

# DEVELOPING STUDENTS LIFELONG LEARNING SKILLS

Tracey Kuit<sup>a</sup>, Karen Fildes<sup>b</sup>

Presenting Author: Tracey Kuit ([tracey\\_kuit@uow.edu.au](mailto:tracey_kuit@uow.edu.au))

<sup>a</sup>School of Biological Sciences, University of Wollongong, Wollongong NSW 2522, Australia

<sup>b</sup>School of Medicine, University of Wollongong, Wollongong NSW 2522, Australia

**KEYWORDS:** student engagement, inquiry-based learning, online learning, PASS

## ABSTRACT

Low lecture attendance by students combined with the “it can be downloaded later” approach can result in a focus on quick, surface learning for the test. How do we motivate students to develop the skills needed for life-long learning? In an attempt to address the issue of student engagement and to motivate students to take responsibility for their own learning, we adopted a multi-faceted approach to teaching, involving: the introduction of inquiry based **POGIL-style workshops**; the modification of **summative assessments** aligned with the workshops; the development of **pre-laboratory** online learning modules and the introduction of **PASS** (Peer Assisted Study Sessions). The overall aims were: to provide a supportive learning environment that would encourage students to learn independently through inquiry based group-work; to provide regular feedback for self-monitoring and; to provide tools to help students feel better prepared and less overwhelmed. As our teaching approach was modified on four different levels, it was challenging to tease apart the impact and contribution that each innovation made to the development of students into skilled learners. To evaluate the multi-faceted approach described above, we utilised a combination of exam results analysis, an online survey, and paper-based student evaluations.

Proceedings of the Australian Conference on Science and Mathematics Education, Australian National University, Sept 19<sup>th</sup> to Sept 21<sup>st</sup>, 2013, page 44, ISBN Number 978-0-9871834-2-2.