chat function to suggest answers, rather than spoken, you could have a designated person who can annotate.

SUCCESS

These activities are designed to encourage student interaction and create opportunities for social groups/friendships to occur.

NEXT STEPS

You could ask students to run these activities, create activities related to the module or suggest ideas.

PICK AND MIX

Component: The Group
ILO: To assign students to small groups

TOOL
Putting students into groups can be done in many ways depending on the group and the task. Here is a list of a few ideas.

ACTIVITIES

1. Ability - put students together based on their ability so you can differentiate learning (this could be based on your prior assessment or following a quick quiz in class) or create mixed ability groups for peer support.

2. Birthdays - group students by the month they were born so all December babies are in a group together - this may need some tinkering.

3. Classroom management - create groups where students who don't work well together are kept apart.

4. Deck of Cards - hand everyone a card, you can then group by suit numbers, red and black or numbers versus pictures.

5. Interest - put into groups based on preferred genre of music or specific vocational interest or skills interest - e.g., all those who love reading, those who prefer writing, those who prefer learning by watching videos.

6. Jigsaw - divide a task up into sections. Form groups with each one having one section to complete (this could be reading a text and answering questions on it or writing/creating something). The whole group comes back together and pieces together the overall learning by discussing/presenting each section. You choose the groupings based on previous ability/interest depending on the task.

7. Randomiser - pick names from a hat; use an app; give everyone a number (1 2 3 and 4 if you want 4 groups) then tell all the 1s to group together etc.; line them up by birthday or alphabetically and then pick 1st 4 to go together into a group etc.

8. Student choice - allow students to group up as they wish. You may want some caveats - someone you haven't worked with before, or not the person you worked with most recently.

9. Team up with the people nearest you.

LARGE GROUP TEACHING
This will work well with all group sizes.

ONLINE TEACHING
Some of these activities will need extra thought to work online. You could choose the grouping (randomly or by ability etc.) and assign them to Zoom breakout rooms. (Zoom can also randomly assign people to breakout rooms).

SUCCESS
Students have the opportunity to work with different classmates, creating more opportunities for group bonding.

SPEED BONDING
Component: The Group
ILO: To help groups bond by learning about each other

TOOL

Helping groups to bond through ice-breakers is an important part of setting up the group. The more opportunities they have to get to know each other the more likely they are to form relationships and for the group to bond.
This is based on an activity by Jennifer Gonzalez (see https://www.cultofpedagogy.com/classroom-icebreakers/)

ACTIVITY

Create 2 groups and form 2 circles, one inside the other, so one person in the outer circle is facing one person in the inner circle. They now work in pairs to quickly tell each other their answer to a given question. Once they have answered a question and talked for 30 seconds each, the inner circle steps clockwise to go to the next person and you start with another question. Questions could include:

1. What sport do you play?

2. What was the last book you read? What did you think? (A good one for journalists)

3. What was the last gig you went to? What did you think?

4. What was the last film you saw? What did you think?

5. What is the best song of all time?

6. Describe a perfect meal.

7. How would you spend a million pounds?

8. Describe something you're good at.

HOW

Ask students to generate the list of questions - what things would they like to know about each other? Or make the questions related to your module. E.g., If I could run a festival it would be... You will need a large space to do this. You could also do it by hot-desking or moving chairs around. If you can't clear a space.

LARGE GROUP TEACHING

This will work well with all group sizes. For larger groups, you may need to run 2 groups at once.

ONLINE TEACHING

One way to facilitate this online may be to have everyone share their answer (one sentence only) in the whole group, then put people randomly into Zoom breakout rooms to discuss. You may need to scaffold their discussions to keep conversation flowing, by adding supplementary questions (such as Five Whys TLA or READ Backwards TLA). This may be especially useful If the original question links to the module and it will help with critical thinking skills.

SUCCESS

Students learn something about their classmates and start to feel more bonded.

TEAMWORK

Component: The Group

ILO: To identify reasons for working in teams

Engagement

TOOL

Many students are reluctant to enter into group work. However, working as part of a team is an essential employability skill for most vocations. This activity helps students to consider working as part of a team in a work-based setting, then relating it back to how it is relevant to their studies. In his book, The Lecturer's Toolkit, Phil Race describes the benefits to learning of small group work.

'*Much is now said about transferable skills, or key skills, particularly including oral communication skills, problem-solving skills, self-organisation skills, and reflection. Many of these skills can only be learned from, and with, other people, and can not be developed solely by reading and studying what others have written about them.*' (Race, 2014)

This TLA is based on that rationale.

Race, P. (2014) The Lecturer's Toolkit. Fourth. Abingdon: Routledge.

ACTIVITY

Ask students to identify teamwork activities that are crucial to the vocation related to the module.

Compare the list to those described on page 2 of the Race chapter (linked below) such as managing time, coping with group dynamic issues and effective collaboration.

Now ask students to consider how they behave in group work and how they can adopt those skills described.

Discuss the importance of 'followership' in group work (also described in the Race chapter) and ask students to negotiate some rules for creating positive group work in the module.

LARGE GROUP TEACHING

This can work well with large groups, where students often form into small groups.

SUCCESS

Students are aware of the importance of group work and have adopted skills to help facilitate better group working.

RESOURCES	
https://phil-race.co.uk/2014/12/making-small-group-teaching-work/	Link to Phil Race's chapter on Making small-group teaching work (From The Lecturer's Toolkit)

#DISRUPTYOURFEED

Component: Relevance

ILO: To encourage awareness of studies through social media follows

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TOOL

By encouraging students to identify and follow people on social media who are relevant to the module you can increase their awareness of their studies and increase their perception of its relevance to themselves.

Young people, especially females, tend to have a limited social media feed. By adding just three or four new accounts to follow, it can disrupt the feed enough to bring positive benefits by reducing the amount of potentially negative messages. #DisruptYourFeed is a movement to encourage this. See more at https://www.thefemalelead.com/research

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ACTIVITY

Discuss the people who are influencers in the current field and why following them may be useful.

Ask students to chose their top three and say why.

Students now follow those people on social media.

LARGE GROUP TEACHING

This can work well with large groups.

SUCCESS

Students will more aware of current events related to the module and see how they relate to them.

RESOURCES	
https://www.thefemalelead.com/research	Website promoting #DisruptYourFeed

CHECKLIST

Component: Relevance
ILO: To help students see module relevance in real-life settings

TOOL

To help students to see the relevance of the module to their own musical life, they create a checklist of things a professional would check-out at a gig, or in a studio or during an interview. The checklist contains the core attributes a professional would be using to evaluate a situation.

For example, - when an event manager is at a gig they will be checking out the venue for capacity, health and safety, sound quality, the bar etc. A musician at a gig may be checking out the performance, the structure of the set, the arrangement of the songs, the musicians involved, the choreography etc.

Ensure that students are fully aware of the meaning of each item on the checklist before you create it. Otherwise, this may lead to surface learning.

ACTIVITY

Discuss the event to be analysed and ask students to contribute to a list of essential elements. You could ask them to do this in small groups or as a whole group discussion.

Now establish which are the more important elements and ask the students to say why. You could ask them to vote for the top 10, then they have to justify why each one is important and rank them in order of priority. (This is a good piece of critical thinking).

Next, ask students to watch a video of a performance or read a report of an event and analyse it using the checklist. Students now keep the checklist (as a photo in their phone for example) and use it when they go to a gig. Ask them to report back each week on the checklist.

You can also refer to the checklist when students perform, or design an event or write a contract proposal etc.

LARGE GROUP TEACHING

This can work well with large groups. You may need small groups for feeding back on their use of the checklist.

SUCCESS

Students are aware of the crucial vocational elements related to the module and can identify themselves in themselves and others.

ELEVATOR PITCH

Component: Relevance
ILO: To be aware of the usefulness of the module

TOOL
An elevator pitch is a speech used to create interest in a subject. It lasts for less than a minute and aims to be memorable, brief and to the point. It should also highlight what is unique or different about the subject. This tool is useful both in getting students to use marketing tools for promotion but also to help them to see the relevance of the module to themselves.

ACTIVITY
Use this in the first weeks of a module to help students get to grips with what the module is about in relation to the music business.

Talk through the module learning outcomes and ask for examples of what students think the learning will look like.

Ask students to prepare a 5-minute talk describing the module to a music-business colleague. The talk should be brief, succinct, memorable (maybe humorous) and include what is unique about the module.

Students share their pitches with the group.

Now ask students to repeat the process about the subject this module relates to - for example:

• In Event Management ask them to create a fictional event management company that they run

• In Artist Development the pitch they would use for themselves as a performer

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LARGE GROUP TEACHING
This will work well with all group sizes. For larger groups, you may need to run a few groups at once to offer the chance for all posts to be heard.

SUCCESS
Students see the value in the module and are more engaged with it.

TWEET ME

Component: Relevance

ILO: To help students see the value in the topic they
are learning

Engagement

TOOL

Students write tweets to publicise a topic they are studying in the module. It is also a vocational tool to help students see the value of promoting their product on social media. You may want to do this for Instagram and other platforms depending on the nature of your module.

ACTIVITY

After studying a topic ask students to write a social media post extolling the benefits of the learning. You may wish to ask them to take a photo/short video clip to accompany it.

Students share their pitches with the group.

Discuss the potential value and reach of using social media and also the potential pitfalls.

HOW

You could use this each week as a revision of learning - especially useful if you teach a subject where promotion on social media is an important element of the vocation linked to it. It could form part of a media campaign over a few weeks.

Posts don't have to be posted, they can be written just as an exercise.

LARGE GROUP TEACHING

This will work well with all group sizes. For larger groups, you may need to run a few groups at once to offer the chance for all posts to be heard.

SUCCESS

Students see the value in the subjects they are studying and are more engaged with learning.

NEXT STEPS

You could also create video Insta-stories and #hashtags

WIIFM

Component: Relevance

ILO: To help students be aware of the values of the
module to their learning/vocation

TOOL

WIIFM stands for "What's in it for me?" It is a marketing tool to help people see the relevance of something to themselves. It helps them to realise that what is on offer is worth spending time or money on.

ACTIVITY

A few weeks into the course discuss what students see as the benefits of the module. (You may also want to discuss what they see as the challenges of the module).

In pairs ask them to list "What's in it for me?" looking at the potential outcomes of success in the module.

Have a group discussion to look at their thoughts and highlight where success in this field could take them.

HOW

You could ask students from previous years to comment on the value and relevance of this module and show the responses to current students before or after you start the activity.

LARGE GROUP TEACHING

This will work well with all group sizes.

SUCCESS

Students see the relevance to themselves in the module and are more engaged and motivated to learning.

DEFINED LEARNING

Component: Feedback
ILO: To help students clarify their thoughts on a piece of learning

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TOOL
Students write a definition for a new piece of learning (for example, in Music Publishing, a definition of Sync Licenses, or the definition of copyright). This activity will help students to clarify their thoughts on a piece of learning and identify what they have understood. This is useful in helping students to feedback to themselves and also gives the teacher a good gauge of the success of the group learning. You could also use this TLA to then write a summary involving the definition (for example, how to negotiate a sync licence) - this is especially useful in a module with a written assessment.

ACTIVITY
Ask students to write a definition to describe the learning they have just experienced, without collaborating.

Put all the definitions together (they can be anonymous to the rest of the group) and compare them. Could one definition be arrived at?

Finally, ask students to consider how well they did and what they still need to do to understand the concept.

HOW
You could have students negotiate a definition in a small group or as a solo activity. Then larger groups could discuss and refine to produce one definition.

You could use this before a piece of learning to establish current levels of understanding and then ask students to rewrite it afterwards.

LARGE GROUP TEACHING
This will work well with large groups.

SUCCESS
Students can describe key learning for the module and are aware of what they still need to learn.

FEEDBACK CHOICES

Component: Feedback
ILO: To offer student choice in feedback

TOOL

Receiving feedback (especially for a performance or very personal piece of work) can be daunting at times, depending on other things happening in our lives, our energy levels/resilience etc. Conversely, in education we may be more constructive and developmental in how we give feedback than in the real word. By offering students the choice of the type of feedback they receive, they have control over the process. The 3 types suggested here are be kind - be constructive - be the industry pro. The middle, constructive level is the usual level you would give to students.

NB It is still important to be sensitive the the well-being of individual students and still tailor your feedback accordingly.

ACTIVITY

Before an activity requiring feedback, discuss the model with students, explaining the value of feedback and how constructive feedback is given. Discuss how/why an industry pro would give feedback and the potential value/harm of receiving that and how to receive it. Also discuss/negotiate the parameters for each of the 3 types and establish as a group how these will be structured.

At the end of the activity offer each student the choice of feedback to be received.

Remember that feedback is a 2-way process, so ask students to discuss what they have heard and what they intend to do based on that.

FEEDBACK CHOICES

1. Be Kind
2. Be Constructive
3. Be the Industry Pro

LARGE GROUP TEACHING

With large groups, you could ask students to go into groups based on the feedback level they want to receive. Appoint a person to facilitate each group and ask students to give and receive peer feedback at the chosen levels (it is important that you facilitate the industry pro group).

SUCCESS

Students are aware of their well-being and can choose accordingly how to receive feedback.

NEXT STEPS

Keep up the discussion with students about the level of feedback they want, and, where appropriate, challenge them to think about the feedback choices they make.

RESOURCES	
http://www.musostudy.com/resources/2E/feedback-choices.png	Image for use on slides etc.

FEEDBACK LADDER

Component: Feedback
ILO: To structure feedback communication

NEW
Engagement

TOOL

This tool helps facilitate good communication during the feedback process by giving 4 clear stages to be progressed through in order. It is similar to the feedback sandwich but has the added stage of clarify and ends with suggestions rather than more positives, thus helping students to consider moving on. The ladder was developed by David Perkins and Daniel Wilson at Harvard's Project Zero

With all these stages try to be aware when you are disguising your feedback as criticism. At each stage ask the students questions to give them space to acknowledge their positives, raise their concerns and explore options for progress.

1. Clarify - Asking questions to ensure you both understand the issue being discussed.

2. Value - Describing, analysing and evaluating the positives aspects. Avoid using "but" and moving straight the negatives. Stay with the positives.

3. Concerns - Describing, analysing and evaluating the areas for development. Try to avoid using statements which are personal such as "you can't..."; try "I wonder if the work...".

4. Suggest - The development stage. Helping the student to consider what they can do to improve and exploring how/when/with what support that can happen.
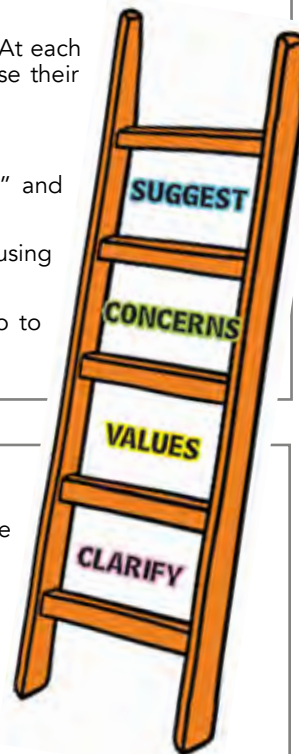
SUGGEST

CONCERNS

VALUES

CLARIFY

ACTIVITY

Before an activity requiring feedback, discuss the model with students, explaining the value of feedback and the importance of each of the 4 stages.

After the activity ask students to consider each of the 4 stages and think what feedback they would give themselves.

Give feedback based on the ladder. Ask students to make a note of their plans - you may want to combine this with a time management or self-awareness TLA.

Conclude with a plenary, asking students what the most surprising part of the process was.

LARGE GROUP TEACHING

With large groups, you could use this as part of a peer feedback process.

NEXT STEPS

This is a good model to use in peer feedback, especially when students have already experienced it being modelled.

SUCCESS

Students are comfortable receiving feedback, planning developmental actions and considering how they would feedback to themselves as part of the conversation.

RESOURCES	
http://www.musostudy.com/resources/2E/feedback-ladder.png	Image for use on slides etc.
http://www.pz.harvard.edu/sites/default/files/Ladder%20of%20Feedback%20 2019.pdf	Link to Project Zero's original ladder

FEEDBACK PHRASEBANK

Component: Feedback

ILO: To help students develop an effective feedback vocabulary

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TOOL

When students are asked to give peer feedback, they can often find it hard because they don't fully understand either the process or the elements of the learning they are observing. This tool creates a bank of phrase particular to the module to help students consider their feedback.

ACTIVITY

Describe the learning which will happen in the module. For example, in Live Performance Workshop, it will be performance skills, technical skills etc. Unpack each of these areas and break it down into subcategories.

Now ask small groups of students to create phrases that will address each of these in medal and mission ways. For example, 'You looked very confident on stage especially during the final chorus'.

Gather all these phrases together in a document on the VLE and encourage students to refer to these before a peer feedback session.

LARGE GROUP TEACHING

This will work well with large groups.

SUCCESS

Students are aware of the applications of learning and can re-conceptualise ideas by thinking around a subject.

PERFORMANCE MEDALS & MISSIONS

Component: Feedback

ILO: To structure self and peer feedback in practical sessions

TOOL

Medals and Missions is a commonly used model in peer feedback during performance workshops. This TLA helps students to be aware of the Medals and Missions model and aids them by structuring their feedback and visualising how feedback can be of direct use to their own personal progress and improvement. Helping students to improve the quality of their feedback means that they are improving their understanding of the different elements of performance and their ability to make judgements of a performance. A more formalised feedback routine can also help alleviate the sometimes sensitive social/group issues around peer feedback and support a better quality and level of participation. Before introducing Models and Missions you may want to consider the feedback vocabulary you will be using (see the Feedback Phrasebank TLA).
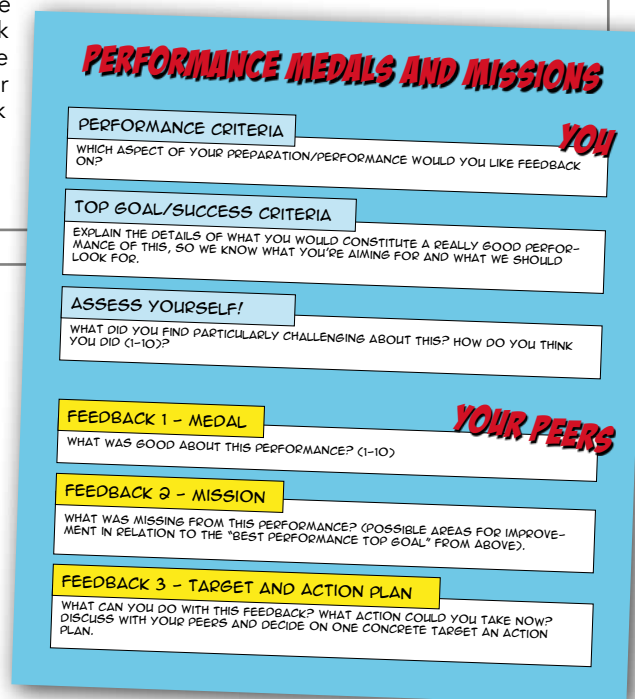
This TLA was designed by Peta Devlin.

PERFORMANCE MEDALS AND MISSIONS

YOU

PERFORMANCE CRITERIA
WHICH ASPECT OF YOUR PREPARATION/PERFORMANCE WOULD YOU LIKE FEEDBACK ON?

TOP GOAL/SUCCESS CRITERIA
EXPLAIN THE DETAILS OF WHAT YOU WOULD CONSTITUTE A REALLY GOOD PERFORMANCE OF THIS, SO WE KNOW WHAT YOU'RE AIMING FOR AND WHAT WE SHOULD LOOK FOR.

ASSESS YOURSELF!
WHAT DID YOU FIND PARTICULARLY CHALLENGING ABOUT THIS? HOW DO YOU THINK YOU DID (1-10)?

YOUR PEERS

FEEDBACK 1 - MEDAL
WHAT WAS GOOD ABOUT THIS PERFORMANCE? (1-10)

FEEDBACK 2 - MISSION
WHAT WAS MISSING FROM THIS PERFORMANCE? (POSSIBLE AREAS FOR IMPROVEMENT IN RELATION TO THE "BEST PERFORMANCE TOP GOAL" FROM ABOVE).

FEEDBACK 3 - TARGET AND ACTION PLAN
WHAT CAN YOU DO WITH THIS FEEDBACK? WHAT ACTION COULD YOU TAKE NOW? DISCUSS WITH YOUR PEERS AND DECIDE ON ONE CONCRETE TARGET AN ACTION PLAN.

ACTIVITY

Before a performance, discuss the model with students, explaining the value of feedback both to the giver and receiver. Check understanding of the key elements of the performance and suggest some phrases/areas to consider (see the Feedback Phrasebank TLA for more on this).

Give students some time to consider the feedback criteria for their own performance. This could be written on a post-it and pinned on a board or written into a chat or Padlet online. The students can read what the others have written before the performance, so they know what they should be focusing on when watching their peers on stage.

Depending on the group and time restraints, you may wish to appoint students to give feedback on different parts of the performance. An interesting variation in smaller groups can be to tell students they must ask for feedback and volunteer to give feedback, rather than everyone automatically getting and giving feedback, increasing the student buy-in for the exercise.

LARGE GROUP TEACHING

With large groups, you could appoint a person to facilitate each group to ensure the feedback runs smoothly. You may wish to ask people to volunteer to do this after you have discussed the expectations of the task. Or students could give and get feedback in pairs after discussing their feedback wish before the performance.

This could be effective in big groups as everyone would engage in the feedback routine.

SUCCESS

Students are aware of the areas of their performance they would like feedback on, encouraging self-assessment and feel confident to provide constructive feedback to their peers.

RESOURCES	
http://www.musostudy.com/resources/1MM/perf-medals-missions.jpg	Image for use on slides etc.

QUICK-FIRE FEEDBACK

Component: Feedback

ILO: To quickly appraise student responses to learning

Engagement

TOOL
This is a simple tool to quickly assess levels of student comprehension to a subject or students' feelings towards learning.

ACTIVITY
1. After a learning activity, ask students a multiple-choice question with up to 4 possible answers to check their understanding.

2. Students put up 1, 2, 3 or 4 fingers to represent their answer. The teacher can quickly see how many correct answers there are and know whether to carry on or double back and recover the knowledge learning.

HOW
This isn't detailed feedback, so it is important to discuss results with students. However, it is a useful and quick tool.

EXAMPLES
You can use this where fact-based learning has taken place. E.g., In Music Theory, is the minor 7th of Db is B, C or Cb?

This can also be used to gauge students' reaction to learning. E.g., Raise 1 finger for "I need more help/time on this subject", 2 for "this is OK" or 3 for "I think I've got it - challenge me with more".

LARGE GROUP TEACHING
This can be a whole-group activity - useful where you don't have time for detailed feedback for all students.

ONLINE TEACHING
With small groups, this will work visually, with larger groups they can write their answer in the chat.

SUCCESS

Students are used to assessing their learning this way and giving accurate feedback.

REDUCING THIRDS

Component: Feedback

ILO: To help students focus on their learning from a session

TOOL

Students write around 75-100 words (about 3 sentences) of feedback on what they have learnt. By asking students to write about learning you are encouraging writing. By asking them to condense what they have written it helps them to identify and focus on the most important aspects of their learning.

This is adapted from 3x Summarization by Lisa Endersby https://edudev-cookbook.info.yorku.ca/2016/11/3x-summarization-2/

ACTIVITY

Ask students to write around 75-100 words (about 3 sentences) of feedback on their learning. They then reduce this to 2 sentences and then finally one short one.

In between each section of writing, they show a peer and discuss their answers.

You could ask them for one keyword that sums up what they have learnt. You could also reverse the process (esp. useful in a module with a written assessment) asking them to write one sentence then expand on it.

LARGE GROUP TEACHING

This will work well with large groups.

SUCCESS

Students can describe key learning for the module.

STARBURSTING

Component: Feedback
ILO: To ask questions for giving feedback or generating ideas

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TOOL
A questioning exercise for generating ideas or giving feedback. This could be used to question a subject or to find out what students wish to learn about or what students are worried about. It could be used to generate questions that will be asked of a performance or event to provide a framework for feedback. This can also be used in Knowledge Mastery.

ACTIVITY
Create a star with the 6 key question words (5W1H - Who, What, Why, Where, When, How). For each, one generate questions about the topic. Don't answer them yet, just create questions.

Write all the questions up on the board.

There are many ways to now use these questions:

i. You could break students into 6 groups to discuss the questions.

ii. You could prioritise the questions into the ones most relevant to answer the session's ILO.

iii. You could choose one question to focus the session on (students could choose).

iv. The questions could form part of the SOW and with students you could plan how that will look.

EXAMPLES
In Songwriting ask students what questions they have about the module. Some questions can be answered in the session, some can be signposted to other sessions and form part of the scheme of learning for that session. This helps students to see the relevance of the module to them and helps them have some ownership of the module content.

How can I break into the business as a songwriter?
How long should a hit track be?

Who is the top-grossing songwriter?
Who is the best lyricist currently?

What makes a good songwriter?
What are the key elements to a hit?

Where was Tin Pan Alley?
Where is the next creative hive for new songs?

When was the heyday for pop songwriting?
When do you know you have a hit?

Why is melody still important?
Why do we need professional songwriters?

Topic: Songwriting

How? Who? What? Where? When? Why?

LARGE GROUP TEACHING
This can be a whole-group activity.

ONLINE TEACHING
Screen share the star (see below) and ask people to say questions or write them in the chat. Everyone can add questions by writing them on the star using annotation. For deeper discussion but put students in breakout room groups to complete their questions, then have a plenary to bring all the questions together.

SUCCESS

Students are aware of the questions around a subject.

NEXT STEPS

For more critical thinking change the questions. Use questions such as: So what? What if?
See the READ Backwards TLA for more ideas of questions to use.

RESOURCES/REFERENCES	
www.musostudy.com/resources/2E/starbursting-worksheet.pdf	Worksheet with space to write in the star
https://www.mindtools.com/pages/article/newCT_91.htm	This is based on an idea from mindtools.com

TAKE FIVE

Component: Feedback
ILO: To engage with and act upon self-directed feedback

TOOL
A list of questions to use for self-directed, student feedback. These could be used every week as part of reflective journaling or to set next steps for working towards a specific goal.

ACTIVITY
Students reflect on their learning so far and answer the five feedback questions:

1. What have I done so far?
2. What do I still need to do?
3. What do I need to achieve this?
4. How will I do this?
5. What do I understand about my learning journey from this process?

TAKE FIVE

1. What have I done so far?
2. What do I still need to do?
3. What do I need to achieve this?
4. How will I do this?
5. What do I understand about my learning journey from this process?
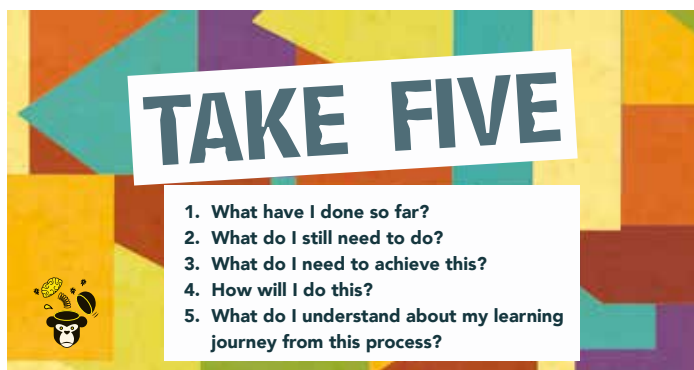
HOW
This could be done every week - especially around assessment time. Students answer the questions for themselves. They could then share them with a peer or in a group session. You could ask all students to email their answers to you so you can review their learning. It is best if students write down their answers so they can follow-up on them in another session.

EXAMPLES
In instrumental-technique classes, a discussion is had about the importance of self-directed feedback as a performer and students identify the goal they are working towards in their technical development. They write this goal in a safe place (notebook, phone or VLE). Each following session students work alone or in small groups to check the five questions and plan what to do next.

LARGE GROUP TEACHING
With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small-group discussions which contribute to a whole-group activity checking what support students need, what revelations they have had and what they are struggling with.

SUCCESS
Students are more clearly focused on their development and take responsibility for their practice.

NEXT STEPS
You may want to link this to artist development activities (talking about common struggles), the Unconscious Competence TLA or Time Management TLAs.

RESOURCES	
www.musostudy.com/resources/2E/takefive.png	Image for use on slides etc.
www.musostudy.com/resources/2E/takefive-text.png	Image for use on slides etc.

HIDDEN GEMS

Component: Nudges
ILO: To increase student engagement on the VLE

TOOL

Hiding a message somewhere on the module page on the VLE is a good way to entice students in. It is behaviouristic but effective! The novelty will fade over time, but it can be useful in the first few weeks of creating a new behaviour - i.e., engaging with the VLE.

ACTIVITY

In the midst of some text on the VLE you want students to engage with (e.g., the current week's blog task or the assessment details), write an offer - "If you complete this question [X] and email me you could win this VLE week's prize" for example. This could be the promise of a small gift or an experience - you can choose.

Each week you could hide it within different areas of the pages where key work you wish students to engage with is located.

Make sure they don't just skim read to find it - they need to complete the associated task you have set to be eligible. The task could be a question about the assessment criteria or a blog post.

HOW

You may want to (or need to if no-one notices it) inform students that you are doing this. It will remain effective if you don't do it every week but make it more random. If one of the prizes could be a great opportunity such as tickets to a hot gig or a backstage pass etc. then you increase the incentive for students to engage. You may offer multiple winners or just one. It is worth asking the college for any incentives they have that you can use for this task.

LARGE GROUP TEACHING

This will work well with all group sizes.

ONLINE TEACHING

If all your teaching is online anyway, this may not be such an issue. However, you could still use the idea to encourage students to access tasks, extra resources or even challenge tasks that they may otherwise avoid.

SUCCESS

Students log on to the VLE and engage with it.

PUBLIC DECLARATIONS

Component: Nudges

ILO: To name and own a study intention

Engagement

TOOL

People are more likely to complete something they intend to do if they commit to it in public. This tool helps students to name and own an intention related to their studies.

ACTIVITY

Discuss some tasks which students want/need to complete - these could be related to an assignment or part of their personal development.

Ask students to consider what theirs is, how and when it needs to be completed and why they want to do it. This could be run as a group activity or working in pairs.

Once students have chosen their goals, go around the group and ask each student to make a public declaration of what they will do, how, by when and why.

Make a list of these declarations so you can revisit them at an agreed date later in the term/year.

HOW

It is important that you check-in with the intention and that the group does have an opportunity at the end of the period to discuss the outcome.

EXAMPLES

In Performance, this could be a technical aspect of their instrumental development that they wish to achieve during the year.

LARGE GROUP TEACHING

In a large group, you could run this like an action learning set with small groups making and checking the intentions.

SUCCESS

Students identify a goal and work towards it by the agreed deadline.

NEXT STEPS

Time management issues could be discussed to help students structure their study time. You could buddy-up students to help keep track of their goals.

REVISION REMINDERS

Component: Nudges

ILO: To be nudged about upcoming assignments

TOOL

Setting up reminders by text/Whatsapp etc. to nudge and remind the group about assignment studies.

HOW

Discuss with students the best medium for receiving messages and set up a group list. Agree how often students will receive the reminders and agree the type of content - nagging, reminding, motivational, informative etc. It is a good idea to discuss what students would like the reminders to be like and talk about what they could do if they feel they aren't working for them.

ACTIVITY

1. Discuss the merits of reminders and the best mode of receiving them.

2. As a group, choose a preferred method for receiving them and how frequently they should be sent by the teacher.

3. Set up a group list (for students who agree to share their contact details).

4. Send reminders - either just a quick note to say, "Are you doing OK with the studying this week?" or something more structured and specific or a motivational quote (see www.musostudy.com/toptips for inspiration).

EXAMPLES

A closed, social media group is set up and every week the teacher posts a message suggesting the stage of writing students should ideally be at for their assignment and also offering support/tips on writing.

LARGE GROUP TEACHING

This is particularly useful for large groups where you may not be able to have as much one-to-one contact as you would like.

SUCCESS

Students feel supported and nudged to study.

NEXT STEPS

Students could be put into small groups and encouraged to nudge each other. You could set up the reminders on the VLE.

RESOURCES	
www.musostudy.com/toptips	An Instagram page of motivational quotes and top tips for students.

STUDY BUDDY

Component: Nudges

ILO: To be supported throughout the module by a classmate

Engagement

TOOL

Nominating a classmate to share in your learning journey can help to keep you on track and stay motivated. This tool nominates a classmate to share this with to help you stay focused on deadlines etc.

ACTIVITY

Students nominate a friend in class. They set a list of goals they wish to achieve for their studies. (You may want to use a TLA in the Time Management component).

Once every few weeks you ask students to pair-up in class with their Study Buddys for a knowledge learning activity and then spend a few minutes chatting about where they are at with studying and identifying anything they have concerns about. Students review their list of goals as a structure for their discussion.

HOW

You may want to end the session with a group discussion to check on any problems that you may need to help them with.

LARGE GROUP TEACHING

This will work with large group teaching. You may want to make small groups rather than pairs so there is more likelihood of having a Study Buddy being present in class.

ONLINE TEACHING

This could be essential to online modules. Pairs or small groups of students can be formed to support each other and work together on asynchronous tasks.

SUCCESS

Students feel supported and helped to stay focused to study. They are starting to build an effective network of people who have an insight into their studies.

NEXT STEPS

You can also set up Revision Reminders TLA where you agree with students on the best mode of communication to send them nudges.

STUDY SUPPORTERS

Component: Nudges
ILO: To be supported throughout the module by a friend/family member

TOOL

Nominating one or two supporters to receive regular notifications about a student's course increases the likelihood of successful study. The UK's Behavioural Insights Team piloted this with FE students in 2017 and saw a 27% increase in their Maths and English GCSE grades. It could be about assessments or what is being studied. The supporter is encouraged to ask the student questions about their course and is more likely to be able to offer support.

ACTIVITY

Students nominate a friend or relative (asking for their consent first) to be their study supporter.

In class, the teacher sends messages to students to pass on to their supporters, informing them of what is happening in the course, and suggesting things that may be useful to support the student. For example, asking how they are finding preparing for the assessment completion date, helping them learn information for an assessment etc.

HOW

Teachers message students the information in class and ask them to forward it to their supporter. It is important to do this in class so you know that it has happened. This may seem like extra work however you can agree the message with students so they are having their learning journey and goals reinforced. It is also better to know that students are supported and give over a few minutes of class so you have more motivated students than overloading unsupported students.

EXAMPLES

This can be particularly useful around assessment time when students can feel overwhelmed and unsure of whom to turn to for support.

Suggested message for Study Supporters Invite:

When students nominate friends/family to become more involved in their studies they are more likely to be successful. A study supporter receives regular messages from the student's teacher about the module so they are more aware of what the student is experiencing.

I would like you to be my supporter so we can have conversations about my studies and you can check-in on how I am doing.

My teacher's name is X and they are my teacher for X at X. I would like you to receive messages from them (via me) about the module during this year so that you know what I am studying and support me to successfully complete the module. Please can you confirm that this is OK with you by replying to this email? Thanks!

LARGE GROUP TEACHING

This is particularly useful for large groups where you may not be able to have as much one-to-one contact as you would like.

SUCCESS

Students feel supported and nudged to study. They have an effective network of people who have an insight into their studies.

NEXT STEPS

You can also use the Revision Reminders TLA where you agree with students on the best mode of communication to send them nudges.

RESOURCES	
https://www.bi.team/publications/the-behavioural-insights-team-update-report-2016-17/	Behavioural Insights Team report

SUCCESS LOOKS LIKE THIS

Component: Nudges

ILO: To be aware of the connection between attainment and effort

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TOOL

Displaying visual reminders of the connection between effort/attendance/practice and attainment. You can make them pertinent by using statistics from your course leader (e.g., figures on the connection between attendance and attainment for your course).

ACTIVITY

Display information about the module and how effort positively affects attainment and enjoyment.

HOW

Gather data about links to attainment for your module/course/discipline. This could be a quote/audio/video from past students; statistics from the college or your own anecdotal evidence (e.g., students who attended at least X tutorials with me last year were more likely to achieve a pass in the assignment).

EXAMPLES

You could display your data in a passive way on a slide at the start of the session whilst you take the register or on the VLE or you may wish to email/message it to students. You may just want to display a motivational quote (see www.musostudy.com/toptips).

LARGE GROUP TEACHING

This may be particularly useful for large groups as this doesn't need a personal intervention.

SUCCESS

Students are nudged into thinking about the effort they are putting into their studies and become more aware of their behaviour.

NEXT STEPS

You could use these nudges to start a discussion about time management/attendance etc.

RESOURCES	
www.musostudy.com/toptips	A page of motivational quotes and top tips for students from @musostudy's Instagram account.

TEACHER-LED NUDGES

Component: Nudges
ILO: To add resources to teacher toolkit for nudging students

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TOOL
This isn't a teaching and learning activity, it is a list of nudges you may find useful to use with students.

CONTACT POINT
Ask students for the easiest way for them to receive notifications from you - this may be setting up a module Instagram account, a Whatsapp group etc. This way you know students are receiving your communications (many students don't access email accounts).

DEFAULT SETTINGS
People will tend to take the easiest path. For example, most people aren't organ donors because they have to opt-in to become one. The UK government is changing the default and people who are opposed to the scheme will have to opt-out. We can use this in class by enlisting students onto tutorial lists, band lists etc. which they have to opt-out of. With appropriate reminders, students are more likely to take up tutorials. Make note-taking in class essential by not having fact-heavy slides students can retrieve on the VLE. Do this as a default from the first session so that students are more likely to attend and engage. Sessions that are relevant, practical and enjoyable as well as crucial to learning will have better engagement.

PAST MASTERS
Record previous students talking about their tips and wisdom on how to achieve Module Mastery and get the most from the Module. Play it to current students and discuss.

PERSONALISED MESSAGES
Writing a personalised communication has been shown to have a better response from recipients than a blanket message. Don't forget WIIFM - What's In It For Me? Describe how the sessions are relevant and key to the student's learning.

MIDPOINT CHOICE
When you want students to have a choice but hope to guide them to make a positive decision (this is sometimes called benevolent paternalism) give them 3 options. We are most likely to go for a middle option because of our biases. For example: shall we start practising for this performance 1, 2 or 3 months before? This is also called the Goldilocks Principle.
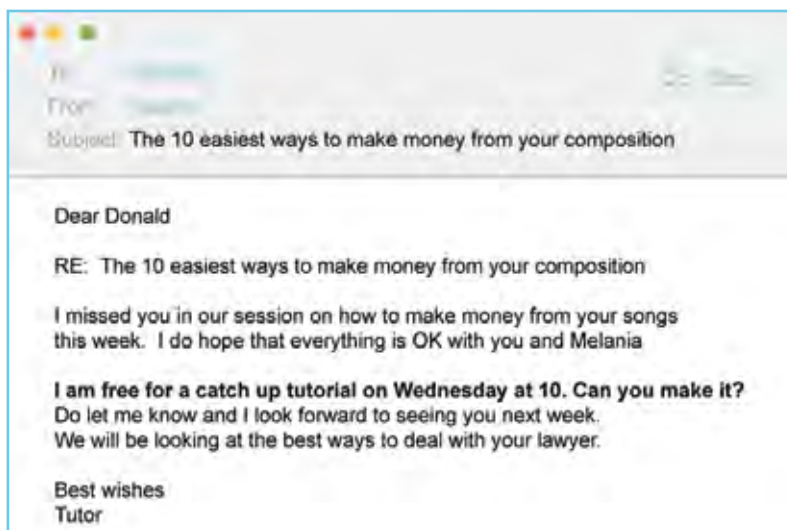
RESOURCE REMINDERS
Send students information about what is on the VLE at crucial study points. For example, leading up to a written assignment you may want to signpost where the online e-books are, the Harvard Reference guide and Module materials.

THOUGHT FOR THE DAY
As well as displaying the ILOs for the session on the board you could add a motivational phrase appropriate to the session. E.g., "*The most valuable thing you can make is a mistake - you can't learn anything from being perfect.*" *Adam Osborne*. @Musostudy posts motivational quotes on Instagram.

VLE
Involve students in the design and resourcing of the VLE and ask them what they would like it to contain and make suggestions for how you can all interact with it. This way students are more likely to use the VLE in their learning as they have co-created it with you and will have more of a sense of ownership. Being more involved in its construction can also nudge them into using it more because they don't want to let down others in the group who have invested time in it.

STUDY SKILLS MAP

Element: Academic Study Skills
ILO: To identify the skills you have/need for successful study

TOOL

The study skills needed for success at university should be learned and applied in many modules. Identifying the skills students have/need and where they can apply them is an important part of student success. This tool helps students to identify their key study skills and consider where/how they need to be applied. This activity could apply to just one module or the whole course, depending on the remit and information you have to support students.

ACTIVITY

Ask students to consider these reflective questions:

1. What skills are you learning in this module?

2. What skills are required for success in this module?

3. What study skills do you already have?

4. What study skills would you like to develop further?

5. Where can these skills also be useful?

6. How could you apply one of these to another module this semester?

Now ask them to draw a mind map showing all the study skills they have/need and where they can develop/apply them, both in and out of university.
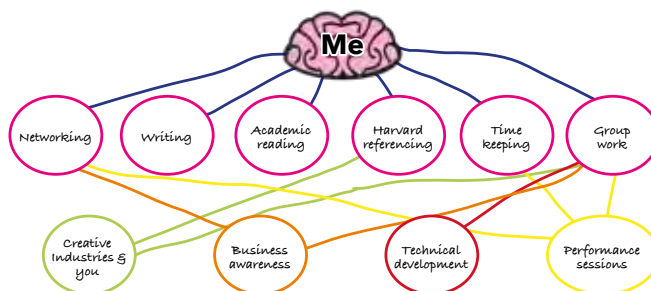
HOW

This activity may need a lot of scaffolding, with extra information given on the module and the assessment. It may be best for students to work in pairs/small groups so they can easily discuss their worries.

LARGE GROUP TEACHING

This can work well with large groups, but you may need to prepare information to give students on the modules rather than you being able to visit each group.

SUCCESS

This activity encourages students to consider their skills and really study the module guide. Therefore students should have a clear expectation of what is required for student success.

NEXT STEPS

Once students have identified areas for development they can be signposted to support, tutorials, study skill guides etc.

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ARGUMENT MAP

Component: Critical Thinking
ILO: To map out the different aspects of an argument

TOOL

This forms a mapped-out debate, with the teacher playing devil's advocate to the students' arguments. The mapping of the argument provides a visual reminder of the discussions and points raised. This is based on an idea from Tim Van Gelder (see the Further Reading below)

ACTIVITY

Choose a subject relevant to your module learning. This could be a contentious issue where there is no clear, correct answer.

The teacher makes a statement and asks students to form a critical argument against it.

The teacher encourages the discussion with additional questions, challenging and leading the students deeper into analysis and evaluation of the subject.

As the discussion continues, map out the argument on a white board, showing the reasons, assumptions and objections being raised. This will look like a mind map at the end.

At the end of the discussion the group can review the different paths the discussion went and see if a consensus 'reason' can be arrived at.

HOW

You may wish to use the READ Backwards TLA first to set up what is expected in Critical Thinking.

EXAMPLE

After looking at sales figures in the recording industry you may wish students to discuss a topic such as "why vinyl is dead".

SUBJECT — State the title of the debate

REASON — The reason which explains the subject/ assumption

ASSUMPTION — The assumption some in the debate believe is a cause of the subject issue.

OBJECTION — A counter-argument to the reasons and assumptions
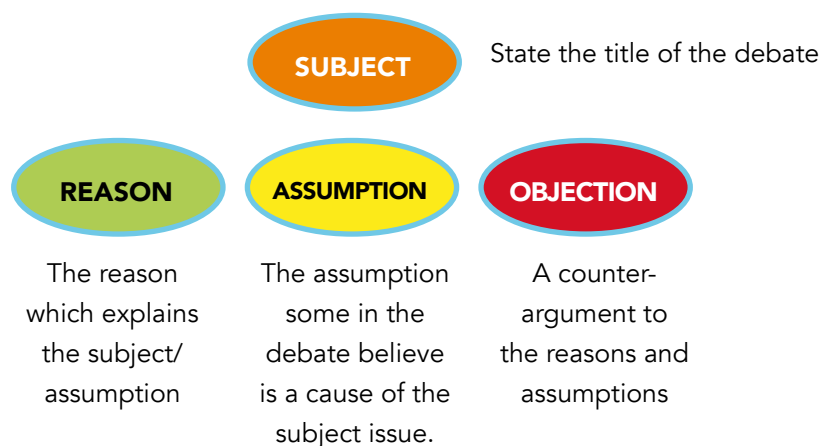
RESOURCES/FURTHER READING	
https://timvangelder.com/2009/02/17/what-is-argument-mapping/	

DEVIL'S ADVOCATE

Component: Critical Thinking

ILO: To encourage confidence in critical-thinking skills

TOOL

To help students gain confidence in critical thinking the teacher states a view and encourages students to challenge it. This forms a kind of debate with the teacher playing Devil's advocate to the students' arguments.

ACTIVITY

Choose a subject relevant to your module learning. This could be a contentious issue where there is no clear, correct answer.

The teacher makes a statement and asks students to form a critical argument against it.

The teacher encourages the discussion with additional questions, challenging and leading the students deeper into analysis and evaluation of the subject.

HOW

You may wish to use the READ Backwards TLA first to set up what is expected in Critical Thinking.

EXAMPLE

After looking at sales figures in the recording industry you may wish students to discuss a topic such as "why vinyl is dead".

LARGE GROUP TEACHING

You could write your argument down and have small groups discussing it. Each group could have a different subject to critique.

SUCCESS

Students are confident in thinking around a subject and forming a critique of it.

NEXT STEPS

You may wish to look at more complex/nuanced debates as students become more confident.

FIVE WHYS

Component: Critical Thinking
ILO: To establish the root cause of a statement

TOOL

In the 1930s, Sakichi Toyoda, the founder of Toyota Industries, developed the 5 Whys technique. This is a root cause analysis. It is an iterative technique used to root cause of a situation by asking the question why, five times. This can be used during discussions to explore the reasons for a belief or preference as well as exploring causes for a problem.

ACTIVITY

Establish the situation to be questioned. Then ask why (for example, the statement is 'I love that song' - Why? Because of the tune. Why do you love the tune? etc.) This is a great way to get students to explore their musical tastes.

You may need to ensure that they have the correct language for the discussion first - for example, in Song Analysis sessions exploring why a student likes a song could come after they have analysed all the component of a song. you are then asking them to apply that knowledge.

LARGE GROUP TEACHING

With large groups, you can either run this as a solo activity, questioning one student with others observing, then asking all students to carry out the process on their own statement. You could then put students into groups to discuss. The statement could be a general one such as 'music will only be purchased via streaming in the future' and discussed in small groups.

SUCCESS

This activity encourages students to question the statements they make, being more critical, and therefore developing a greater awareness.

NEXT STEPS

If students are stuck in answering the 5 Whys they may need more information and further learning is required., You could then return to the 5 Whys to check the learning.

METAPHORICALLY THINKING

Component: Critical Thinking

ILO: To use metaphors to create connections in learning

TOOL

Using metaphors are a way to foster creative thinking. One way to use them is to create connections. For example: "thinking is like making a sandwich because...". By asking students to list as many answers to this as possible and explain their answer, you are encouraging their creative thinking. They are using the 'what if' question - What if thinking was like making a sandwich?

ACTIVITY

A a group, create a list of activities related to the module. These can be vocational skills, study skills and attributes - such as studying, learning, playing an instrument, practising, writing, negotiating, acting etc.

For each activity add "is like X", with each activity having a different metaphor (see spreadsheet link below for ideas).

Students each take an activity and have to make connections, explaining them as they go. This will, hopefully, be light-hearted and fun.

Discuss how students were using the creative question 'what if', and ask students to identify how they can apply it to their study - for example, - what if I practiced in the morning? What if I studied with a friend?

Ask students to choose a 'what if' question to take away and put into use.

LARGE GROUP TEACHING

With large groups, you can put students into groups to discuss the connections.

SUCCESS

Students are more able to make connections and see the value of 'thinking outside the box' by using what if.

NEXT STEPS

Brian Eno's Oblique Strategies provide interesting 'what if' constraints that can be applied to creative arts studies.

RESOURCES	
www.musostudy.com/resources/3SS/metaphorically-thinking-list.xlsx	Spreadsheet of metaphor ideas, can be used to run the activity

NEWSWORTHY

Component: Critical Thinking
ILO: To discuss the value and validity of information available

TOOL
This activity is about getting students to research a person or subject in the public eye, well-known to them and relevant to the module - making learning relevant to the student. Assessing the information available helps students see the importance of reliable news sources. This is useful for research and cultural studies modules.

ACTIVITY
As a group, you will first need to select a list of people prominent in and relevant to your field (popstar, movie star, producer etc.). It needs to be someone that there will be lots of easy-to-access information for. Choose the most popular/relevant person to research. NB Academic groups may need to search on the subject rather than a person.

Ask students how we could categorise the written media (e.g., Tabloids, Social Media, Financial, Academic, Specialist, Broadsheet). Use the categories to search for information.

In pairs, ask students to search within one category, looking for information on the chosen person. They then write the most interesting and prominent facts on the whiteboard under their category. This will build up a broad picture, and you can discuss the value of the information.

Ask students to critique the list, considering what information is useful/relevant to their studies, what information may be fake news and what it tells us about the media and social media.

LARGE GROUP TEACHING
This can work well with large groups - you may want to have more than one person to be researched.

SUCCESS
Students can identify good sources for information and can critique what information is useful/relevant to their studies.

NEXT STEPS
You can also discuss the validity of the information found and link it to SQ3R, CRAAP and #DisruptMyFeed TLAs.

OXFORD UNION DEBATE

Component: Critical Thinking

ILO: To debate in a group and contribute to a critical argument

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TOOL

To get students to develop an argument and think deeply on a given subject you can set up a formal debate. The rules of how to debate in the style of the Oxford Union are given on the accompanying pdf. This will encourage engagement with a subject and foster a sense of group work.

ACTIVITY

Choose a subject relevant to your module learning. Ask students to write a statement to be argued (e.g., This house believes that Spotify is killing the music industry) and then research data to support or disagree with the statement. You can scaffold the amount of support that students need to do this.

Once the evidence for each side has been researched, set up your debating teams and follow the guidelines on the handout in as much depth as you wish.

After the debate, you may wish to have discussions around whether people changed their opinions and how strongly they felt about the subject etc.

AYES

NOES

HOW

You can scaffold the amount of support that students need. This is an activity that could be prepared within one session with students using phones to gather information or you could give them selected texts as reference. It could also be researched in advance using the VLE to signpost suggested reading. The amount of time you give to this activity can be varied depending on how deep you wish to go.

LARGE GROUP TEACHING

You can have up to four speakers to argue for each side plus one Chair, so you need up to nine people for the debate plus an audience - this is perfect for larger groups. You may wish to set up working-party groups to do the research for the speakers to use.

With small groups, you may want to have fewer people in the debating team but the research can still be carried out by the whole class beforehand.

SUCCESS

Students are engaged in the subject and seek out information to add to their argument.

NEXT STEPS

You may wish to create a formal debate.

RESOURCES	
Oxford Union debating rules	Available at https://www.oxford-union.org/sites/default/files/inline-files/Online%20Forms%20of%20the%20House%20updated%202017.pdf
www.musostudy.com/resources/3SS/debate-format.pdf	The rules on how to debate plus signs for the Ayes and Noes.
www.musostudy.com/resources/3SS/debate-doorsigns.jpg	The signs on the doors through which voters go at the end of an Oxford Union debate. You may wish to print & use.

READ BACKWARDS

Component: Critical Thinking
ILO: To use questions to describe, analyse, evaluate & reflect on a text.

TOOL

The Plymouth University Critical Thinking Model provides a useful framework for developing questions and organising them into four categories: Describe, Analyse, Evaluate and Reflect/Review. This TLA is called READ Backwards because that is the order of the four categories organised in reverse, but also because when we apply critical thinking to a text we don't always want to just read straight through. We may want to go backwards to cover the arguments again so we can gain a deeper understanding of its meaning.

Describe - These questions help you to restate what the author is saying, but they don't show that you understand in any depth what the text is about.

Analyse - Examine methodically and in detail for explanation or interpretation. This looks at methodology as well as evidence to support the argument, the causes, theories and evidence. This stage is about developing deeper thinking.

Evaluate - Form an idea of the amount, number, value or quality of. Judge the text - is it right in its argument? What do you think about it? What is your position on the subject? How does this compare/relate to other texts on the subject?

Review/Reflect - This is a useful step when personal opinions matter - for example, in action research.

Describe	Analyse	Evaluate	Review/Reflect
What? Where? Who? When?	How? Why? Is this reliable? What caused this? What theories link to this?	What If? So What? What Next?	I Felt/Noticed/ Discovered/Realised

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ACTIVITY

There are many ways to use this model. One example is to ask students to read a text relevant to the session and ask questions of it. List all the questions they have on the board, introduce the model and order them into the four categories. Which category has most questions? What other questions can we think of to fill all the categories? Now ask them to write a paragraph about the subject which uses only one descriptive statement but many from the Analyse and Evaluate, ending with one Reflective statement (if appropriate).

HOW

If your students need to write in your module this can be a key part of their learning. You can use this model as a framework for all analytical work you do in class.

EXAMPLES

Ask students to say what kind of question they have answered when they write a statement such as: "X is the largest grossing artist this year" (this a descriptive question). What analytical question could they ask? E.g., Where did most of their income come from?

LARGE GROUP TEACHING

With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small-group discussions which contribute to a whole-group activity of generating one list of questions about a text.

SUCCESS

Students can recall the four categories of the model and use questions to go deeper into texts that they read, translating them into arguments for pieces they are writing.

NEXT STEPS

This model is very useful for academic reading and writing. You can refer back to it using 'READ Backwards' as the prompt to remember the order. See the READ Backwards Applied TLA.

READ Backwards is adapted from the Plymouth University Critical Thinking Model

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RESOURCES	
https://www.musostudy.com/resources/3SS/read-backwards-qs.png	Image for use on slides etc.
https://www.musostudy.com/resources/3SS/read-backwards-handout.pdf	Handout for students
https://www.plymouth.ac.uk/uploads/production/document/path/1/1710/Critical_Thinking.pdf (accessed 11/7/19)	Plymouth University Critical Thinking Study Guide

READ BACKWARDS APPLIED

Component: Critical Thinking

ILO: To use READ Backwards to develop critical thinking techniques

Study Skills

TOOL

The READ Backwards Technique for critical thinking can be applied to all modules, not just those which require academic writing. For example, it can be used in song analysis, event management etc. By applying it across modules we are helping students to develop a key skill for university study.

Describe - Factual statements describing what happened, what you see and hear.

Analyse - Asking questions such as why this happened, how it happened and what caused it.

Evaluate - Asking so what? what next? what do I think about this? how does this compare to others?

Reflect - Commenting on what you felt/noticed/discovered/realised

Also read the original READ Backwards TLA.

READ Backwards is adapted from Plymouth University's Critical Thinking Model.

ACTIVITY

Describe the READ Backwards Model to students

Set an activity and ask them to apply the model by asking and answering questions starting with descriptive ones and moving through to reflective.

Ask students to share their questions so you can create one large list of questions

If the module has a written assessment, you could now ask them to write their observations up.

EXAMPLES

This could be a song analysis (in Aural Perception, Songwriting etc.). In Event Management, it could be an assessment of a live event they have been to. In Business it could be a report on a contract.

LARGE GROUP TEACHING

With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their questions or you could have small group discussions which contribute to a whole-class activity of generating one list.

SUCCESS

Students can recall and apply the model to many situations.

RESOURCES	
https://www.musostudy.com/resources/3SS/read-backwards.png	Image for use on slides etc.
https://www.musostudy.com/resources/3SS/read-backwards-handout.pdf	Handout for students
https://www.plymouth.ac.uk/uploads/production/document/path/1/1710/Critical_Thinking.pdf (accessed 11/7/19)	Plymouth University Critical Thinking Study Guide

SILLY SOLUTIONS

Component: Critical Thinking
ILO: To generate solutions to a problem

TOOL

This TLA is useful for getting students thinking about creative solutions to problems. You start by asking for the silliest, craziest solutions to a problem (beware that you don't lose their attention here though, so keep them focussed on the task). Then you explore how you can take one of those crazy ideas and modify it to make a more plausible solution. You may need to stop and scaffold their thinking with extra facts as you go along. This can be part of an ongoing project or part of a research lesson.

ACTIVITY

Chose a problem that you want students to suggest solutions for. It could be how to market a band, where to host a festival etc. You may wish to add some element of craziness to keep it fun. For example, how do you sell heavy metal music to a group of OAPs?

HOW

1. Set the problem. Ask students to discuss in pairs a list of solutions, the sillier the better.

2. Now ask them to share their favourite solution with the group. Have a discussion about what could actually be done.

3. Either give pairs someone else's solution or allow them to work on their own. They now have to tone down the solution and make it plausible. Ask them to use some of the relevant vocational skills they have been learning to do this.

4. Share the ideas with the whole group and ask for a list of pros and cons for each one.

5. You may wish to choose the best solution and take this forward into another activity or ask each pair to take their idea forward.

EXTRA QUESTIONS

Which elements can be taken from each one to build a great solution?

How easy was it to come up with solutions?

Which frameworks did you refer back to?

What needed to be adapted and why?

LARGE GROUP TEACHING

This would work well with large groups. You may need to have small groups rather than pairs, so you only have a few groups feeding back to the large group.

SUCCESS

Students will be generating problems and solutions and trying to "think outside the box".

SO WHAT?

Component: Critical Thinking
ILO: To use critical-thinking skills to defend an argument

TOOL

The term "So what?" is used here not because you don't care but because you want to know more and you want the student to go deeper in defending the point they made. By asking "So what?" you are asking "What would happen if? Why is this relevant? Why is this important?"

You may want to set up your use of So What? so students understand your intent. Use it with care - the aim isn't to make students feel put-down and therefore closed down but rather to lead them deeper into the thoughts they are forming. This could also be used when a student is giving feedback and you want them to explain and justify.

ACTIVITY

Set up what you mean by So What? so the students understand. Maybe give some examples of how you want the question answered.

Ask them to form a statement about the topic for the session. Then ask them So What? You may want to scaffold their thinking with prompting questions.

HOW

Encourage students to ask each other 'So What?' if they aren't sure of where to go next with their thoughts.

This could be a written activity, a group discussion or a debate on contentious statements.

LARGE GROUP TEACHING

With large groups, you can either run this as a small-group activity with students questioning each other and then reporting back in plenary.

SUCCESS

Students will understand that this means you want more from them and will be thinking around the subject.

NEXT STEPS

Encourage students to ask themselves the question.
This is a useful tool to use often. Students will understand So What? as a cue to think more deeply.

LINKS TO OTHER ACTIVITIES

See the READ Backwards TLA for setting up critical thinking.

SOCRATIC QUESTIONING

Component: Critical Thinking
ILO: To use Socratic Questioning to lead discussions

TOOL

Paul and Elder describe Socratic questioning as an organised, systematic discussion where the leader "does nothing but ask questions" to direct its course to help everyone participating to "go beneath the surface of what is being discussed, to probe into the complexities of one or more fundamental ideas or questions" (2006 p. 24). They structure the questions into 6 categories: questions for clarification; that probe assumptions; that probe reasons and evidence, about viewpoints and perspectives; that probe implications and consequences; and questions about the question (ibid). The following are some examples of questions from each category which you can use to direct group discussion:

1. Questions for clarification:
Why do you say that?

2. Questions that probe assumptions:
What evidence is there that supports X?

3. Questions that probe reasons and evidence:
What do you think causes to happen...? Why?

4. Questions about Viewpoints and Perspectives:
Are there any alternatives?

5. Questions that probe implications and consequences:
What are the consequences of that assumption?

6. Questions about the question:
Why do you think I asked this question?

ACTIVITY

You can either use Socratic Questioning to prompt group discussions, or, especially in higher levels, you could teach the method to the students and ask them to use the prompts. One way to do this is to put students into groups based on their interest and ask them to discuss.

EXAMPLE

1. Set a discussion topic for each group of 5-6 students, ask each group to research their topic

2. Each group now runs its own discussion, using the handout of Socratic questions (see below)

3. Each group then reports back to the main group, answering a meta-question such as 'why is this subject important to this module?' or 'why was this subject set as a research area?'

LARGE GROUP TEACHING

This would work well with large groups.

SUCCESS

Students will be generating their own discussions using the questions and will therefore be able to think more deeply.

RESOURCES & REFERENCES	
http://www.musostudy.com/resources/3SS/socratic-questioning-handout.pdf	Handout of prompt questions
Paul, R. and Elder, L. (2006) The Art of Socratic Questioning. Dillon Beach, CA: Foundation for Critical Thinking. doi: 10.1037/027900.	

TAXONOMY OF THINKING

Component: Critical Thinking
ILO: To develop levels of critical thinking skills

TOOL

Bloom's Taxonomy is a useful model for identifying the stages we progress through as we learn a new concept. The first stages are relatively simple, helping us consider our learning from a basic, but important, foundational stage. As the levels progress, we need to think more deeply and begin to apply our learning. This model is also useful for critical thinking, moving to higher order thinking such as analyse and evaluate and then to creative thinking.

We can use this model to assess learning, think critically about a subject and (as with writing ILOs based on this) demonstrate to students the level they are expected to be able to work at to master the module.

Create
6. How could you extend this idea? What ideas can you add to it?
You can: compose, construct, develop, produce write

Evaluate
5. What is the most important aspect of this? Do you agree?
You can: argue, assess, critique, judge, justify, value

Analyse
4. What are the elements that make up this concept? Where does the concept come from?
You can: compare, connect, differentiate, examine, question, relate, test

Apply
3. How could you apply this to the real world or to your situation? What is significant about this learning?
You can: demonstrate, implement, solve, use

Understand
2. What do you understand about this learning. Summarise the main points. You can: describe, discuss, explain

Remember
1. What do you remember about this experience?
You can: list, memorize, recall, repeat

The route to mastery of a subject

ACTIVITY

Set a piece of learning, then ask students to consider the following questions:

1. What facts can I remember from this subject?

2. Can I describe it in my own words?

3. How would I apply this to a real situation? How could I apply it to myself?

4. What's my analysis of this subject?

5. What do I think of this subject? Why?

6. What could I do with this information to create something new?

For questions 3 and 6 you may want to create follow-on tasks linked to vocational skills or encouraging students to use the new learning.

At the end of the activity, share the image of the taxonomy (see image and handout linked below) and ask students to assess where they felt comfortable, where they felt stretched and where they felt panicked. This can then lead to work helping students to identify the learning development/support they require.

LARGE GROUP TEACHING
This can work well with large groups. Some extra activity may be needed when students assess their learning needs, so you can help them identify support they may need.

SUCCESS
Students are aware of their learning and the level of learning required for module mastery. They are also aware of where to find support to develop.

NEXT STEPS
You could also ask students to suggest which level of the taxonomy would be most appropriate for a piece of learning.

RESOURCES	
http://www.musostudy.com/resources/3SS/taxonomy.jpg	Image for use on slides etc.
http://www.musostudy.com/resources/3SS/taxonomy-handout.pdf	Handout for students

THREE WHATS

Component: Critical Thinking

ILO: To use critical thinking skills to evaluate and build on an experience

TOOL

This activity works well after a reading exercise, experience or activity. By asking students 3 questions: What? (what have you learned?), So What? (what is important about this learning?) and Now What? (what are you going to do now you have had this experience?).

3 Whats is a useful initial tool for critical thinking because it isn't too nuanced. It can be applied to virtually any learning experience and is easy to recall. The What questions is for describing and analysing an event, So What is for evaluating it and Now What is the reflective part. For a deeper activity where you want students to explore analysis and evaluation more explicitly, try the READ Backwards model.

**???
WHAT
SO WHAT
NOW WHAT**
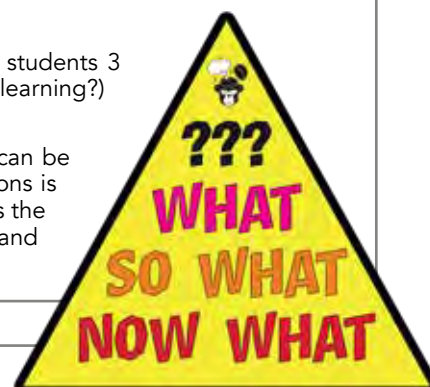
ACTIVITY

There are many ways to structure this activity. You may want to put students into pairs and ask them to think of as many questions as they can, grouping them into What, So What and Now What categories, before they apply them to the experience. However you use this technique, the most important points are to explain what the activity is for, explain how to formulate and use the questions and explore how this critical thinking technique can be transferred to other learning.

After a learning experience, explain the 3 Whats and the importance to learning on reflecting and questioning an experience using critical thinking.

First, ask what was that activity like? What was it for? Find other what questions that could be used to describe the event.

Secondly, ask So What? So what was so useful, so what was so interesting, what was challenging etc.

Lastly, ask Now What? What will students do now based on this? Now they know this what will they do differently? Now, what are their immediate plans for expanding this area?

Finally ask how/where the 3 Whats technique could also be used - other modules, in performance practice etc.

LARGE GROUP TEACHING

With large groups, you can either run this as a solo/pairs activity and then put students into groups to discuss/adjust their decisions or you could have small group discussions which contribute to a whole class activity of generating one list.

SUCCESS

Students are aware of the usefulness of this critical thinking technique and can apply it to other areas of learning.

NEXT STEPS

You could regularly remind students of this model so they become familiar with it and are nudged to use it.

RESOURCES	
http://www.musostudy.com/resources/3SS/3whats.png	Image for use on slides etc.

WE-CO FOR CREATIVITY

Component: Critical Thinking

ILO: To use 4 key ideas for creative thinking

TOOL

As well as critical thinking, creative thinking is an important study skill, especially in creative arts. WE-CO is a useful mnemonic to remember 4 key creative-thinking ideas. Csikszentmihalyi, who gave us the concept of Flow (the state of complete absorption in an activity), defines creativity as a process that "happens when someone does something new that is useful, generative, or influential" (1996). Using these 4 ideas can help to generate and prompt creativity.

W - What If? - This is the main creative thinking questions - you could also pose it as 'I wonder what..?' You can also include "Perhaps we could..." "That would work if…" and "In what ways can we…"

E - Experimentation - Trying out other alternatives, brainstorming ideas. This is useful for identifying as many alternatives as possible. You could then mind-map the ideas, to organise and prioritise ideas.

C - Constraints - Restricting possibilities can aid creativity. Putting a limit on what your creative output must have or must not have or can/cannot be forces us to find alternatives; thus, it aids our experimentation. Brian Eno's Oblique Strategies offer very good examples of constraints.

O - Others - Engage in conversations - for ideas, inspiration, and creativity. Take inspiration from what others are doing - try doing the opposite of what others are doing. Collaborate with others. Remember that other resources, such as books and websites, can be 'collaborated' with.

ACTIVITY

- Ask students to consider their creative process - what do they do when they are creating something - are they aware of their thought process.

- Discuss the 4 ideas in this creative-thinking model. Which look most useful, most difficult, most exciting etc.?

- For the creative activity to be completed in the session, set each person/group one idea from the model. They first have to discuss it and come up with questions and ideas they can apply. Then allow them time to complete the task. This could be writing with constraints (e.g., no line has more than 10 words); or experimenting to try to find 10 different ways to approach a performance or task.

- Have a final discussion to discuss the use of the model to creative tasks and where, and how, this can be transferred to in other areas of study (including academic writing and problem solving) outside of the module.

LARGE GROUP TEACHING

With large groups, it may be best to run this activity with many small groups or as a solo activity. The final discussion may also benefit from small groups (with one person from each of the 4 ideas in each group).

SUCCESS

Students can recall the model and apply it to many areas of study.

NEXT STEPS

You could also ask students to come up with other ways to generate ideas - they could share the things they find work best for them or create a more appropriate model.

W E C O — What If? Experimentation Constraints Opposites
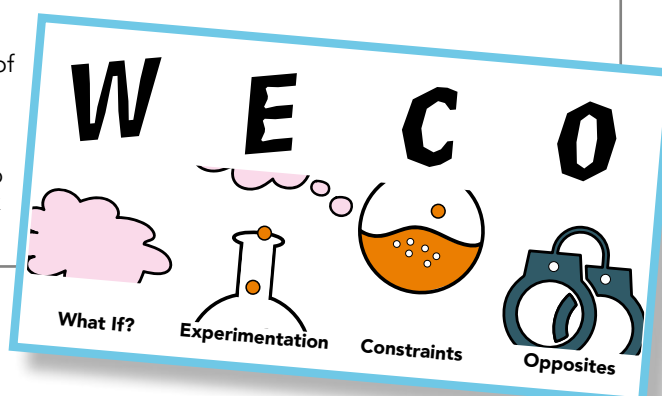
RESOURCES & REFERENCES	
Csikszentmihalyi, M. (1996) Creativity: Flow and the psychology of discovery and invention. New York: Harper Perennial.	
http://www.musostudy.com/resources/3SS/we-co.jpg	Image to use of slides etc.
http://www.musostudy.com/resources/3SS/we-co.pdf	Student handout describing WE-CO

WHAT WERE YOU THINKING?

Component: Critical Thinking

ILO: To identify how we use critical thinking in everyday life

TOOL

By asking students 'what were you thinking?' during an activity they were particularly engaged in (a performance, some writing, creating something, reading etc.), we can help them to realise the critical thinking analysis and evaluation they may be doing naturally and help them to see how they can develop that developmental style of questioning.

ACTIVITY

Ask students to think about an activity that they do well (a sport, playing a musical instrument etc.). Now ask them how they know they do it well? How did they get to be good? When they are doing it, what do they think to ensure it stays good?

Here students are analysing and evaluating - they are thinking critically.

When they start to develop and expand on their skill they may be thinking creatively - responding to 'What If' style questions - what if I did it faster, what if I did it in another key? etc.

Now think about other times where we analyse and evaluate? What are we doing at those points? What questions are we asking ourselves? This will hopefully produce more critical thinking questions we can then apply to vocational tasks, academic texts etc.

LARGE GROUP TEACHING

This may work best in small groups, with prompts to seek out the types of questions being used.

SUCCESS

Students are aware of and can apply critical thinking questions to key aspects of their learning.

NEXT STEPS

You may want to use a model such as READ Backwards or 3 Whys to help scaffold this (see the relevant TLAs for more).

WHAT'S HOT AND WHAT'S NOT

Component: Critical Thinking
ILO: To use critical thinking to assess relevant trends

TOOL

What's Hot and What's Not is a useful tool to assess what is useful and what is not in the module. By asking students to justify why they are using their ranking criteria, it can help to develop critical thinking skills. There are many ways you could use it:

- Relevance - use this to discuss what current trends are in a given area and investigate how these link to the module.

- Student interest - use this to discuss what students are currently into (in terms of songs, social media podcasts, trends in production etc.

- Assessment - make a list of the common mistakes and the common best practices for an assessment and ask students to judge and rank them.

HOT

NOT
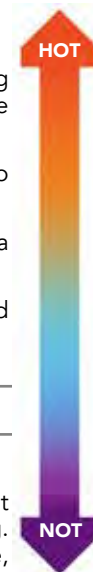
ACTIVITY

Discuss the area you are looking to analyse. Ask students to contribute to a list and then ask them to rate what is hot and what is not and say why. It is important that the decision is justified to help develop critical thinking. Whether something is hot or not can be assessed through many lenses - what is current for young people, what is the largest grossing, what has most social media traction etc.

NEXT STEPS

You could review this at intervals to see if trends have changed and question why this may have occurred.

LARGE GROUP TEACHING

With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small group discussions which contribute to a whole class activity of generating one list.

SUCCESS

Students are aware of current developments related to the module and can use critical thinking to justify their contributions.

RESOURCES	
http://www.musostudy.com/resources/3SS/hot-not-arrow.png	Image for use on slides etc.

WORLD CUP WINNERS

Component: Critical Thinking
ILO: To help students make informed choices and critique work

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TOOL

This tool asks students to assess and choose from a list of items such as best magazine covers, songs, performances etc. By asking them to order them they are using critical thinking skills to establish evaluate and analyse.

ACTIVITY

Choose a selection of artefacts to be assessed (such as a list of songs, photographs of magazine covers or album artwork, articles etc.) or ask the students to compile the list. You will need a minimum of 24.

Set criteria to assess the artefacts by - such as commercial potential, technical ability etc.

Divide up the artefacts into 8 equal groups (put a minimum of 3 into each group). Allocate each one to a small group of students.

Each group then chooses a winner of their selection and explains why (Use the READ Backwards TLA to help them assess). They may need to use a voting system to choose the winner

Then each group's winner goes into the next round. Join the 8 groups of students into 4 groups. Repeat this process until you have just 2 artefacts remaining - these go head-to-head to get one overall winner.

HOW

This is run on World Cup Football competition lines.

LARGE GROUP TEACHING

This will work well with large groups, but you will need a large list of artefacts to start with.

SUCCESS

Students can make judgements and explain their choices.

WOULD YOU RATHER..?

Component: Critical Thinking
ILO: To analyse and evaluate a situation

TOOL

This is a fun way to encourage students to use critical thinking skills to analyse and evaluate a situation.

'Would you rather..?' is a dilemma question such as 'would you rather hug a slug or kiss a frog?' or 'would you rather always be 10 minutes late or always be 20 minutes early?'. The question has to be answered by choosing an option, 'I don't know' is not an option.

Analyse: to study or examine something in detail, in order to discover more about it
Use a SWOT to analyse the options (SWOT stands for Strengths, Weaknesses, Opportunities and Threats)

Evaluate: to judge or calculate the quality, importance, amount, or value of something (Cambridge Dictionary, 2020)
Now evaluate the options, to help decide which one choose - What do I think about this? What is my position on the subject?

ACTIVITY

Put students into small groups and set a fun 'would you rather..?' question as a warm-up. They each have to chose one of the options, and discuss and justify their choice.

Next, ask students to think about the reasons they chose that option - how did they analyse the pros and cons and then evaluate them to make their decision. Explain analysing and evaluating as part of the critical thinking process.

Now set some 'would you rather..?' questions related to the module (such as 'would you rather sign to a major international label or a new start-up one?'). Students have to analyse and evaluate the options, then justify their choice.

Finally, ask students to reflect on what they have learnt about themselves through the process.

EXAMPLES

This is useful in all modules, and you can use the fun element such as 'Would you rather be over auto-tuned or have no fold-back on a sell-out gig at the O2?'

LARGE GROUP TEACHING

This can work well with large groups.

SUCCESS

Students can justify their choices and explain the decision-making process.

NEXT STEPS

You could also link this to the READ Backwards critical thinking TLA.

RESOURCES	
Would you rather..? questions	https://conversationstartersworld.com/would-you-rather-questions/#best
	Cambridge Dictionary (2020) Cambridge University Press. Available at: https://dictionary.cambridge.org/ (Accessed: 18 August 2020).

CRAAP

Component: Academic Reading
ILO: To identify the credibility of literature sources

TOOL

This is a useful tool to help students consider the credibility and worth of resources they may use in academic reading and writing. There are five questions to ask of any piece of writing you are considering:

1. **Currency** - How up to date is this? When was this published or put online? Has it been updated? Do the links work? Do I need my information to be timely for my work?
2. **Relevance** - Is this relevant to your topic? Is the text at a high enough level for your purposes?
3. **Authority** - Who is the author? What is their background? Are they biased? What does the URL tell us (.com, .ac.uk)?
4. **Accuracy** - Is it accurate? Does it use evidence to support it? Is the English well written? Does it have references?
5. **Purpose** - Is this trying to inform, teach, sell, entertain etc.? Does it read as impartial or biased?

ACTIVITY

Talk through the pitfalls of using online resources by starting with the Essential Question "Is everything on the internet now fake news?"

The aim of the discussion is to identify safe resources, sites suitable for preliminary research but not final reporting (such as Wikipedia) and useful/essential sites.

HOW

You can use this tool to describe the process of searching for online resources, to question a source that students are using in class and to enable students to evaluate their own sources.

EXAMPLES

At the start of a module, you may wish to explain the process of questioning a source. Give the students a website to look at and read and then ask the CRAAP questions. They could use the CRAAP worksheet (linked below) to write down their findings. Do the students think this source is reliable and therefore suitable to use?

Ask the students to find an online source to help answer a question you pose to them. Ask them to use CRAAP to assess their choice. They could do this solo or in groups/pairs. Different groups could work on different questions, and you could then jigsaw all the information together to create a whole picture. Try and make this search relevant to either the assessment and/or their interests.

LARGE GROUP TEACHING

With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small-group discussions which contribute to a whole-group activity of generating one list.

SUCCESS

Students will be questioning the usefulness of sources and hopefully not citing Wikipedia in their essays!

NEXT STEPS

Always ask students to recap CRAAP when using any new resource you give in class. This way you are embedding the skill, asking students to recall the system and seeing it in action in the class.

RESOURCES	
www.musostudy.com/resources/3SS/CRAAP.png	Image to use of slides etc.
www.musostudy.com/resources/3SS/CRAAPbookmark.pdf	Visual reminders to cut up and place with texts, on laptop etc.
www.musostudy.com/resources/3SS/CRAAPworksheet.pdf	Worksheet with space to write teacher instructions and students to write their six elements
The CRAAP test library services for international students.	Available at https://commons.emich.edu/cgi/viewcontent.cgi?article=1009&context=loexquarterly
Evaluating Information –Applying the CRAAP Test	Available at https://library.csuchico.edu/sites/default/files/craap-test.pdf

HERMENEUTIC CIRCLE

Component: Academic Reading
ILO: To read a text critically

Study Skills

TOOL
A model for reading so we can ask critical questions of academic texts. The Hermeneutic Circle is a useful tool to help us interpret text and ask questions of it. It helps us to think about the text, the reasons why it may have been written and helps us to think deeper. This is a useful skill for all students and can be used when they are first asked to read academically. It is also good to revisit this circle when challenged with tricky reading. See the handout for a description.

ACTIVITY
You can introduce this activity to help students to think more critically about texts. There are many ways to implement this. (NB If your students struggle with reading it may be best to scaffold this over a few weeks, starting with teacher-generated questions to demonstrate the kinds of questions they could be asking).
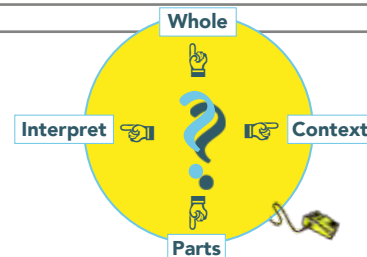
1. TEACHER-GENERATED QUESTIONS
Students read a given text and answer the questions you set them (one question from each of the four aspects). They discuss the questions in pairs/small groups and feedback to the big group. A mind map of their thoughts could be a useful way to get a big picture of the text. This is a useful activity when you want students to engage with a section of a core text.

2. STUDENT-GENERATED QUESTIONS
This works in the same way as no.1, but the students have to come up with the questions after reading the text. This can be useful when presenting a topical subject - something that has happened recently which impacts your module.

3. BUILDING UP
You can refer back to previous readings and their mind maps either to look for connections in the text (e.g., they are both looking at the rise in popularity of a certain genre) or connections in how you critique writing (asking the same questions of different texts).

4. MIND MAPS
Instead of explicitly asking questions of the text you could do a group activity onto the board to create a mind map. Ask students to read a text then draw a large Hermeneutic Circle on the board and get students to add their comments under each section. This summary can be a useful revision aid. Take a photo and put it on the VLE.

EXAMPLE
Read the article Jay-Z named world's first billionaire rapper by Forbes magazine
WHOLE - the overall message of this article is about the rise to superstar status of hip-hop artists.
CONTEXT - Inner-city African Americans in the late 1970s. It's not just the hip-hop music but all the circumstances that caused it to develop you need to think about when you are reading.
PARTS - This article covers music, race and culture, investments.
INTERPRET - How do we interpret the message this news conveys to the music industry and its audience?

LARGE GROUP TEACHING
With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small-group discussions which contribute to a whole-group activity of generating one list.

SUCCESS
Students move through a text knowing what key things they are seeking from it.

NEXT STEPS
READ Backwards TLA can help students to read a text more critically.

RESOURCES/REFERENCES	
https://www.theguardian.com/music/2019/jun/03/jay-z-is-worlds-first-billionaire-rapper-report-claims	The article referred to in the example above.
www.musostudy.com/resources/3SS/hermeneutic-handout.pdf	Handout describing how to use the cycle
www.musostudy.com/resources/3SS/hermeneutic-bookmarks.pdf	Visual reminders to cut up and place with texts, on laptop etc.
www.musostudy.com/resources/3SS/hermeneutic-circle.png	Image for use on slides etc.

READING ASSESSMENT

Component: Academic Reading
ILO: To establish academic reading needs

TOOL

Many students start their studies without all the academic study skills they require, with reading seeming particularly daunting. This TLA is a simple quiz to establish levels of confidence, identify areas to work on and start a discussion on the importance of reading for the module.

ACTIVITY

- Ask students to discuss these 6 statements in small groups and then rate their responses (see handout link below)

  1. How confident do you feel in your reading skills (e.g., speed and comprehension)
  2. How confident do you feel in knowing what are suitable texts for this module?
  3. How confident do you feel in finding these texts?
  4. How confident do you feel in making a judgement on the relevance of a text?
  5. How confident do you feel in finding the useful information in a text?
  6. How confident do you feel in using the information in a text?

- Once students have rated their responses ask them to read the 5 areas on the handout (Reading Skills, Suitable Texts, Finding Texts, Judging Texts, and Using the Information) and decide what they can do to improve their reading skills and what support they need.

- Discuss how you will approach reading for the module, agree the skills you will help them with and where extra support is available.

LARGE GROUP TEACHING

This can work well with large groups. Keep students in small groups until the final discussion.

SUCCESS

Students can identify the areas they have concerns about and know what strategies are required for development.

NEXT STEPS

You could link this to the critical thinking TLAs or models for academic reading TLAs. Also use time in class to look at the reading list and search Google Scholar and the e-library.

RESOURCES	
www.musostudy.com/resources/3SS/reading-assessment-handout.pdf	Handout - A short assessment and information on the different areas required for academic reading.

READING LOG

Component: Academic Reading
ILO: To create a resource of module-related reading

NEW
Study Skills

TOOL
It is useful for students to keep a reading log as they identify relevant texts and start to critique them. A class-created log can be a useful resource to help them get started and feel confident to create their own.

ACTIVITY
1. Add all the texts from the module reading list to a shared reading-log (see the spreadsheet template below).
2. Allocate a text (or a section of a text) to students, so they all have a responsibility to read.
3. Ask them to answer the questions on the log and input their answers onto it.
4. Discuss and compare the log in class - which texts will be useful for which areas of study?
5. When reading for assignments is due, make time for students to start their own literature search, adding tittles to be read onto their own log.

LARGE GROUP TEACHING
This can work well with large groups - more sections of text can be read, or small groups of students could all read the same text and discuss/compare their entries to the log.

SUCCESS
Students can identify the usefulness of texts and are able to carry out useful literature reviews.

NEXT STEPS
You could link this to the critical thinking TLAs or models for academic reading TLAs. Also use time in class to look at the reading list and search Google Scholar and the e-library.

RESOURCES	
www.musostudy.com/resources/3SS/reading-log.xlsx	Template reading log

READING RANKS

Component: Academic Reading
ILO: To identify reliable sources for study

TOOL
This simple task asks students to choose sources for different types of investigation (academic research, discussing an artist etc.) and gets them to justify their decision; helping them to identify what makes a source relevant and reliable for different types of study.

ACTIVITY

1. Create a list of subjects that students may be asked to read about (especially in your module and for their assessments). Make at least one of the subjects something relevant to that session and some that are relevant to the assessment.

2. Put students into pairs or small groups and ask them to rank the given list of sources in order of importance/relevance to the subject they are researching.

3. Ask students to justify their answer:
   Why have you chosen that order? Why is number 1 the most useful and why is number 6 the least?

4. Now ask them to find an article which ranked number 1, read it and discuss its use.

SOURCES

1. Academic journal article

2. Industry journey/site for professionals

3. Industry magazine/site for fans/customers

4. Respected news website

5. Social media

6. Wikipedia

SUBJECT EXAMPLES

- Profile of X (an artist)

- Research into X (an industry area such as publishing contracts or technique for traditional ballet)

- Current news on X (a music genre, ticket sales, development of an event etc.)

- How COVID-19 pandemic affected X (record sales, actors' income streams etc.)

LARGE GROUP TEACHING
This can work well with large groups.

SUCCESS
Students can justify their choices and see the value of using different sources.

NEXT STEPS
You could also link this to the critical thinking TLAs or models for academic reading TLAs.

SEVEN PILLARS OF INFORMATION LITERACY

Study Skills
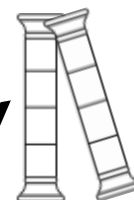
Component: Academic Reading
ILO: To identify how to find, critique and use academic information

---

TOOL
This model offers a useful framework for reviewing your current level of information literacy & identifying room for improvement.

ACTIVITY
The seven pillars can be used in many ways. It is useful as an overview of information literacy - encompassing finding literature, critical academic reading and Harvard Referencing.

HOW
You can use this to describe and teach about information literacy, dividing it neatly into sections.

It can be used to measure where students feel they are with getting to grips with the subject and it can be used to review progress in developing these skills.

NB Some of the concepts in here may seem quite tricky to students and need unpacking and explaining. You may wish to use this framework to come up with a specific checklist for your module.
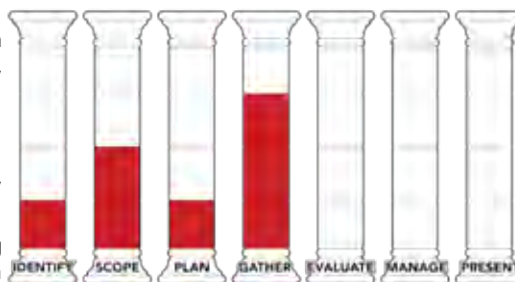
EXAMPLES
Show the video (below) with the accompanying handout and ask students to discuss and see if they can find examples of the different skills described. Discussion and learning can then take place on the skills you need them to master. This could be a lead-in activity to finding some resources online in Google Scholar or EBSCO or your institute's physical library or it could follow on to Harvard Referencing activities. (See Academic Writing under Study Skills element).

As assessment time draws closer when students need to be seeking and using resources ask them to review the skills they feel they have and look for gaps. Use this as a discussion tool on where they need help so that students have an input into what lessons contain next.

Set up the Seven Pillars as a framework and then gradually refer back to them as the class looks at more of the skills. You could use the handout as a visual measure of what has been covered (maybe colouring sections in on slides as you progress).

LARGE GROUP TEACHING
With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small-group discussions which contribute to a whole-group activity of generating one list.

SUCCESS
Students will be aware of how to find literature and will be familiar with the resources available. More work in next steps may be needed for critical reading and Harvard Referencing etc.

NEXT STEPS
Work specifically on critical reading and Harvard Referencing as well as plagiarism. CRAAP is a useful model for working on the GATHER pillar.

RESOURCES	
www.musostudy.com/resources/3SS/seven-pillars-handout.pdf	Handout - A brief explanation of the 7 areas with space for note-taking
www.musostudy.com/resources/3SS/seven-pillars-worksheet	Worksheet - A visual representation of the 7 pillars with space to note what students feel able to do and what they need to develop further
www.musostudy.com/resources/3SS/seven-pillars-eg.png	Graphic for use in slides etc.
The SCONUL Seven Pillars of Information Literacy video	Available at https://www.youtube.com/watch?v=LLMMt9rkGnk
The SCONUL Seven Pillars of Information Literacy. Core Model for Higher Education	Available at https://www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf

SKIM AND SCAN

Component: Academic Reading
ILO: To assess relevance of a text

TOOL

This will help students to quickly and efficiently decide if a text is relevant to their study.

Deciding what is relevant and what you should be reading can be difficult.
You can try skimming: going through a text quickly to get an overall impression of the contents.
Or you could use scanning: going through a text looking for certain things, e.g., names or keywords

Using one of these techniques is recommended when you are, for instance, looking for sources for an essay. You will not have time to read everything that has been written on the subject, so you need to quickly appraise the text to see if it is relevant to you.

ACTIVITY

Give students a text relevant to your session. It may be useful to have a few articles and give different groups/pairs different ones.

Ask them to skim through it to get a general idea of what it is about. You could have a discussion at this point about the differences in the approaches of the texts, but keep it light.

Now ask them to scan it looking for keywords (either that came up in discussion or that you provide).

Discuss again and ask students to form an opinion of the text. What are key points/facts that jump out at them?

You could now ask them to write a paragraph about the text or use the information they have gleaned for a further activity related to the session. If the module assessment is written it is good to get students writing in class as often as possible to practise the skill.

LARGE GROUP TEACHING

With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small-group discussions which contribute to a whole-group activity of generating one list. You could use more than one text about one subject and each group contributes to form a jigsaw of an overall picture of the subject.

SUCCESS

Students can appraise a text quickly thus reducing the feeling of being overwhelmed when faced with multiple and/or lengthy academic works.

NEXT STEPS

You could deepen this activity by asking students to read strategically - looking at introductions and conclusions, reading topic sentences (the first sentence in a paragraph that sums up the main idea of that paragraph) etc.

RESOURCES	
www.musostudy.com/resources/3SS/skimscan.png	Image for use on slides etc.

SQ3R

Subject: Academic Reading
ILO: To question academic texts

TOOL

SQ3R stands for Survey, Question, Read, Recite, Review. It gives a structure to use when assessing texts. There are five stages to the strategy:

1. **Survey** - Look through the chapter title, introduction and headings/stand-out text. This gives an overview of the text

2. **Question** - Turn the chapter title into a question that you will then be able to answer by reading the text

3. **Read** - Read the chapter to answer the questions posed in stage 2. You may wish to make notes

4. **Recite** - try to answer the questions from memory without referring to the text or your notes

5. **Review** - Review the text by re-reading sections or looking over notes you have made

ACTIVITY

Discuss the strategy with students and explain its purpose - to give more meaning and purpose to academic reading.

Ask students to read a text related to the session's learning applying SQ3R. (You may wish to have two groups reading two different texts to discuss/compare the texts at the end of the task).

Put students in pairs/small groups to talk about the meaning of the text.

Have a plenary to discuss their findings.

HOW

If you use more than one text you may wish to have articles that contradict each other to generate discussion/debate.

LARGE GROUP TEACHING

With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small-group discussions which contribute to a whole-group activity of generating one list. You could use more than one text about one subject and each group contributes to form a jigsaw of an overall picture of the subject.

SUCCESS

Students can appraise a text and able to discuss it in their studies.

NEXT STEPS

You can use the texts read as the basis for some writing in class.

RESOURCES	
www.musostudy.com/resources/3SS/sq3r.png	Image for use on slides etc.

TELL ME A STORY

Component: Academic Reading

ILO: To use literature to evidence your thoughts

TOOL

Students often struggle to write a literature review, often falling back on describing each text they have read and using lengthy quotes, rather than using their own voice to explain a situation with evidence from secondary sources.

Using a story, but informing it with evidence from 2 sources, helps students to see how to construct a literature review.

ACTIVITY

Choose a few topics that are fun, yet relevant to the module. For each, you will need a text which relates to each topic (ideally a web page with lots of facts).

Ask students to read the article and then tell us the story that emerges in about 100 words (it can be written, especially if your module assessment is written).

For each comment they make, they give evidence from the articles (see the example below).

EXAMPLE

"How to make a million - what these people have in common", read https://ledgernote.com/blog/interesting/top-10-richest-musicians-in-the-world/

"It doesn't matter where you came from (in fact lots of these people didn't have easy starts in life - Jay-Z admits to having shot his brother at the age of 12 for stealing his jewellery and PDiddy was a college dropout) but these musicians all made their money first by having top hitting albums (Celine Dion has sold over 200 million albums) or writing a hit (Paul Macartney wrote 32 songs that reached number 1). Once they had their money, they all went on to invest wisely (Dr Dre had a headphone company he sold to Apple for $3billion)."

LARGE GROUP TEACHING

This can work well with large groups.

SUCCESS

Students can justify their choices and explain the decision-making process.

NEXT STEPS

You could also link this to the READ Backwards critical thinking TLA.

ACADEMIC CONVENTIONS

Component: Academic Writing
ILO: To assess written work for academic quality

TOOL

Each Institute will have a list of Academic Conventions which are students are expected to observe when writing (from citations and referencing to line-spacing and font choice). It can be useful to students to discuss this in class and help the to understand why they are important and can help give their work clarity and consistency.

ACTIVITY

Explain one of the Academic Conventions to students and show them some examples.

Set students a writing task in class, based on the session's topic or as part of a written assessment they need to work towards.

Ask the students to work in pairs to assess each other's writing based on the convention.

Finish with a plenary on what they have learned from the task.

LARGE GROUP TEACHING
This can work well with all class sizes.

SUCCESS
Students will write academically with reference to relevant conventions.

NEXT STEPS
Each time you do a written task in class you can refer students to this chapter, maybe highlighting a different aspect each time.

CITE ME

Component: Academic Writing
ILO: To use citations to build an argument in academic writing

Students often find it hard to cite texts and use them to build their own argument. This exercise addresses this and gets them doing short writing exercises in the room. It can generate useful discussion of the topic as well as the process of referencing texts. This tool is part of a scaffolded set of TLAs to encourage students to write and use Harvard Referencing - see first the Using Quotations TLA and then the Quotation Sandwich TLA.

ACTIVITY

Give students a short article relevant to your session/module topic or something in the music-business news. Discuss the article as a group.

Give the correct Harvard Reference for the article and show students how they cite the article in their text.

Ask them, in pairs, to choose a sentence in the article that speaks to them or seems key to the topic.

Set a time limit, say 10 minutes, for students to write, quoting that sentence in the article, citing the reference appropriately.

Students swap their work with a peer, and they review and discuss each other's writing.

HOW

You may want to scaffold this with extra information on the knowledge to be written about.

LARGE GROUP TEACHING

This is a solo activity however you could get students to review each other's work in small groups. You could also give out a few articles and have a plenary at the end about the differences in them.

ONLINE TEACHING

Students could paste their text into Zoom personal chat to share with their peer or they could email it to each other.

SUCCESS

Students are confident at citing articles in their writing.

NEXT STEPS

Ask students to find the correct Harvard Reference for the article to be cited rather than giving it to them.

You may also need to work with students on how to successfully integrate quotations into their writing (see the Using Quotations TLA and Quotation Sandwich TLA for more on this).

CORNELL NOTE-TAKING

Component: Academic Writing

ILO: To take notes that can be referred to & used in & out of class

TOOL

When students take notes by hand research shows that they can learn more effectively (through a process called embodied cognition (embodied cognition suggests that cognition, or understanding through thinking, is informed by the entire body. So, taking hand written notes can help with remembering the information the notes contain because of the physical process of writing). Cornell's method can help students to structure the page and make a more comprehensive set of notes. (There are many other methods available to use, see https://www.lifehack.org/856826/note-taking for more ideas).

ACTIVITY

Before the session begins, explain to students that they will need to take notes for the activity which will happen in the session.

Explain how to structure the page (see the handout on how to do this). You may wish to provide pens and paper to ensure everyone can take part.

Recap on last week's session and write up notes on the board demonstrating the Cornell style: making a left margin, asking what questions, problems and thoughts they had about it and making a summary.

Deliver the knowledge learning for the current session and ask students to take notes in the Cornell style.

Set a task appropriate to the session that the students will need to use their notes for.

Discuss how the process was and what improvements students could make to their note-taking. (You may want to look at different note-taking methods at this point).
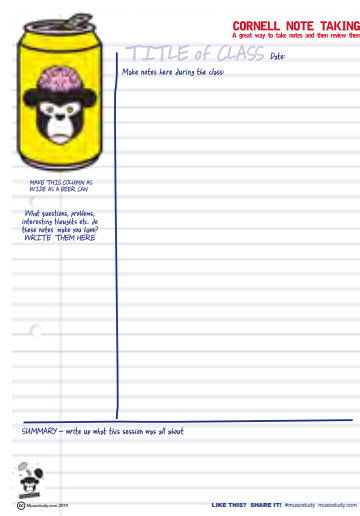
HOW

Make any slides you use uncluttered and free from lots of facts so what you teach students in the room is the key to the learning. Students who rely on slides on the VLE for knowledge are less likely to attend. Once students understand that attendance and note-taking is key to your module they will be more likely to take part. Make this a default in your sessions from week one for best results.

LARGE GROUP TEACHING

All students can take notes in this way. When setting the task, you may wish to put them into small groups depending on your class size.

SUCCESS

Students will take notes of their own accord and not be reliant on the VLE/slides to provide all information.

NEXT STEPS

Carry on encouraging students to take notes and asking them to use them in class as well as out of class.

Towards the end of the module ask students to refer back to their notes as part of their revision/assignment preparation of appropriate.

RESOURCES/FURTHER READING	
https://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away?t=1596873884379	Attention, Students: Put Your Laptops Away - Article about research into handwritten notes.
www.musostudy.com/resources/3SS/cornell.pdf	Template to take notes onto

THE GOLDEN TRIANGLE

Study Skills

Component: Academic Writing

ILO: To recognise the importance of triangulation in writing

TOOL

This TLA will help students in any module where they have to write for their assessment by using evidence to justify their position.

'The key to triangulation is to see the same thing from different perspectives and thus to be able to confirm or challenge the findings of one method with those of another' (Laws, 2003).

ACTIVITY

Using statements to form an argument about, ask students to write a paragraph of 200 words to support their argument using triangulated evidence.

You could use titles which reflect the week's session. They could be fun and engaging - something that the students identify with - or they could be directly relevant to their vocational interests.

HOW

Give students a statement that they have to argue for or against (writing four different ones is usually enough for one class). Students work solo or in pairs/small groups and give three pieces of evidence to support their argument (either for or against the statement given to them). They source evidence for their argument from their own opinions (I), by interviewing peers in the room (YOU) and from an internet search (THEM)

EXAMPLES

- X is the best singer the world has ever had.
- X is the best performer currently on the scene
- The rise of X GENRE is having a positive effect on the current music scene
- The internet is killing journalism
- Practising 10 minutes a day is more useful than a gig once a month

I
Own experience, observations & evaluations

YOU
Other people's feedback (colleagues etc.)

THEM
The work of professionals/ academics I don't talk to directly (books, articles etc.)
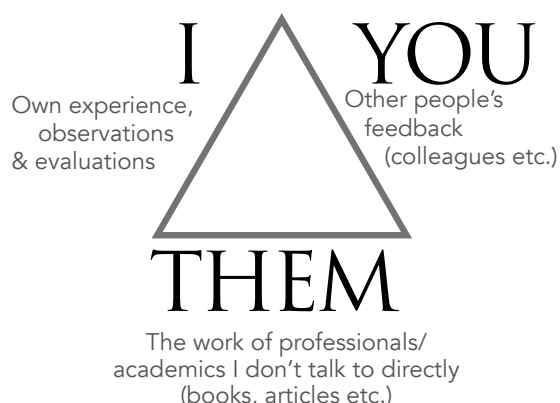
LARGE GROUP TEACHING

This would work well with pairs working on this task. You may ask all the students with the same statement to read their pieces to each other so you have 4 large groups feeding back at once and you can move between them listening in and adding comments.

SUCCESS

Students will produce a coherent, written argument with at least 3 sources of evidence to back it up.

NEXT STEPS

- Use students' arguments to form a debate in the room.
- Ask students to correctly reference the web evidence they use.
- Use CRAAP to assess whether the web source is a valid source.

RESOURCES/REFERENCES	
Laws, S., with Harper, C. and Marcus, R. (2003) Research for Development: A Practical Guide. London: Sage Publications.	
www.musostudy.com/resources/3SS/golden-triangle.png	Image to use on slides etc.

LINKING WORDS

Component: Academic Writing

ILO: To improve vocabulary for academic writing

Study Skills

TOOL

This is an exercise to use when students need to write assignments and are struggling with vocabulary. There is an accompanying list of words to handout, but you could get the class to write their own, maybe creating a list on specific topics related to the module.

ACTIVITY

Set a short writing exercise relevant to the knowledge learning. You could set something relevant to the module assessment.

Give out the handout, and ask students to review their writing and look for ways to improve it using the Linking Words.

HOW

How much time you spend on this will depend on how much practice students need to develop their writing skills.

LARGE GROUP TEACHING

This is a solo activity, however you could get students to review each other's work in small groups.

ONLINE TEACHING

You can share the pdf of this list with students in Zoom chat and on the VLE.

SUCCESS

Students' confidence in their writing skills is improved.

NEXT STEPS

Other lists could be created such as the Glossary of Jargon TLA.

For students who are struggling with writing, you could ask for extra support for them or follow up with tutorials.

LINKING WORDS IN ESSAYS

Make sure you know what they mean before you use them!
That's what Google is for...

and
along with
also
as a consequence
as well as
furthermore
in addition
including
moreover
together with

because
as a result of
consequently
therefore
thus
owing to
due to
considering
now that
since
thanks to

before, now and next
after
behind
consequently
earlier
finally
first
first of all
firstly
former
in the end
later
latterly
meanwhile
next
now
previously
prior
subsequently
succeeding
then
thereafter
overall
to recap

summary
generally
in brief
in other words
in short
on the whole
overall
to recap
in conclusion

emphasis
above all
especially
in particular
indeed
mainly
notable
primarily
significantly
specifically

for example
as shown by
demonstrated by
e.g.
for instance
illustrated by
one example
in the case of
such as

so
accordingly
consequently
for this reason
therefore
hence
in this way
that is why

like
as with
Comparing
equally
in common with
in the same way
likewise
similarly

but
although
apart from
as if
as long as
conversely
except
in contrast
instead
however
nevertheless
on the other hand
still
though
unless
yet

therefore
as a consequence
as a result
consequently
equally
ergo
hence
in consequence
in that event
properly
respectively
so
subsequently
suitably
then
therefore
thus
under the circumstances

unlike
alternatively
conversely
having said that
however
in contrast
nevertheless
nonetheless
notwithstanding
whereas

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MESSY MAGIC

Component: Academic Writing

ILO: To get students to write an essay plan in a mind map

TOOL

Using a messy, unstructured approach to essay planning can help to get all ideas onto the page before a sequential order is found.

ACTIVITY

Discuss a topic to be written about.

Ask students to create a mind map listing as many relevant factors to the subject as possible.

Students now look for connections between different components on the map and start to prioritise and categorise them.

Reviewing the map starts to create a narrative order which will become the essay plan.

HOW

You could model this with a mind map that the whole group contributes to on the board to demonstrate the process.

LARGE GROUP TEACHING

Demonstrating this as a whole-group activity can be useful as a first step before students create their own individual maps. They can peer-assess their maps in small groups.

ONLINE TEACHING

The maps could be made on Zoom whiteboard or Jamboard (a Google whiteboard - https://jamboard. google.com)

SUCCESS

Students have a clear idea of how to prioritise and categorise when essay planning.

NEXT STEPS

Use the PECTA TLA to write text for each part of the essay.

ONLINE WRITING TIPS

Component: Academic Writing
ILO: To improve the quality of student writing

Study Skills
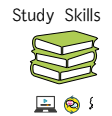
TOOL

As we explore opportunities to create TLAs online we may find that we rely more on getting students to write. This TLA scaffolds that process with help on writing more, writing more confidently and collaborating.

ACTIVITY

Here is a list of suggested online writing activities:

Provide support to correct writing errors - use this punctuation guide - also use the linking words and sentence starters. You may also find it useful to create lists of jargon (see the Glossary of Jargon and Jargon Busters TLAs)

Promote joint reading and writing exercises. It is easier to write the more you read and vice versa. To introduce a piece of reading before you start a writing task. This writing could be in a shared Google Doc.

Instead of writing parts of an essay, use different forms such as a gig flyer, a VIP invite, a postcard, a poem, a How-To guide, a Wiki, a commercial script, a song lyric, a blog, a gig review, a news feature, a letter, a CV or an interview etc.

Share the written work on the blog and invite feedback.

Discuss how this writing is similar/dissimilar to the writing required for the assessment and discuss approaches to that. Ask questions such as 'How is this different from academic writing?'

LARGE GROUP TEACHING

With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small group discussions and collaboratively written pieces.

SUCCESS

Students are confident with their writing and aware of the writing required for the assessment.

NEXT STEPS

Begin to write sections of the assessment piece in class and make opportunities for feedback.

PECTA

Component: Academic Writing

ILO: To structure written work well

TOOL

The PECTA acronym is one way to effectively structure a paragraph in essay writing. Each paragraph you write is making a point about the stance or argument you are taking on a given subject that you are writing about, giving evidence to support that point, discussing and exploring it using critical thinking and showing how it relates to the main theme of the essay. The acronym is:

Point - State the point of this paragraph.

Evidence/Examples - Discuss the research that supports your point. Give examples of this.

Critical Thinking- Critiques of both your evidence and alternative viewpoints.

Argument - The conclusion of the paragraph, showing how this relates to the overall argument of your essay.

The Critical Thinking is the key element to the paragraph. This is where you explain why and say so what. See Musostudy's READ Backwards handout for more information on this - https://www.musostudy.com/resources/3SS/read-backwards-handout.pdf

NB This tool is exactly the same as PEEL (see the PEEL TLA), only differing in the terms used to describe each section (PECTA is Point, Evidence/Examples, Explain and Link. Which one you use depends on how well you think your students will remember and apply it.

ACTIVITY

Discuss PECTA and, using an example, get the group to develop ideas for all four points.

Set a short writing exercise relevant to the knowledge learning for the session. (You could set something relevant to the module assessment).

Ask students to write a paragraph using PECTA.

In small groups, students read their paragraphs to each other and check the four points have all been covered.

Hold a plenary to discuss how PECTA helped their writing.

HOW

How much time you spend on this will depend on how much practice students need to develop their writing skills.

EXAMPLE

Students have been reading newspaper articles about Marshmello's gig in Fortnite. They write a paragraph to argue what they think this means for the future of the music industry.

LARGE GROUP TEACHING

This is a solo activity, however, you could get students to review each other's work in small groups. Different groups could write on different subjects and then present their arguments to the whole group.

SUCCESS

Students' confidence in their writing skills is improved.

NEXT STEPS

For students who are struggling with writing you could ask for extra support for them or follow up with tutorials.

RESOURCES	
www.musostudy.com/resources/3SS/pecta.png	Image to use on slides etc.
http://www.musostudy.com/resources/3SS/pecta-handout.pdf	Handout for PECTA

PEEL

Component: Academic Writing
ILO: To structure written work well

TOOL

The PEEL acronym is one way to effectively structure a paragraph in essay writing. Each paragraph you write is making a point about the stance or argument you are taking on a given subject that you are writing about, giving evidence to support that point, explaining and exploring it using critical thinking and showing how it links to the main theme of the essay. The acronym is:

Point Establish what your paragraph is going to be about and how it relates to your overall argument.

Evidence/Examples Use evidence or an example to develop your argument.

Explain Explain exactly how your evidence/example supports your point - use critical thinking.

Link Tie the paragraph back to your essay question, topic or thesis, and link to the next paragraph.

The Explain part is about critical thinking and is the key element to the paragraph. This is where you explain why and say so what. See Musostudy's READ Backwards TLA for more information on this.

NB This tool is exactly the same as PECTA (see the PECTA TLA), only differing in the terms used to describe each section (PECTA is Point, Evidence/Examples, Critical Thinking and Argument. Which one you use depends on how well you think your students will remember and apply it.

ACTIVITY

Discuss PEEL and, using an example, get the group to develop ideas for all four points.

Set a short writing exercise relevant to the knowledge learning for the session. (You could set something relevant to the module assessment).

Ask students to write a paragraph using PEEL.

In small groups, students read their paragraphs to each other and check the four points have all been covered.

Hold a plenary to discuss how PEEL helped their writing.

HOW
How much time you spend on this will depend on how much practice students need to develop their writing skills.

EXAMPLE
Students have been reading newspaper articles about Marshmello's gig in Fortnite. They write a paragraph to argue what they think this means for the future of the music industry.

LARGE GROUP TEACHING

This is a solo activity, however, you could get students to review each other's work in small groups. Different groups could write on different subjects and then present their arguments to the whole group.

SUCCESS
Students' confidence in their writing skills is improved.

NEXT STEPS
For students who are struggling with writing you could ask for extra support for them or follow up with tutorials.

RESOURCES	
www.musostudy.com/resources/3SS/peel.png	Image to use on slides etc.
http://www.musostudy.com/resources/3SS/peel-handout.pdf	Handout for PEEL

QUOTATION SANDWICH

Component: Academic Writing

ILO: To use quotations effectively

TOOL

Graff and Birkenstein, in their book on academic writing (2010), describe a quotation sandwich as the top layer of bread being an introduction to the quotations, the filling is the quotation, and the bottom slice of bread is an explanation of the quote showing your understanding of it and how it fits into your argument. This tool is part of a scaffolded set of TLAs to encourage students to write and use Harvard Referencing - see first the Cite Me TLA and lastly the Using Quotations TLA.

ACTIVITY

1. Choose a paragraph of text from a core text (or for more advanced/specific work, have the students choose it).

2. Ask students to discuss why and how they use quotations in their writing.

3. Explain the important importance of not allowing quotations to speak for you and how to prepare for it and respond to it using the Quotation Sandwich method.

4. Students now write a short passage using the chosen quotation.

5. In pairs, students review and comment on each other's work.

6. A full group discussion can bring together their ideas, asking what one thing have I learned and what one question do I have?

LARGE GROUP TEACHING

This would work well with large groups. The final discussion could be compiled as a list of comments on an online platform such as Padlet.

SUCCESS

Students are aware of how to use quotations and have a model to remind them.

NEXT STEPS

Discuss how to paraphrase, rather than using large quotations.

RESOURCES AND REFERENCES	
http://www.musostudy.com/resources/3SS/quote-sandwich.jpg	Image for use on slides etc.
http://www.musostudy.com/resources/3ss/quote-handout.pdf	Handout for students
Graff, G. and Birkenstein, C. (2010) 'They Say / I Say': The Moves That Matter in Academic Writing. 2nd edn. W. W. Norton & Company.	

SENTENCE STARTERS FOR CRITICAL WRITING

Component: Academic Writing

ILO: To improve criticality in academic writing

Study Skills

TOOL

To encourage students to write in an academic style, you can set them small writing tasks in class. Using a list of critical sentence starters can prompt students to think more deeply about the subject.

ACTIVITY

Set a short writing task based on some knowledge they have been learning in recent sessions. You may need to have a brief revision session first.

Show students the Sentence Starters list and ask for some examples of how they can be used to create sentences about one of the given topics.

Ask students to write for a set time, say 10 minutes, on the given topic using the list to help shape their writing.

HOW

You could have different headings so a few subjects are covered in the session, or you could repeat this process over a few weeks leading up to assessment time.

You may want to scaffold this with extra information on the knowledge to be written about.

LARGE GROUP TEACHING

This is a solo activity however you could get students to review each other's work in small groups.

SUCCESS

Students are confident at writing on a critically reflective level.

NEXT STEPS

Get students to come up with their own sentence starters using the READ Backwards TLA. You could also organise the starters into sections that they would be appropriate for e.g., the introduction, literature review etc.

SENTENCE STARTERS FOR CRITICAL WRITING

Some sentences are in the first person/reflective (written as if I am speaking about myself - I can relate to this because...) and some are third person (The reader can infer from this text that...). Which style will you be writing in? Which can be used in either context?

A possible solution for this would be

Another thing to consider is

Because of this

Demonstrating that

I can relate to this because

I discovered

I found myself wondering

I was reminded that

I wonder why

If ___ could be applied to ___ then

If this were applied to

In this context however

It is clear therefore, that

Leading to the supposition that

My first impression of this was

The implication being

The inference to be drawn from this is

The reader can infer from this text that

The reader supposes

The significance/implications of

The suggestion here is that

The supposition drawn from this being that

The use of the word ____ conveys

The writing made me form an opinion about

Therefore

This argument is convincing as

This compares/contrast with

This could be transferable/applicable to

This demonstrates

This describes how

This emphasises the fact that

This explains how

This implies

This indicates

This is important because

This justifies

This made me think about

This makes me think of

This persuades us to

This proves

This shows that

This suggests

This text reveals

This would suggest

ADD SOME OF YOU OWN:

RESOURCES	
www.musostudy.com/resources/3SS/sentence-starters.pdf	List of linking words handout

SHORT WRITE

Component: Academic Writing

ILO: To improve confidence with academic writing

TOOL

To encourage students to write, you can set them small writing tasks in class. These could become part of a final assessment essay.

ACTIVITY

Compile a list of headings for students to write about, relevant to your session/module topic or something in the music-business news.

Set a time limit, say 10 minutes, for students to write.

Students swap their work with a peer, and they review and discuss each other's writing.

HOW

You could have different headings so a few subjects are covered in the session, or you could repeat this process over a few weeks leading up to assessment time.

You may want to scaffold this with extra information on the knowledge to be written about.

EXAMPLES

'The health and safety implications for being a bass player that I consider important are.' Students may write about posture, RSI etc. This writing will form part of their practice diary.

LARGE GROUP TEACHING

This is a solo activity, however, you could get students to review each other's work in small groups.

ONLINE TEACHING

Students could paste their text into Zoom personal chat to share with their peer or they could email it to each other.

SUCCESS

Students are confident at expressing themselves through their writing.

NEXT STEPS

Get students to come up with their own subjects based on your module.

Once students are more confident writing you could use the Sentence Starters for Critical Writing TLA to encourage them to write in a more academic style.

A fun way to make this interesting is to **Synthesise** the writing. Once they have written a paragraph each they pair-up and, together, rewrite just one paragraph covering their points and arguments (which may be contradictory). This way students learn how to weave other points of view into their writing.

STEPS TO WRITING

Component: Academic Writing
ILO: To identify the stages in academic writing

TOOL
This 7-step model is a prompt for preparation for and execution of academic writing. Using it in class for short, written pieces will help students to feel confident to use it for self-directed study. This model also brings in other useful aids such as READ Backwards for critical thinking and PECTA for paragraph structure which you may wish to use before this larger project.

ACTIVITY
Set a writing task based on the lesson.

Discuss with students the subject and use critical thinking questions (see the READ Backwards TLAs) as prompts to choose the type of information they need to search for.

Ask students to research a subject and find 3 articles which are interesting (they could do this in pairs). This task could be set to be done before or during the class. Discuss the argument/angle the writing will take.

Plan a short write of around 500 words, discuss the structure to take. Suggest paragraph structures such as PEEL or PECTA (See relevant TLAs/handouts).

Give students time to write, then share their first draft with a peer and discuss the writing. Another draft is now written and ask students to check for grammar, spelling, readability etc. (You could use Word or Grammarly to check this).

Steps in Academic Writing

- Plan your time
- Critical Thinking
- Research the subject
- Consider your Argument
- Plan the structure
- Write a first draft
- Edit, revise & proof read

LARGE GROUP TEACHING
With large groups, you can either run this as a solo activity and then put students into groups to discuss/adjust their decisions or you could have small group discussions which contribute to a whole class activity of generating one list.

SUCCESS
Students are aware of the stages involved in good academic writing and feel confident using the tools that can help at each stage.

NEXT STEPS
As the model uses other tools, it may be best to prepare students for this activity, using READ Backwards and PECTA etc. in smaller activities.

RESOURCES	
http://www.musostudy.com/resources/3SS/steps-ac-writing.png	Image for use on slides etc.
http://www.musostudy.com/resources/3SS/steps-academic-writing-handout.pdf	Handout describing the steps in this model
https://www.musostudy.com/resources/3SS/read-backwards-handout.pdf	Handout describing READ Backwards
http://www.musostudy.com/resources/3SS/pecta-handout.pdf	Handout for PECTA
http://www.musostudy.com/resources/3SS/peel-handout.pdf	Handout for PEEL
https://www.musostudy.com/resources/3SS/pecta.png	PECTA image
http://www.musostudy.com/resources/3SS/peel.png	PEEL image

USING QUOTATIONS

Component: Academic Writing
ILO: To use citations to build an argument in academic writing

TOOL

Students often find it hard to cite texts and use them to build their own argument. This exercise addresses this and gets them doing short writing exercises in the room. It can generate useful discussion of the topic as well as the writing process. This tool is part of a scaffolded set of TLAs to encourage students to write and use Harvard Referencing - see next the Quotation Sandwich TLA and lastly the Cite Me TLA.

ACTIVITY

1. Before the session compile a list of quotes taken from sources related to your lesson. For example, comments on the music industry, releasing songs or how to interview a pop star.

2. Start the session with a brief discussion of the topic - maybe using an Essential Question.

3. Ask students to discuss what the following means to them (being aware that this is a long quote!):

"If you are quoting, try to break up long quotations with discussion, and do not depend for your argument on the plan and construction of the other author's work - make those elements of their arguments you use fit in with your plan of argument - use theirs as illustrations, or points to argue with or against, setting up and pulling down points, and so on. Do not just fall into re-describing and paraphrasing, make it your own and, of course, reference it fully and carefully. Disputing and arguing with authorities is all part of developing your own contributions and ideas, as is agreeing with them. Do be careful to reference fully and so avoid any accusations of plagiarism." (Wisker, 2001)

4. Students choose one of the quotes you gave them and use it to argue a point in a paragraph of 100-200 words. Ask them not to use the whole quote, but rather weave it into their argument.

5. Students read aloud their paragraph and discuss how they found writing it.

EXAMPLE

"Boardrooms once reverberated to people bellowing that failure was not an option, but in 2018 that's not just a figure of speech. Acts who might once have gone AWOL are now going with AWAL. But for some artists, avoiding Dumperdom may simply be a stay of execution, and in many cases may not be ideal for mental health or longterm careers: it can't be easy checking streaming stats each week in the way some people check their Lottery numbers, forever hoping that there's a pot of $0.004 streams at the rainbow's ungraspable end." (Robinson, 2018)

This can be worked into an argument such as this:

Today, it is harder for artists to place themselves within the music industry. Self-releasing recordings doesn't give the same exposure and feedback that the cut and thrust of signing to even a minor label would give. This can't be good for mental health if, as Robinson (2018) says, we are *'forever hoping that there's a pot of $0.004 streams at the rainbow's ungraspable end'*. Receiving poor record sales was a reality check that maybe this isn't a viable long term career. Being dropped by a record label and having to go back to small pub gigs and temping as the only option would be a clear point of reassessment. Where once record labels saw *'failure as not an option'* (ibid.), failing on your own time and money is now a reality and many artists can carry on chasing the elusive dream.

LARGE GROUP TEACHING

With large groups, you can either run this as a solo activity, in pairs or small groups. You could have an initial group discussion and then write solo coming into small groups to read to each other and discuss how they found the process.

SUCCESS

This is a powerful exercise to use when students haven't written using references before and it generates lots of discussion about writing in general, paragraph construction and the difficulty of critiquing/building an argument.

NEXT STEPS

You can discuss critical thinking and how this generates questions to use in your writing. - See the READ Backwards TLA on the Plymouth Critical Thinking Model. See also the Using Quotes TLA and Quotation Sandwich TLA.

LINKS TO OTHER ACTIVITIES

You may want to use this as an introduction into Harvard Referencing.

RESOURCES

www.musostudy.com/resources/3SS/referencing-handout.pdf	A simple overview of referencing

Wisker, G. (2001). The Postgraduate Research Handbook: Succeed with your MA, MPhil, EdD and PhD. Palgrave.

Robinson, P. (2018) 'The music industry of 2018 is witnessing the end of failure', Music Business Worldwide. Available at: https://www.musicbusinessworldwide.com/the-music-industry-of-2018-is-witnessing-the-end-of-failure/ (Accessed: 8 July 2019).

WRITING ASSESSMENT
Component: Academic Writing
ILO: To establish writing skills requirements

TOOL
This is a spider gram to help students identify where they feel their writing skills lie and what areas need developing. It covers 12 skills based on 4 areas: thinking and planning, academic conventions, starting to write and time management.

ACTIVITY

1. Ask student to discuss in small group all the aspects they can think of that they have experienced in essay writing such as good spelling, Harvard referencing and editing.

2. Get students to complete the spider gram on the handout (see link below) and read the rest of the sheet.

3. As a group compare results - which common areas need most development

4. Devise a group plan for how students will develop these skills and what they would like to address in class. Support such as writing retreats, short writes in class, reading and editing other work and reading exemplars may all help. There are also resources for students on Musostudy's website at https://www. musostudy.com/top-tips/

5. Sign post students to additional resources and support within the college.
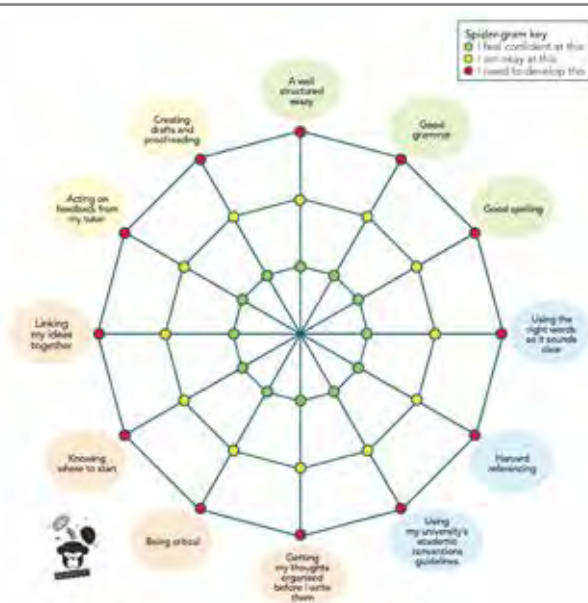
LARGE GROUP TEACHING
This would work well with large groups.

SUCCESS
Students are aware of the areas needed for development and know how to implement changes to effect this.

NEXT STEPS
Create regular writing check-ins to address different elements of the assignment.

RESOURCES	
http://www.musostudy.com/resources/3SS/writing-assessment.jpg	Image for use on slides etc.
http://www.musostudy.com/resources/3ss/writing-assessment-handout.pdf	Handout for students
https://www.musostudy.com/top-tips/	Academic writing tips for students

CRITICAL INCIDENT QUESTIONS

Component: Reviewing/Reflecting
ILO: To reflect on a learning experience

TOOL

The Classroom Critical Incident Questionnaire is from Stephen Brookfield's Becoming A Critically Reflective Teacher (2017). It asks students 5 questions about a lesson. It is used to for students to give anonymous feedback to teachers. However, we could also use these questions as a reflective tool to help students with their own awareness.

1. At what moment in class this week did you feel most engaged with what was happening?

2. At what moment in class this week did you feel most distanced from what was happening?

3. What action that anyone (teacher or student) took in class this week did you find most affirming or helpful?

4. What action that anyone (teacher or student) took in class this week did you find most puzzling or confusing?

5. What about the class this week surprised you the most?

   We can add 3 more questions to this to aid reflection:

6. What connections can you make from the learning in this class to learning in other classes or outside of your course?

7. From these experiences what do you learn about yourself and your learning?

8. What will you change about your studying this week as a result?

ACTIVITY

At the end of a session ask students to consider the questions and jot down short answers.

Students discuss their answers with peers and then feedback into the group the changes they intend to make to their studying in the following week.

EXAMPLE
This is a useful activity when students are part of experiential-learning groups - such as in performance classes.

LARGE GROUP TEACHING
With large groups, students can feedback in small groups and look for similarities/differences and then feed these back in a plenary session.

SUCCESS

Students make connections with their learning throughout their modules and are more aware of their overall learning trajectory.

RESOURCES	
http://www.stephenbrookfield.com/ciq7f5/1464919400130/CIQ.pdf	Critical Incident Questionnaire

REFLECTIVE MODEL - GIBBS

Component: Reviewing/Reflecting
ILO: To write reflectively about my learning journey

TOOL

This model is useful for when you are going through a learning process that doesn't necessarily have a defined end. It is useful as an activity to discuss learning. It can also be used as a plan for a reflective journal, as part of an essay plan where personal reflection is required or in an action research project.

REFLECTIVE WRITING MODELS - GIBBS

GIBBS REFLECTIVE CYCLE

1. Description of the event/ situation/ experience
What happened?
When in the session did it occur?
Who did it involve?

2. Your Thoughts and Feelings
Consider before, during and after the event

3. Evaluation: was it a good or bad outcome?
Was it successful?
Was the overall experience good?
Did you achieve what you wanted to?

4. Analyse: why did it turn out the way it did?
What elements affected the outcome?
What were your aims & did you achieve them?
Why did you choose those aims?

5. Conclusion: what could you have done differently?
Could you have chosen an alternative approach?
If it was a positive outcome would you do the same again?
If it was a negative outcome what could you do to make it positive next time?

6. Action Plan: based on this experience how will you approach it next time?
What steps can you take to improve in the future?
Is there something you need to learn to be more effective?
If so where or how will you learn this?

LARGE GROUP TEACHING

With large groups, you can either run this as a solo activity and then put students into groups to discuss/ adjust their decisions or you could have small-group discussions which contribute to a whole-group activity of generating one list

SUCCESS

Students use the framework to guide them through their reflections which they can articulate.

RESOURCES/REFERENCES	
www.musostudy.com/resources/3SS/gibbs.png	Image for use on slides etc.
Gibbs, G. (1988) Learning by Doing: a guide to teaching and learning methods. Oxford. Further Education Unit.	

REFLECTIVE MODEL – SCHÖN

Component: Reviewing/Reflecting
ILO: To write reflectively about my learning journey

TOOL

This model provides a framework for reflection before, during & after a learning experience. It is useful as an activity to discuss learning. It can also be used as a plan for a reflective journal, as part of an essay plan where personal reflection is required or in an action research project.

REFLECTIVE WRITING MODEL – SCHÖN

Before an experience:

1. What do you think might happen?
2. What might be the challenges?
3. What do I need to know or do to be best prepared for these experiences?

During an experience:

1. What's happening now, as you make rapid decisions?
2. Is it working out as I expected?
3. Am I dealing with the challenges well?
4. Is there anything I should do say or think to make the experience successful?
5. What am I learning from this?

REFLECTION BEFORE, DURING & AFTER A LEARNING PROCESS

After an experience:

1. What are your insights immediately after, and/ or later when you have more emotional distance from the event?
2. In retrospect how did it go?
3. What did I particularly value and why?
4. Is there anything I would do differently before or during a similar event?
5. What have I learnt?

Schön, D (1983). The reflective practitioner: how professionals think in action. New York: Basic Books.

LARGE GROUP TEACHING

With large groups, you can either run this as a solo activity and then put students into groups to discuss/ adjust their decisions or you could have small-group discussions which contribute to a whole-group activity of generating one list.

SUCCESS

Students use the framework to guide them through their reflections which they can articulate.

RESOURCES/REFERENCES	
Schön, D (1983). The reflective practitioner: how professionals think in action. New York: Basic Books.	
www.musostudy.com/resources/3SS/schon.png	Image for use on slides etc.

A Brief Introduction To Problem-Based Learning (PBL)

Problem-Based Learning (PBL) has the following characteristics:

• Students are presented with 'problem scenarios'

• The problems might seem messy or unclear with no obvious solution

• There is no 'right' answer that students are expected to find, only possible solutions.

• The problem might cut across different modules and also involve soft skills

• The problems are set as a piece of group work

In theory, PBL can be more effective at creating usable knowledge than memory-based education does. This is because learners have to use many different skills to 'solve' the problem, not restricted to the content learning of a single module. PBL is not new - using knowledge as activity is an idea first discussed by John Dewey. PBL is constructivism in action.

The Goals of PBL (based on Biggs & Tang, 2011, pp178-185)

• Structuring knowledge for use in working contexts - students have to apply their knowledge to different areas and problems. The knowledge is from many different areas as well.

• Developing effective reasoning processes - in coming to a possible solution, students will have to think carefully through their choices and make reasoned judgements

• Developing self-directed learning skills - the teacher is not driving the student - as much as possible the students are left to come up with solutions for themselves.

• Increased motivation for learning - the autonomy gained from the self-directed learning increases the motivation to continue.

• Developing group skills - PBL expects students to work as a group.

There are two main variables to consider when setting up PBL (Barrows 1986).

1. The degree to which the problem is structured - the original problem could be set with no supporting information or could have a lot of information for students use in solving the problem.

2. The extent of teacher direction - the teacher can be completely hands-off and offer no direction at all or could scaffold and support where necessary.

The decision for these will depend on the students' level, the time frame and the complexity of the problem.

A good problem has the following characteristics (Johnston 2002):

1. It calls on different disciplines and integrates them

2. It raises options that promote discussion

3. It activates and incorporates previous knowledge

4. It requires new knowledge the students do not yet have

5. It stimulates participants to elaborate

6. It requires self-directed learning

7. It meets the module learning outcomes

The aim is for students to:

• Use existing knowledge, plus research into possible solutions

• Use interpersonal skills, reflection & reasoning

• Come up with their best approach to resolving the problem

• Explain and justify their decisions

If you would like to use problem-based learning, first consider how might this approach be challenging, for both you and your students. PBL requires a shift in session format from teacher talk about new content followed by student activity to little-to-no teacher talk and responsibility for learning put on to the students. You may want to consider how you set-up, explain and scaffold such learning.

Example

Drum students in a Studio Skills module.

After a term of student learning about techniques in the studio the students were then set a problem by a music manager (their teacher). The manager treated the students as studio technicians and asked them to set up the instruments to achieve a disco sound (a guide track was given to them). The manager provided no other input for the duration of the session. Once students realised they were on their own and this was to be treated as a real-life scenario they worked together to achieve a solution.

Further Reading

Biggs, J. and Tang, C. (2011) Teaching for quality learning at university : what the student does. 4th edn. Maidenhead: Open University Press.

Dewey, J. (1938) Experience and education. New York: Collier and Delta Kappa Pi.

Saven-Baden, M. (2000) Problem-based learning in Higher Education: untold stories. Buckingham: Open University Press.

Tips for Discussions and Plenaries

As teachers, we frequently plan a group discussion but don't consider the format. We decide we ought to have a discussion, but do we consider why and how it is best to do this? This is a big reason that discussions can seem dominated by one or two voices or just fall flat. Discussion is about decision-making, helping students to come to a conclusion, even if that conclusion is 'I need to think more'. So we need to help students arrive at that conclusion and help them to identify what steps they need to take as a result. All good discussions are planned and have an interesting format. If you start discussions clearly and add a few interesting formats to your toolkit you should find that discussions are more productive.

Things to consider when planning a group discussion:

- Is there a right answer - do students know this?

- How will students know what they need to learn from the discussion?

- How will students know what they need to do as a result of the discussion?

- What is 'good' participation?

- Do you allow time just for thinking?

- What is the best discussion format for optimal learning?

- After small group work how will they feedback to the large group in the plenary?

Learning Outcomes

Always have a rationale for a group discussion - what do you want students to get out of it? Are there a set of answers they need to arrive at or a list to be compiled for future work or feedback on a learning process? Communicate the desired outcome before the activity, write the instructions on the board, so students can refer to them if they get confused/lost.

Structure

Phill Race, in The Lecturer's Toolkit describes choosing group size as "informed decisions (or inspirational leaps) based on the context and the occasion" (2015, p. 167). In pairs, it is harder to be a passenger when there are just two of you, but pairs can be a problem if there is a personality clash. Threes can work well as the group is still small enough to be manageable however three can be a crowd sometimes and so it is good to have clear tasks if you feel this could be a problem. Fours are still a manageable group size and can be effective when there are many tasks to do be divided up, however it is easy for the group to become divided as there is no person to have a casting vote. Five is a good to have a number in the group and it is still small enough for group tasks although the possibility of passengers does increase. The larger you go without a leader, the more chance of disagreements and passengers, however, if you have defined tasks this can work really well.

How will you decide to form the groups? Random, mixed ability, strongest all together, blend of personalities, students choose? It is hard to choose, and there is no one correct answer. A different mix each session can allow for students to get to know each other, but some students may want to stay with people they are familiar with. The best way after a few weeks of a new module (when you have already done lots of engagement activities) would be to ask the students for their preferences.

Participation

Set ground rules - group work and contributing to discussions can be scary. One way to increase participation is to ask students what their experiences of discussions are like. In pairs or small groups, using large sheets of paper set the following tasks (this is based on an activity in Brookfield's Powerful Techniques for Teaching Adults, 2013):

1. What are the best and worst discussions you have been involved in and why? Make notes.

2. What makes discussions work best/worst for you? Make a list of common themes.

3. For each theme what can this group do to promote the positives and minimise the negatives?

4. As a whole group look at the results and draw up a group discussion ground rules list.

Tell people they don't have to speak - there are other ways to contribute than just speaking, make sure you have discussed these. Brookfield and Preskill (2016) present a participation rubric activity to highlight to students what we consider to be productive participation. They suggest we consider participation in additional ways such as using encouraging body language, contributing a resource, paraphrasing someone else's comment and asking a question. Creating a list, or participation rubric, helps all students to know that they don't have to make lots of comments, and this in turn can remove the pressure to do so and help students to feel freer about contributing in ways that they can. Brookfield's rubric can be found here: https://static1.squarespace.com/static/5738a0ccd51cd47f81977fe8/t/5750efcff8baf39256b2fe71/1464922064319/Class_Participation_Grading_Rubric.pdf

Discussion Actors - Another way to help students identify roles in a discussion is to create discussion actors. Make a list of all the roles that are adopted in a discussion - speakers (for and against), mediator (helps to see fair play), critic (plays devil's advocate, looks for holes in an argument), energiser (provides the energy, keeps the discussion moving), doubter (asks questions) etc. For each one, define their role and the use of that role. Now assign that role to everyone in the group and begin a discussion.

Consider The Physical Space

I have noticed that if I ask students to 'get into pairs', they will turn slightly in their chairs and without clear instruction will eventually disappear back into their laptops. However, if I ask students to stand up, move to another table etc. they are less likely to take their laptops and more likely to engage in the task.

Thinking Time

Include thinking time – two minutes silence – before a discussion. Ask students to make notes about the upcoming discussion. This is good for introverts and reflective thinkers, but it is also good for engagement as it stops the 'I don't know the answer' shutdown which can happen when you just ask a question to the group who knows the answer to this. Set up group rules talk about what participation looks like it isn't just the people who speak the most

Content

Make sure students have enough information to generate a useful discussion. Where can they get more information? - A handout, a web search, on the VLE, notes they just made during content delivery etc.

Facilitator Interventions

Brookfield and Preskill (2016) suggest having a facilitator summary at the end of any discussion. This is useful for showing students that your comments are building on the work they have been doing and that you have heard them and understood their discussion. It also shows students what you are thinking and the angle that you take. This is also the point (without naming people) to challenge assumptions or correct any errors that were made (if an error is really key to a discussion it is best to correct as it happens rather than at the end). Finally, it is useful to summarise learning and signpost future work etc.

Discussions

Silent Commenting

In these activities, we aren't asking for talk, but we are expecting participation. For comments you could also use an app such as slido.com.

Chalk Talk - Students come up to the whiteboard and silently add a comment or a question on a given subject.

Chat Stations - This is similar to Chalk Talk. At each station have a question or subject to be discussed. Students move in groups from station to station, writing their response of post-its or a flipchart. We then all visit each station to read all the responses and comment on those.

Circle, Continuum or Taking Sides, - Read out a statement and students have to move to the point where they can show their response. A continuum could be for a statement with no clear answer such as "I like horror movies". People who really love them above all other movies would stand at one end of the continuum, with horror haters at the other end. An interesting chat may occur with students in the middle as to who is closer to a particular point. It can also be run in a circle. All stand in a circle facing in. The centre of the circle is 'strongly agree' and the outer ring is 'strongly disagree' - this means everyone has their own continuum. With multiple choice or yes/no questions, you can set up those stations - 4 corners of a room for 4 answers, 2 sides of the room for 2 answers etc.

Structured Discussions

In all of these, we are going students a role to help keep them on task.

Prompts - Give students a list of prompt questions - each person in the group has to give an answer. For example, 'What I think about putting the X in the Y situation is…'. Each student could have the same question, or each has a different question.

Debates - Put students into pairs and ask them to argue with each other - one being fore and one against a given statement. If one person is strongly fore, ask them to argue for the other side so they have to really consider the value

Circle of Voices - In small groups - Appoint a timekeeper, allot each person 1 minute to comment on the

topic - they must not be interrupted. Now allow a free discussion but only on what has already been talked about - participants must not go off-topic.

Think/Pair/Share - This is a popular activity, described in many teaching books. First students think alone about their response to a question; in pairs, they discuss their answer; then the pairs create a four and share their findings, at this stage you could ask them to do something with their thoughts - create a list or a mind map or answer some follow up questions.

Thoughts/Questions/Epiphanies - The TQE method was devised by Marisa Thompson, an American English teacher, who wanted students to connect more deeply with books they were reading. After a significant-sized content delivery or reading a text, students work in small groups for about 15-20 minutes to discuss their thoughts, list any questions they have and discuss any epiphanies - things that are becoming clear to them. Each group then has to bring 3 TQEs (3 of each) back to the main group - these are collated into lists and conclusions can be drawn.

Discussion Actors - Make a list of all the roles that are adopted in a discussion - speakers (for and against), mediator (helps to see fair play), critic (plays devil's advocate, looks for holes in an argument), energiser (provides the energy, keeps the discussion moving), doubter (asks questions) etc. For each one, define their role and the use of that role. Now assign that role to everyone in the group and begin a discussion. If you have a small group, then each person gets a different role. In larger groups you may have more than one person in a role and also have some reflectors and recorders - students who will listen, take notes and then reflect back at the end what they heard.

Discussion Prompts

When planning discussions, we often choose an essential question to open with (e.g., 'What is the point of law?' when starting a lesson on copyright), but we might not think about follow-up questions. Discussions can often fail because of the follow-up questions. If we ask closed or leading questions, we aren't encouraging students to think. Identifying the direction you want the discussion to take and therefore the sort of questions that will facilitate that will produce more extended, deeper discussion. Here are some examples you may want to adapt for your use. Remember to acknowledge students' ideas before prompting further.

Questions you can ask to extend and deepen discussions

- Could you tell me about your experience/thoughts of...?

- Could you expand on your answer?

- If we added X in, would this change your position?

- Can you explain this further?

- Can you give me an example of that?

- What is the issue or problem at hand?

- What could X do to affect this issue?

- What is the author's central claim?

- Does this argument convince you? Why?

- What is similar between these?/What is different between these?

- What stuck with you after X?

- What is one thing you learned about X from this video/discussion/text?

- Can you think of any other ways that...?

- The questions in the READ Backwards handout (see the TLA) are useful for framing critical thinking questions

- What is a possible root cause of this? (Use the 5 Whys TLA - Create a root cause analysis - you have to ask Why 5 times to get to the root cause of a situation)

Bloom's Taxonomy Verbs

Bloom's measurable verbs can help us describe learning. We can use them to help us create questions which promote deeper thinking. A list of Bloom's Taxonomy of Measurable Verbs is available as a pdf (https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf)

For example, at the Apply stage verbs include: Compare Choose Contrast Use Modify. You can use these to create questions to help students apply some knowledge.

Questions to Avoid

- Closed questions - a question that only requires the answer yes or no is closed. Open questions require more information to be given. For example, 'Do you like cheese?' is closed. However, 'Tell me your opinions of cheese' is open.

- Leading questions - these lead the student to a preferred answer and therefore makes it harder for them to disagree or have to think about their own view e.g., 'Don't you think that...'? or 'Do you agree that...?'

- Vague Questions - What do you think about this? Anything else? Anyone else? are vague questions which don't encourage or scaffold

Small-Group Discussions

Asking students to work in small groups is a very useful way to get more students involved and to deepen the discussion. However, without a clear focus, these can easily become unhelpful. Scaffolding the activity with a clear framework, time limit and structured output will help students to stay on track. You may need to demonstrate this first, leading by example or giving clear instructions for the intended outcome. The outcome or output needs to be clear - a spokesperson will speak or a list is created etc. Ask the group to form into roles can also help - who is the timekeeper, the note-taker etc.? when the students return to the main group a plenary will help to consolidate and give value to the work they have just undertaken.

Plenaries

A plenary is a coming together of all participants in the group, usually after small-group or solo work. We frequently ask students to repeat in the plenary what just happened in the small groups, however, it can be much more useful to ask them to do something based on their results instead. Think about what you want

students to take away from the discussion - is it Metacognition, Skills learning, Engagement or Knowledge learning? How do you want their feedback?

Here are some plenaries to use instead of 'what did you talk about in your group?' For some plenaries you will need to warn the students what they will need to bring back to the large group, or at least give thinking time. For larger groups, you could structure some of these as multiple-choice questions which they answer by a show of hands or on an app etc. Once you get into the swing of plenaries you can start to have fun with them, such as 'How would you describe today's session to an alien?' or 'How would you describe today's session without words but through dance or acting etc.?'

- 3 words that sum up the session

- The 3 main points that were raised

- Produce some creative feedback (such as a picture or mind map, or a performance, or put your learning into a rhyme or song)

- One question you still have

- One thing that surprised you about the session

- What I have learnt about myself from this…

- How can today's learning be used in the wider world?

- What you have learnt this lesson?

- What is the most important thing learnt today and why?

- 'Today we have learnt some really important things'. Make a list for and against.

- Associate an emotion with the session - draw the emoticon on the board.

- What I need to do next is…

- What I need to study next is…

Tips for Teaching Online

This section contains resources and suggestions for activities to promote learning online covering:

- Useful Links

- Facilitating Communication and Community

- Facilitating Active Learning Online

- Facilitating Feedback Online

- Facilitating Discussions Online

- Discussion Prompts

- Warm-up Activities

- Wait-time Activities

- Using Zoom

- Online Learning Apps

- Studying At Home -Strategies For Success

- Tips For Online Learning

Useful Links

- Fast E-Learning Switch. Virna Rossi (PGCert Course Leader at Ravensbourne University, London) has produced a series of short videos covering many aspects of online teaching
  https://inclusivelearningdesign.com/videos/

Facilitating Communication and Community

Maintaining a connection with students may seem harder in an online space, so creating some opportunities for contact can help maintain the connection. Here are some suggestions:

- Drop-In tutorials - Have a regular time slot each week where anyone can drop in for a quick tutorial.

- Town Hall - Create an online meeting for your students to come together and discuss issues they may be having with the course, to hear about plans and to negotiate any changes that may be required.

- Study Space - An open session where students study independently (rather like going to the library). Students aren't expected to speak or contribute, and they can keep mics and cameras off. This is just a communal study space and could be facilitated by a student.

- Study Retreat - An online space for working on a specific task. Students state what they are going to work on, and for how long. At the end of their time, they report back on how the work is going. You are there for support/encouragement if required. As well as writing you could use this for other practice such as songwriting, instrumental practice and production.

- Social Media Groups - Whether F2F or online, it is a good idea at the start of any module to ensure that students have an informal support network set up to aid socialisation and connection. Encourage the cohort to set up a social media group to encourage socialisation. This can also be a useful tool to use in sessions.

- Study buddies - Suggest or facilitate students to form pairs or small groups to support each other through their studying.

- Provide weekly video updates to introduce the week's learning, comment on any issues or interesting things that have been happening (on the module, in the university or in general).

- Set a limit on how quickly you will respond to students, so they know what to expect (for example, within one day, maximum).

- As well as displaying your photograph on the VLE, encourage students to update their profiles to help personalise the online environment and create a sense of connection.

- Provide regular opportunities for student feedback, as well as your usual communication channels, this could be an open Zoom call once a week for drop-ins or a Town Hall meeting where you all gather to discuss any issues.

- Ensure regular tutorial slots are available - be proactive and offering specific tutorial slots to students.

Facilitating Active Learning Online

Active learning's aim is to allow students to re-conceptualise and internalise knowledge.

- Think Pair Share - students think individually about a subject, then pair with another student or a small group to share their thinking. The sharing is then expanded to a whole-class discussion/activity.

- Write a paper in 5 minutes - ask students to write a short piece. This is especially useful where the module assessment is written. You could also do a one-minute write as formative assessment.

- Research and Present - students research (solo or in groups) for a given time and then present findings back to the group either as a verbal presentation or a poster/slides.

- Debugging - give students some incorrect information and ask them to correct it (it could be a piece of music, a financial report for MCPS or a poorly written essay).

- Concept Maps - using the whiteboard or Padlet, students can all contribute to a group map for a subject (small groups could each create their own).

- Thought collections - students bring together their learning on a subject, it could be a collage of annotated images using Padlet or Mahara, a blog or vlog, an Insta-story or series of Tweets etc.

- Wikis - students contribute knowledge to a shared document. It could be in the form of a glossary, FAQ page or more formal written piece.

- Watching videos - before you ask students to watch a video set a task related to the content - questions to consider, things to notice in the video etc. This can form the first part of an activity related to the video.

- Learning Pyramids - this idea uses a lot of Breakout Rooms. Start by setting a task and putting pairs of students into breakout rooms to work on it; give them a clear time frame to achieve a specific goal. At the end of the time merge breakout rooms into groups of four students. The two pairs swap their learning. You can repeat this process with eight students per room but make sure you structure it either, so everybody has to speak, or you appoint a spokesperson for each group of four. This would work well with jigsaw activities (where each pair has a separate piece of learning which then slots into the next groups, so the group of eight ends up with a complete picture (e.g., some knowledge they have researched or a song written in sections). Alternatively, this would work well with a practical task such as learning a scale where they swap their ideas on how they are progressing and support each other in the way an action learning set might work.

- Recapping - ask students to create a short audio or video piece explaining what they have just learnt. These can be created in teams or alone and shared on the VLE.

- Polling - create small quizzes as formative assessment points

Facilitating Feedback Online

Feedback is the start of a dialogue with the student, not the end of a process. The main goal is to let students know that it is feedback to help them take action to improve. Wiggins (2012) has seven feedback essentials. They are:

1. Goal-referenced - a learner needs to have a clear goal. What is this feedback relating to? Make the feedback back clear and explicit. Instead of saying 'That's great!' try structuring your response such as 'Sam, when you did X you really showed how you are using the Y skill. It sounds more fluent to me now. That's great!'

2. Tangible & transparent - We need to see tangible results of our attempts to reach the goal. Sharing audio/video or specific examples of what was happening helps to make it more visible to the receiver.

3. Actionable - Feedback should give us something we can action or do. A follow-up to feedback could be - What are you going to do now to work on this?

4. User-friendly - we need to receive feedback in a form we understand and an amount we can cope with

5. Timely - We need our feedback the sooner the better

6. Ongoing - We need constant feedback and the chance to put it into practice before we an assessment

7. Consistent - Feedback needs to be, accurate, honest, trustworthy and consistent

- Provide group summaries - a video commenting on the common errors and their solutions can be used for group feedback. Follow-ups could include a short poll where students feel they are in this summary (you can gauge this against your assessment of them and chose which students need intervention, i.e., those with low results and those with low results but with high student confidence)

- Build in formative assessment quizzes/checklists that students can use to assess their learning. Ask them to feedback to you/each other on where they feel they are at and what they need to do next

- Make goals/outcomes of an activity/assessment explicit. As students to rate their achievement against these goals - via a small group discussion, a note written in the chat, a poll etc.

- Ask students to write questions they have about the topic into the chat. You can then spend some time at the end of the session addressing the most common issues.

- There are many feedback TLAs in Musostudy which can help.

Facilitating Discussions Online

Running discussions online can feel more challenging than F2F. Silences can feel strange online and are difficult to read; students can feel isolated and therefore less likely to contribute. Structuring and negotiating discussions can help to reduce this. See the Discussions section in the Toolkit for more ideas.

• Run a socialisation activity before a discussion to help students relax into the session

• Agree before a discussion about how it will run - will you choose people in turn? will the person who has just spoken nominate the next speaker? Will you ask students to put up a hand (or a virtual hand) if they want to speak? Ask the group to decide how they like discussions to run or agree to try out different options and chose the best. Wherever you can, build in group autonomy - this helps create a sense of community. Working out the netiquette of who speaks when can help to avoid them

• Answer Relays - whoever answers nominates the next person to speak

• Students may have nothing to say in a discussion, some find it hard to think of their answers quickly. Create a time and space for that

• Give some guiding questions to get thoughts started and generate ideas

• Instead of verbal discussions, you could use an online space to write up thoughts, such as Zoom's Q&A or Chat functions or a VLE forum or Padlet

• Questioning - Giving some input before starting a discussion can also help to give students something to talk about, helping them formulate their thoughts before speaking them. It could be a quiz, an essential question, a short text or video or a list of questions they have to answer first to generate their thoughts

• In a whole group discussion ask a student to build on an idea from a student before

• If session is being recorded, will students feel comfortable discussing on video - would turning off videos during a discussion help?

• Make sure you respond to the point a student has made - link it to something else, show how it is useful to the discussion. If it is incorrect show why it is great that they made a mistake - highlighting a common pitfall

• Give students the language they need for the discussion - do they know all the key terms and how to use them?

• Have small groups discuss in breakout rooms and then contribute (verbally or written) to the large group

Warm-Up Activities

Getting everyone to check-in and acknowledging feelings is important in creating connections. It is also helpful for you to be able to notice and support students who are not OK. Some activities can be started in Zoom's Chat (such as curating a playlist), others via a screen share or Zoom's whiteboard. By enabling Zoom's annotation feature people can draw, colour and write over a shared image. The result can be saved as a .png and posted on the Module's VLE page. Here are some examples:

- Choose an emoticon that describes how you feel today (pasted into Zoom Chat)

- Choose an image for your Zoom screensaver that describes how you feel today

- Write a word on the Zoom whiteboard (this is an anonymous activity)

- Share a picture of your workspace with a caption to describe it

- Share a picture of where you'd rather be

- Describe something in the room that participants can see in your screen.

- Share the view out of your window

- Share a word or image of what you are missing (or not missing) about being in university

- Choose a group mascot - students show their proposed mascot and the group votes (in chat) for their favourite. That mascot can stay in shot (you could refer to it during the session) for the session

- Share a picture of your bookshelf with a recommendation for one of the books

Wait-Time Activities

There is often waiting time in online sessions, more so than F2F. The silence can be uncomfortable or an opportunity for people to disengage from the session. Having a brief activity (or an ongoing one) to occupy people helps overcome the silence and get social connections happening. Chose things that can be done collaboratively. Open one in a screen share and allow participants to annotate so they can all take part or run it in the chat, whichever is appropriate. You can download free crosswords, mindful colouring sheets, Sudoku etc. Some example ones for you to use are also added below.

- Colouring In - Find free mindful colouring online. The less-detailed the better for using in Zoom. Here are some Musostudy ones you could use:
  Music Genres Colouring In https://www.musostudy.com/resources/1MM/colouring-music.png
  Musostudy Themed Colouring In https://www.musostudy.com/resources/1MM/colouring.pdf

- Hangman - Musostudy has a downloadable template to use (start a screen share and allow students to draw on it using Annotate). https://www.musostudy.com/resources/4OL/hangman.png

- Word-search - Musostudy has a downloadable revision-themed word search - https://www.musostudy.com/resources/1MM/wordsearch-revision.pdf You can even make bespoke ones using words key to your module or subject. There are free, online word-search creators available (e.g., http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp)

- Sudoku - Download free ones online

- Crosswords - Musostudy has a Musostudy-themed crossword - https://www.musostudy.com/resources/4OL/crossword.pdf You can also create your own or get a student to. There are free, online

- Multiple Choice Quizzes

- Scenarios to answer - e.g., what would you do if you were offered a record deal?

- Curate a music playlist - Everyone suggests a song and a reason for it being included in the list (play the list during wait-time in the next session)

- Two Truths and a Lie - Each person puts two truths and a lie about themselves in the chat. People have to decide which is truth and which is a lie. If you only have a few minutes just ask for one person to contribute at a time.

- Write a storyboard - create a six-scene video

- Trivial Pursuit questions

- Fill in the gaps of a phrase - e.g., I _ _v _ m_s_ _ (I love music). The phrase could be a joke, a famous song title or something pertinent to the module. You could write this in the chat or on the whiteboard

Using Zoom

Zoom Features

- Annotation - allows drawing, text and symbols to be used on-screen by all participants
https://support.zoom.us/hc/en-us/articles/115005706806-Using-annotation-tools-on-a-shared-screen- or-whiteboard

- Attendee On-Hold - The attendee's video and audio connections will be disabled momentarily. Click on the attendee's video thumbnail and select Start Attendee On-Hold to activate this feature

- Breakout Rooms - These are invaluable. Make sure you create the full number of rooms you may need at the start (you can't have two rooms first then try and create a third later on). You can send written reminders to rooms and the room can ask you for help - https://support.zoom.us/hc/en-us/articles/206476093-Getting-Started-with-Breakout-Rooms

- Calendar Integration - you can sync. Zoom meetings you have scheduled with your calendar

- Chat - This is a really useful function allowing all participants to write messages to the whole group or individuals. Disabling chat or private chat is a useful function when you want students to focus on what you are saying rather than what is happening in the chat.

- Expel a Participant - in the participants menu, you can mouse over a participant's name, and choose the Remove option. They can't get back in if you then click 'Lock Meeting'. You may want to take a student into a breakout room for a private chat before expelling them

- Gallery View vs Speaker View - in the Meeting menu you can change your view. Gallery view shows up to 49 participants (set this in your online settings)

- Lock Meeting - When a meeting is locked, no new participants can join, even using the meeting ID and password

- Multi-Share - Allows for multiple screens to be shared at once. In the meeting, click the upward arrow to the right of Share Screen, select Multiple for simultaneous sharing

- Mute - hosts can mute all participants (and turn cameras off). This is a useful feature for when you are lecturing. Muting reduces background noises and disruptions.

- Non-verbal Feedback - Raise Hand icon - students raise this when they want to ask a question - useful for large groups. https://support.zoom.us/hc/en-us/articles/115001286183-Nonverbal-Feedback-During- Meetings

- Personal Meeting Room - this is your permanent link to a Zoom call. You can start instant meetings using it or you can schedule meetings

- Polling - see the link on how to set up polls - https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-Meetings

- Q&A - similar to chat but students can only ask questions here - you can either answer by text in the same area or use it to read out questions.

- Zoom for Music - if you are using music in your meeting you can set up your sounds for better quality - https://www.youtube.com/watch?v=WoXM5wcpVNU

- Record video/audio - the session can be recorded and shared as an audio and/or video file. You can give permission to allow other users to record (e.g., during a student presentation they can record to their computer). You can record to the cloud and share that link

- Screen Share - this allows a user to share their screen (such as a slide deck or video) with participants. It can also be

written/drawn on using Annotation

- Remote Control - this allows you to take control of another participant's screen during a screen share (and is located in the Share Screen bar). I have seen two students collaborate on the same DAW very effectively without issue however you should carefully consider the ramifications of using this function

- Touch-up My Appearance - makes you appear slightly airbrushed

- Transcription of meetings - Recordings of sessions can be transcribed so you have a text version of what was said
https://support.zoom.us/hc/en-us/articles/115004794983-Automatically-Transcribe-Cloud-Recordings-

- Virtual Backgrounds - even without a green screen, Zoom can replace your background with an image you upload
https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background

- Waiting Room - keep participants in a virtual waiting room until you are ready to start the session (it stays active throughout the session so you will need to re-admit any students who have to leave and re-enter)

- Webinars - This is a view-only meeting where the participants cannot see each other, and the host cannot see the participants.

- Whiteboard - a virtual whiteboard all participants can write on using the annotation function.
https://support.zoom.us/hc/en-us/articles/205677665-Sharing-a-whiteboard

Zoom Tips

- Play with Zoom before you use it for the first time - invite another teacher to the session and play with all the features available.

- Check your settings in your account on Zoom's website - you may have important settings such as breakout rooms and annotation turned off.

- To create a more personal connection, look at the camera, not the screen, to have eye contact with your students.

- For safeguarding make sure there are no inappropriate items (books, posters, a bed etc.) in view. Try and have a solid wall behind you (where people will not be passing by) to minimise distractions.

- To have a better online appearance - if you are using your computer camera try raising your computer about 30cms so you are looking up into the camera. Try and position yourself in front of a window with the light coming onto your face. Enable the 'Touch-up My Appearance' function.

- Create the total number of breakout rooms you will need at the start. For example, if the first activity needs two break out rooms then the second requires three rooms, you cannot create a third after you have created just two, so create three at the start.

- Annotation is a useful tool to allow students to write or draw, either on the whiteboard or on a screen-shared document.

- In the 'participants' area, as host, you can mute all students or turn their cameras off. You can also remove a participant, give permission to record and swap host.

- Decide how you will deal with unwanted visitors or students who are misbehaving (take them to breakout room for a chat or remove them without?).

- Where possible have a co-host or teaching assistant. A second person is invaluable when running the

session as one person can teach and the other can facilitate, troubleshoot and manage the tech. Make them the host and you the co-host. As host, they can create and facilitate breakout rooms, monitor chat, admit students from the waiting room, deal with tech. issues etc. They can be your eyes and ears so you can concentrate on delivery.

- Background Music - To do this with the best sound - in advanced audio settings chose 'music or computer sound only'. When you play music from Spotify etc. control the volume of the music within the app.

Zoom Games

Here are some ideas of games you can play on Zoom. Some are just for socialisation/fun, and some have an element of learning embedded.

Scavenger Hunt - the first person to return with a certain thing - red pen, pencil, blade of grass, hat, mouse, hairbrush etc. (things you would find in most student homes). The camera has to stay put and participants bring the item back to the screen. You call out an item and the first person back gets a point. The winner is the one with the most points.

Body shapes - you could also run the Scavenger Hunt with facial expressions or body shapes - one point for the best grimace, smile etc.

Musical sounds - with smaller groups you could set musical challenges and listen to each one - one point for the best rendition of a lick or riff or melisma etc.

Who's who - each person sends five interesting facts about themselves to you via private chat. Then you ask 10 questions based on the facts (or if the group is small enough, the number of people in the group) and each person jots down their answers. The winner has the most correct answers. This is a good 'getting to know you' game. If you did it about famous musicians or composers etc. It can become a knowledge game and part of formative assessment.

Pictionary - divide into two groups, a person from group one draws a picture (on the whiteboard) and group two have to discuss and guess. You may want to allow one minute to draw and 1 minute to guess.

Bingo - put a list in key terms into chat to look out for. When a student notices one they note it down, plus the time. When they have a full house they shout bingo

Charades - you send a word to one participant via private chat. They act out the word and the rest of the group tries to guess what it is. You could reverse this - sends a word to all but one participant, all everyone acts out the word at the same time (in gallery view) and the one participant guesses. The words you chose could be for fun or key terms for the module.

'Yes, and' story - start a story in chat with an opening line (a variant of 'once upon a time...'). For example, 'once upon a time there was a girl band…' or 'hello Justin Beiber, it's so nice of you to agree to this interview…' participants take it in turns to add a sentence. You will need to teach the 'yes, and' rules first (you have to agree with the person before and build on their response - you can't say no, shut down their comment or change it). You could do this in a silly way but have some serious aims e.g., Have some key terms that have to be included and it has to make sense. You could also try this for chord progressions - each person has to give one or two chords per bar. Also see the online story-telling TLA at the end of this chapter.

Show and tell - participants shows something and say a little about it and why it is important to them. You could do this as a gear exchange - show your favourite piece of kit and why.

Online Learning Apps

The tech listed here is free, and easy to set up/use:

- Poll Everywhere - Easy to use polls. https://pollev.com

- Answer Garden - A simple word cloud creator. https://answergarden.ch/

- Padlet - A really useful board you can organise many ideas (notes, images, links) onto. It is a great way to display a session plan for asynchronous or synchronous learning; you can use it as a discussion board where students pin up their comments, or you can use it as a mind map for a lecture. https://padlet.com/

- Socrative - Create free quizzes, surveys and team activities. https://socrative.com/higher-ed/

- Jam Board - This works in the same way as Zoom's whiteboard but has some better features (such as moveable Post-It notes and a laser pointer. You can also save the board as a pdf (ideal for capturing text ideas) or an image. https://jamboard.google.com

- PechaKucha 20×20 - This presentation format allows 20 images, each shown for 20 seconds, giving you 400 seconds (6 minutes 40 seconds) to speak. Use as a way to keep a talk snappy and focussed.

STUDYING AT HOME - STRATEGIES FOR SUCCESS

It can be hard to keep ourselves motivated when studying alone. Here are a few tips to help you keep going.

1. Choose a Mindset Mantra
When you are learning something (especially on a musical instrument) it can be hard not to get frustrated. One way to relieve this is to develop a mantra you can yell when you are stuck right in the middle of learning. This can be a frustrating place but it also the place where exciting things can happen, and you can move forward - hang in there!
Examples of Mindset Mantras - You could use a favourite meme, a line from a film or a song lyric. One person would yell a friend's name when they were trying to get into a cold sea for a swim because they respected their friend's strength!

2. Give yourself a talking to
When you are feeling good or have just achieved a goal record a few seconds of yourself speaking - explaining how you got there and why next time the going gets tough you should keep going. Play this to yourself when you need a pep talk.

3. Create a Not Yet list
Make a list of the things you are working towards so you can tick them off when you achieve them. It could be a list of licks and scales you are working on or ideas you are trying to grasp.

4. Try something new
When you have been studying for a while take a break. Use the break time to look at something new and unrelated to your studies. Maybe listen to a new song or podcast or read a book. Taking yourself away from study for a while can be refreshing.

5. Make a reward list
List all the things (big and small) you can reward yourself with. For example, after a morning of study, your reward could be a walk in the park or your favourite chocolate bar. When you complete an assignment, the treat could be to have a film evening. These rewards will help you to stay motivated and focussed when you are wanting to give up.

6. Buddy up
Social contact is important to our well-being. If you can't be with other people in person you could have a Facetime or WhatsApp call open so you feel like you aren't alone. Or you could arrange a check-in once an hour. Send each other your study plans so you can keep a check on each other.

7. Have a plan
Use a timetable planner such as this one:
www.musostudy.com/resources/1MM/timetable-todos.doc
It helps to plan out your time so you can work to your deadlines and
make sure you are practising regularly etc.

TIPS FOR ONLINE LEARNING

1. **Keep in touch** - communication is key. Stay in touch with your teachers, let Student Services know of any difficulties you are facing and have contact with your classmates and friends at uni. After an online session call a classmate and chat about how it went

2. **Set up a class group** - if you haven't already got a group on social media, set one up. WhatsApp, Facebook etc. are great ways to stay in touch. Use them to check out what work you need to be doing, ask for help and just keep up social contact

3. **Set up a workspace** - studying in bed or on the sofa isn't ideal. If you can, set up a work area with everything you will need - it will help you to stay focussed

4. **Get dressed** - it makes you act differently when you have clothes and shoes on. It also shows a level of respect for yourself and your colleagues when you appear online dressed rather than in PJs

5. **Sort out the tech** - as much as you can get your technology sorted and ready. If you don't have everything you need let your uni know. They may not be able to buy you broadband but they may have ways to help you out

6. **Make mistakes** - We learn by trial and error. Celebrate your mistakes - they show you are trying. Each day try and identify your best mistake - the one you learnt most from. Don't be afraid of letting others see your mistakes - you are here to learn for you, and it might help others too

7. **Keep a to-do list or schedule** for each day so you know what your plan is. There's a free, easy to use daily planner here: https://www.musostudy.com/resources/1MM/timetable-todos.doc

8. **Take notes** - have a Word document open or a pen and paper next to your computer. Use it to jot down key points, things you are unsure of and need to check out, important deadlines and questions you need help on. There are some other study strategies here: https://www.musostudy.com/resources/1MM/studying-at-home.pdf

9. **Be aware of cyberbullying** - Diffuse nasty comments - if someone makes an unkind comment about a mistake you make, a good way to deal with it is to laugh and agree - "That's rubbish!" "Yeah, it is isn't it, ah well… I'm trying though". This can help to deflate a bully. Always report unkind comments - cyberbullying is not acceptable and should be called out

10. **On Live Chats** - it can be easy to forget that your computer is a window to the world. Be aware of what people can see: Have got a poster behind you that you aren't happy to make public? Watch out for habits like nose-picking too!

11. **Be proactive** - if you aren't sure what you are 'sposed to be working on ask your teacher. Use your spare time - If you have spare time why not get your social media presence together or make some videos, write a new song or article - send it to your teacher for feedback

12. **Be kind to yourself** - learning on your own can seem daunting and isolating, build in treats and stay in touch with others.

> *You may be learning on your own but you aren't alone. Keep in touch and keep talking*

Glossary

Definitions given relate to Musostudy

Academic Reading	A component of Musostudy's Study Skills element. Reading academically requires a critical, active approach - asking questions, making connections, analysing evaluating and drawing conclusions all important elements
Academic Writing	A component of Musostudy's Study Skills element. Academic writing is focused and structured writing giving the reader a clear critique of the subject. Arguments are explained and justified and are backed up with evidence
Action Learning Set	A structured framework to allow small groups to discuss their learning and ask for feedback. Complicated tasks such as research projects are explored and supported by involving all group members, working collectively towards finding solutions, looking for gaps and challenging ideas in each student's work to help peers achieve their goals. A format is usually followed: e.g., one person speaks uninterrupted for a set time, receives feedback from the group (without interrupting) for a set time and then responds to that feedback. Each member takes a turn at presenting their work in this way.
Active Learning	"a method of learning in which students are actively or experientially involved in the learning process and where there are different levels of active learning, depending on student involvement". Bonwell, C.; Eison, J. (1991). Active Learning: Creating Excitement in the Classroom AEHE-ERIC Higher Education Report No. 1. Washington, D.C.: Jossey-Bass.
Aims & Objectives	An aim is a statement of intent, the what of an activity. The objectives set out how the aims are to be achieved.
Assessment Mastery	A component of Musostudy's Module Mastery element. This focusses on developing the knowledge and skills required to successfully achieve the assessment outcomes for a module of learning.
Asynchronous Learning	This is learning that does not occur at the same time (or in the same place). With online learning, it occurs, usually on a VLE, with no real-time interaction between teacher and students. See also synchronous learning.
Attention Deficit Hyperactivity Disorder (ADHD)	ADHD often presents as a person who does not settle to anything, with poor concentration and organisational skills.
Behaviourism	The theory that behaviours can be influenced by external factors in our environment. Behaviourism is primarily concerned with observable, external behaviours, as opposed to emotions and thinking (which are internal and not observable). Reward charts are an example of a behaviourist approach to learning.
Blended Learning	A combination of face-to-face teaching and online synchronous and asynchronous learning and teaching.
Constructive Curriculum Alignment (CCA)	A model for outcomes-based course design which gives alignment between the intended learning outcomes, the teaching and learning activities (what the teacher and students do in the classroom) and the assessment.
Constructivism	A theory of learning that believes that individuals construct knowledge internally as interpreted through their existing knowledge rather than receiving it externally. Knowledge is contrasted through active experimentation and social interaction.

Creative Thinking	Creative thinking isn't about creating something new or "being creative", it is about generating ideas and approaches for problem-solving. See the WE-CO TLA
Critical Thinking	A component of Musostudy's Study Skills element. Critical thinking is about considering and questioning knowledge. It is the detailed analysis and assessment of a subject so we can describe, evaluate and review it.
Declarative And Functioning Knowledge	Declarative knowledge is knowledge we can communicate to others, it can be 'declared' such as facts and figures. Functioning knowledge is actively used knowledge that is applied "in function" to experiential tasks.
Deep And Surface Learning	Surface learning is learning that is just about remembering and recalling knowledge. It remains in our short term memory. Deep learning is about reconceptualising knowledge so it can be understood and applied. It will be stored in our long term memory.
Differentiated Instruction	Differentiation is adopting strategies that ensure success in learning for all by accommodating individual differences of any kind (Petty, 2009).
Dual Coding Theory	Pavioi created this theory to explain how we make sense of incoming stimuli, describing the two separate channels we have for verbal and visual stimuli. These channels are separate but can create associative connections i.e., they cooperate to form links. E.g., We can improve our recall of information if it is presented as linked words and images.
Dyslexia	Dyslexia can cause problems with learning, such as reading and writing. Symptoms include reading and writing slowly, poor spelling, difficulty understanding written instructions, and problems with planning and organisation.
Dyspraxia	Dyspraxia is a disorder affecting fine and/or gross motor skills. People may struggle with a range of skills including learning new skills, self-care, writing and typing.
Embodied Cognition	Embodied cognition suggests that cognition (or understanding through thinking), is informed by the entire body. So taking handwritten notes can help with remembering the information the notes contain because of the physical process of writing.
Engagement	"Student engagement is concerned with the interaction between the time, effort and other relevant resources invested by both students and their institutions intended to optimise the student experience and enhance the learning outcomes and development of students and the performance, and reputation of the institution." Trowler, V. (2010). Student engagement literature review. Retrieved from https://www.heacademy.ac.uk/system/files/ studentengagementliteraturereview_1.pdf
Essential Questions	An essential question is an open-ended question with no right or wrong answer. It is a broad question that gets to the essence of a subject. For example, in copyright law classes you could ask the essential question "Why do we have laws?"
Experiential Learning	Learning by doing or through experience.
Facilitation	"What I mean by a facilitator … is a person who has the role of empowering participants to learn in an experiential group." Heron, J. (1999). The complete facilitator's handbook. Kogan Page.

Feedback	"Effective feedback requires that students have a baseline knowledge of where they are and knowledge of where they are supposed to be heading - what the ILOs are, in fact - and the feedback is meant to slot into that gap in their self-knowledge. Feedback can be provided by the teacher, by other students and by the students themselves, each such source giving a different aspect to the feedback." (Biggs & Tang, p.97). Biggs, J., & Tang, C. (2011). Teaching for quality learning at university : what the student does (4th ed.). Open University Press.
Flow	"Mihaly Csikszentmihalyi discovered that people find genuine satisfaction during a state of consciousness called Flow. In this state, they are completely absorbed in an activity, especially an activity which involves their creative abilities. During this "optimal experience" they feel "strong, alert, in effortless control, unselfconscious, and at the peak of their abilities." In the footsteps of Maslow, Csikszentmihalyi insists that happiness does not simply happen. It must be prepared for and cultivated by each person, by setting challenges that are neither too demanding nor too simple for one's abilities." Mihaly Csikszentmihalyi, from The Pursuit of Happiness website: https://www.pursuit-of-happiness.org/history-of-happiness/mihaly-csikszentmihalyi/# Retrieved September 1, 2019
Formative Assessment	Assessment that is part of the learning process that provides constructive feedback to the learner which allows students to improve their quality of work. Formative assessment, 2018, Higher Education Academy. viewed 9/9/19, https://www.heacademy.ac.uk/knowledge-hub/formative-assessment
Functioning Knowledge	see Declarative and Functioning Knowledge
Harvard Referencing	Referencing is a way of acknowledging the source of works that you refer to in academic writing. Harvard Referencing is a particular style and has a specific format of how references should be laid out.
Hermeneutics	"Concerning interpretation, especially of the Bible or literary texts" Concise Oxford English Dictionary (Eleventh). (2004). Oxford University Press.
Intended Learning Outcomes (ILOs)	The aim of a module, individual session or assignment. It should state what is to be learned, how it should be learned and to what level. The description should include an activity. For example: to explain the use of lyrics in grime music. ILOs usually start "By the end of the session you should be able to". It is personalised and more direct by using you rather than the student.
Knowledge Mastery	Knowledge Mastery refers to the key learning a student needs to undertake for module success.
Learning Mastery	Learning Mastery "keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives" (Education Endowment Foundation, 2018). It gives us a framework for the success of a specific learning outcome by acknowledging that each student will require a different amount of time to achieve the desired outcome.
Learning Outcomes	See Intended Learning Outcomes (ILOs)
Likert Scale	This scale usually has 5 or 7 set responses to a statement, allowing the individuals to express an opinion in a ranked order. The scale most often used is Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree.
Mastery	Developing a comprehensive knowledge or skill level.
Medal And Mission Feedback	A feedback model where you give a Medal - information about something that has been done well and Mission - information about something that needs improving.
Meta-	Something of a higher order. For example, metadata is a set of data that describes other data. A meta-analysis is an analysis that combines the results of multiple studies.

Metacognition	An awareness of one's thought processes. It can be thought of as cognition about cognition, thinking about thinking or, in education, learning about learning.
Mindset	The set of assumptions or methods held by a person or a group of people. Carol Dweck describes fixed mindset as believing one's intelligence or talent are fixed traits and growth mindset as believing that one's abilities can be developed through practice.
Module Mastery	Mastering the knowledge and skills required may not take students to a professional level but they will be at an acceptable level for their course. This will be invaluable to students if they chose to enter a career based on their degree.
Motivation	Intrinsic motivation is where the reason for behaving in a certain way is the inherent satisfaction of the act. extrinsic motivation is where the reason comes from other factors, either internal or external. Deci and Ryan (2000) describe a continuum from amotivation to intrinsic motivation. They divide extrinsic motivation into different areas and suggest that teachers can help learners to move along the continuum towards an integrated, internal form of extrinsic motivation. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation. American Psychologist, 55(1), 68–78. https://doi.org/10.1037/0003-066X.55.1.68
Nudge	"A nudge, as we will use the term, is any aspect of the choice architecture that alters people's behavior in a predictable way without forbidding any options or significantly changing their economic incentives. To count as a mere nudge, the intervention must be easy and cheap to avoid. Nudges are not mandates. Putting fruit at eye level counts as a nudge. Banning junk food does not." Thaler, R. H., & Sunstein, C. R. (2008). Nudge : improving decisions about health, wealth, and happiness. New York: Penguin Books.
Objectives	See Aims & Objectives
Patchwork Assessment	"The essence of a patchwork is that it consists of a variety of small sections, each of which is complete in itself, and that the overall unity of these component sections, although planned in advance, is finalized retrospectively, when they are 'stitched together'." Winter, R. (2003) Contextualizing the Patchwork Text: addressing problems of coursework assessment in higher education. Innovations in Education and Teaching International40 (2): 112-122
Pedagogy	"The profession science or theory of teaching" Concise Oxford English Dictionary (Eleventh). (2004). Oxford University Press.
Plenary	Where a whole group comes together. At conferences after small group seminars, everyone comes backs together for a final key speech. A plenary after small group work should build on the work just done, rather than reiterate it.
Practice vs Practise	In the UK, practise is the verb and practice is the noun. This works the same way as advise and advice. The US use practice for both.

Problem-Based Learning (PBL)	"A style of active learning, PBL refers to learning opportunities that use real-world issues or problems to increase knowledge and understanding. Students work together in small groups typically facilitated by teachers. PBL is a student-centred approach and at each step of the learning process the students must decide what they know or can do already and what they need to know or learn how to do in order to continue. They then have to find that knowledge or learn a skill and incorporate this into their developing framework of understanding and competency." problem-based learning (PBL), 2018, Higher Education Academy. viewed 9/9/19, https://www.heacademy.ac.uk/knowledge-hub/embedding-skills-and-employability-higher-education-institutional-curriculum-framework
Qualitative Research	In its simplest form qualitative research gathers unquantifiable data. It looks at concepts, meanings and descriptions rather than numbers.
Quantitative Research	Traditional scientific research examining quantifiable data for statistical analysis.
Reflective Practice	There are some useful models for reflective practice such as Schön and Gibbs
Rubric	"a scoring guide used to evaluate the quality of students' constructed responses" (Popham, 1997). A marking rubric is often devised by teachers when marking assessments. Rubrics are a useful tool to develop with students before assessments are written so they can understand what is expected of them.
Scaffolding	The support that teachers give students. As students learn and become more proficient the teacher passes more responsibility to the students, reducing the support. Bruner (one of the people to devise the term) said scaffolding refers to the steps taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring (Bruner, 1978).
Scheme Of Work (SOW)	The scheme of work is usually a plan for the content of specific sessions to show how a curriculum is to be interpreted. It can also be used as a guide to a module to monitor the progress towards achieving the module learning outcomes.
Self Awareness	Students' perceptions of their abilities, motivations and attitudes towards study.
Self Determination Theory	see Motivation
Special Educational Needs (SEN)	Section 20 Children and Families Act 2014 defines a child as having Special Educational Needs (SEN) if he or she "has a learning difficulty or disability which calls for special education provision to be made for him or her". A child is considered to have a learning difficulty if she or he: has a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions. Special Educational Needs, Child Law Advice (viewed 9/9/19), https://childlawadvice.org.uk/information-pages/special-educational-needs/
Student Success	Musostudy's definition of student success is: "Student success comprises engagement, learning, and progress towards individual goals, whilst also acknowledging the need to help students master the module learning goals." Musostudy takes a broad view, acknowledging the need for students to master the coursework (with both the academic and vocational requirements) and addressing the multifaceted issue of student engagement, with consideration of the student's own goals for study.

Study Skills	Study skills in Popular Music Education has a broad remit. In Musostudy it covers three areas: Academic study skills (how to write read and think academically); Module mastery (practising the skills and knowledge learning required to pass the module assessment; Vocational/performance skills related to the music industry.
Summative Assessment	Summative assessment is an evaluation of student learning measured against set outcomes. This often takes the form of an end of module exam.
Synchronous Learning	This is learning that occurs in real-time (usually referring to online learning), with live interaction between teacher and students. See also asynchronous learning.
Taxonomy	A taxonomy is a scheme of classification. Bloom's Taxonomy Verbs are measurable verbs that can help us describe learning. We can use them to help us create questions that promote deeper thinking and to describe the student action in learning outcomes. A list of Bloom's Taxonomy of Measurable Verbs is available as a pdf (https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf)
Teaching And Learning Activities (TLAs)	Activities designed to facilitate learning to address one or more of the intended learning outcomes for a session. The emphasis should be on active learning by the students
Threshold Concept	"A transformed way of understanding, interpreting or viewing something" (Meyer and Land). We can think of threshold concepts as light-bulb moments when something shifts in our understanding and the way we see a subject is transformed. Meyer J H F and Land R 2003 'Threshold Concepts and Troublesome Knowledge 1 – Linkages to Ways of Thinking and Practising' in Improving Student Learning – Ten Years On. C.Rust (Ed), OCSLD, Oxford
Virtual Learning Environment (VLE)	A virtual learning environment is a web-based platform that hosts resources, activities and interactive elements to aid study both in and outside of the classroom.
Wait Time	The time allowed by a teacher after asking a question. Research shows we wait only around 1 second before jumping in yet students may need 10 seconds or more to think about the question. The key is not to ask a question that one person must volunteer to answer but instead pose a question that requires all students to think.
Zone Of Proximal Development (ZPD)	Where learning can happen with the aid of a teacher or experienced peer that is beyond what the student could achieve alone. "The distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978). Students are scaffolded (supported) to master a task, the scaffolding gradually being removed as the student gains mastery.

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About The Author

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In 2017, Sue started a PhD at the University of Surrey. This book forms part of that research into improving student success in Popular Music Studies in Higher Education.

In addition to her varied teaching career, Sue is a jazz trumpet player, singer and composer. Her 4th album, Too Cool, was in The Sunday Times Top 10 jazz releases worldwide in 2013. Sue has even had the privilege of singing at The Last Night of The Proms and gaining a Blue Peter badge for singing Christmas Carols live on TV!

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