

SUTQ Project Title:

Optimising Student-driven Learning (SdL) through framework for tailoring personal student paths

MY EXPERIENCE WITH THE SUTQ**What was my SUTQ project about**

My SUTQ project offers a framework for helping students to deal with possible knowledge gaps and personal interests in order to match the defined learning goals of academic courses but improving at the same time their engagement with the specific topic.

Firstly, a literature research has been conducted on the modern and successful techniques of Student-driven Learning (SdL) for identifying best practices to use and possible pitfalls to avoid. Secondly, an analysis of the target group has been carried out. Thirdly, the research identified which are the most effective way to create such a tool to take into account the possible entry points of the students. Finally, the framework has been evaluated by representatives of the target group.

What have I learned

There is so much potential in the minds of the students that we need to find an effective way to stimulate it and to give them the opportunities to create their own paths within and without the boundaries of the Intended Learning Outcomes. But their minds are so various and diverse that hoping to crystallize a unique method for this purpose is extremely difficult.

What was the biggest challenge

Two main challenges characterised my SUTQ path. Firstly, the time frame of the project. I found very hard to restrict the boundary of my research at the beginning of the process. Secondly, Student-driven Learning (SdL) can be tackled in several different ways; finding the proper structure of the Framework in order to encompass all the needs of such a big variety of students (in terms of background, knowledge and expectations) has been quite a challenge.

What are you proud of

Embedding Student-driven Learning (SdL) in a course is not an easy job. The framework developed during my research has been designed to be scalable and easily adaptable to different course levels. Checking in advance their actual level of pre-knowledge and, based on that, creating personalised paths for compensating the existing gaps will bring benefits in terms of student performance.