



IT'S OKAY TO FORGET!

DR JASON ROBERTS

UNIVERSITY OF CHESTER



WHO AM I?

- 5 YEARS OF TEACHING AT KEY STAGES 3, 4 AND 5, INCLUDING HEAD OF DEPT ROLE
- PRIVATE TUITION (KEY STAGES 3, 4, 5 AND ENGINEERING STUDENTS)
- 20+ YEARS OF TEACHING IN HE, INCLUDES:-
 - LECTURING & RESEARCH
 - MODULE LEADERSHIP
 - PROGRAMME LEADERSHIP (BOTH U/G AND P/G)
 - HEAD OF DEPARTMENT
 - MENTORING OF STAFF NEW TO HE
 - LEADING TUTORIALS TO SUPPORT LECTURES
 - SERVICE TEACHING OTHER SUBJECTS

ANECDOTAL OBSERVATIONS

- “THIS IS REALLY DIFFICULT SO...” - SO DON'T BE SURPRISED IF THEY SAY THEY CAN'T DO IT
 - HOW ABOUT DISCUSSING LEARNING STRATEGIES RATHER THAN FOCUSING 100% ON CONTENT?
- “YOU DID THIS TWO YEARS AGO” – AND??? WHAT DO YOU REMEMBER FROM THEN?
 - “SO HERE'S SOME RESOURCES AND TIPS TO REMIND OURSELVES.”
- “WHO REMEMBERS HOW TO...” – NOT AS MANY AS YOU MIGHT EXPECT
 - SEE ABOVE...
- “YOU NEED TO KNOW ALL OF THAT SO WE CAN PROGRESS WITH ALL OF THIS” – REALLY?
 - SOMETIMES GAPS IN THE UNDERSTANDING ARE FINE

SO HOW DO I FIT EVERYTHING IN?

- YOU DON'T! REDUCING THE CONTENT CAN BE FINE
- HOW MUCH TIME IS SPENT ON NEW CONTENT DURING YOUR SESSIONS?
- DO YOU REVISIT THIS CONTENT IN LATER SESSIONS?
- WHAT DO YOU EXPECT STUDENTS TO DO BETWEEN LECTURES TO IMPROVE THEIR UNDERSTANDING? WHAT MAKES YOU THINK THAT THEY KNOW EXACTLY HOW TO DO WHAT YOU EXPECT? DO YOU TELL THEM SPECIFICALLY WHAT THE GAINS ARE?
- BUILD YOUR ASSESSMENTS ACCORDINGLY
- MORE ACTIVE LEARNING INSTEAD
- BUILD IN TIME FOR DISASTER MANAGEMENT IN EACH SESSION – AND WATCH FOR THE SIGNS – DON'T IGNORE THEM



MATHEMATICAL MODELLING & CONSULTANCY - A TASTE OF OUR OWN MEDICINE

- OUTSIDE YOUR COMFORT ZONE
 - APPRECIATION OF THE 'OTHER' PERSPECTIVE
 - COPING STRATEGIES
 - EMPATHY
- 