## Engaging Nationally in a Discipline Based Community of Practice:

## Lessons for Success

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## Evidence based teaching enhancement


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Australasian Chemistry Enhanced Laboratory Learning
http://acell.chem.usyd.edu.au

## WHAT MAKES A GOOD LAB
## The Student Perspective

- Make it relevant to me
- Make it a good use of my time
- Make it applicable to my world
- Make sure I appreciate why I am doing the lab
- Make it challenging but do-able
- Let me have some say in how it progresses
- Let me design/make something that I can be proud of
- Let me enjoy working it out – don't make it into a chore
- Let me get involved in thinking about it
- **Be interested in helping me learn**

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## ACELL Workshop

**Workshop Activities**

Whilst the prime purpose of an ACELL workshop is the testing and evaluation of submitted experiments, workshops are designed to further all of the aims of the project. As can be seen from the timetable attached at the bottom of this page, each day of the workshop includes:

- a 1 hour panel discussion of issues relating to student learning
- two 3 hour laboratory sessions
- two ½ hour debrief sessions
- lunch and dinner

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## Staff and student collaboration

The professional development aims of the project are futhered in two ways: firstly, through the formal panel discussions of educational issues, and secondly, through the insight into the student's perspective afforded by participating in the laboratory sessions with student delegates as equals. This involvement also provides students with a rare opportunity to interact with staff from many instiutions over an extended period, providing them with netowrking opportunites and offering them some insight into the staff members' perspectives.

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## ACELL Educational Template

**Public Documents**

**ACELL Educational Template, v1**

This is the blank Educational Template that was used by delegates for the February 2006 Workshop.

» Download Document, (Word Document 149kb)

**Guidelines for ACELL Educational Template**

This is the guidelines document that was provided to delegates preparing for the ACELL workshop in February 2006. It offers instructions on how to complete the template.

» Download Document, (Acrobat PDF 79kb)

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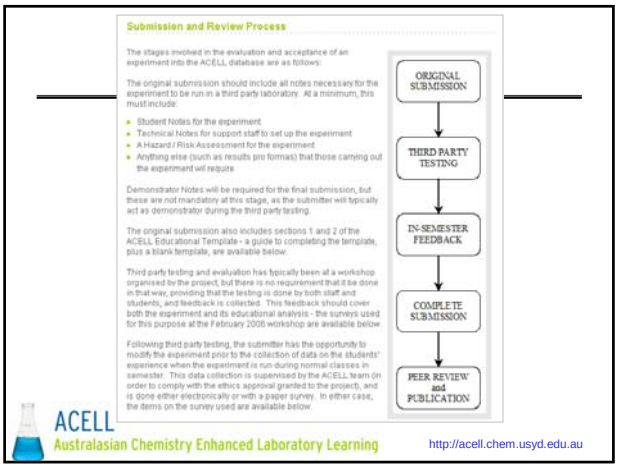
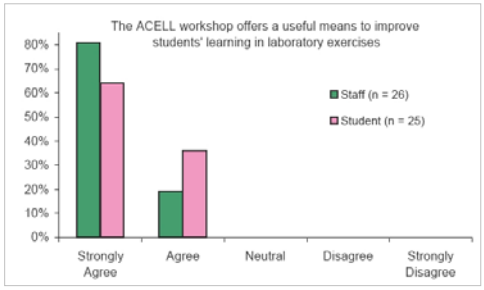


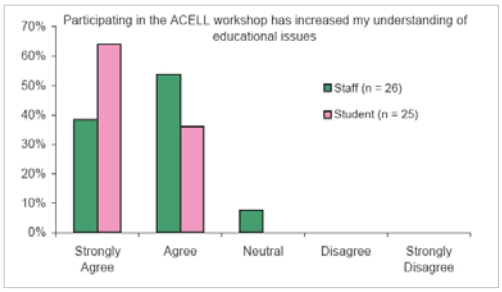


## Workshop Evaluation






## Workshop Evaluation

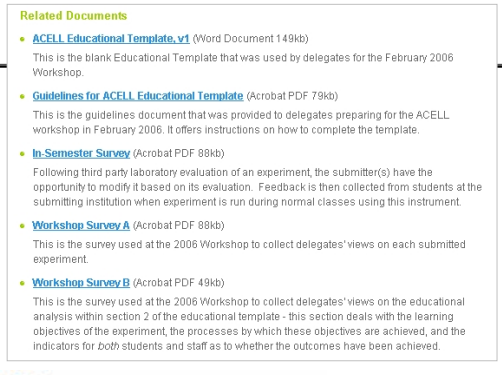




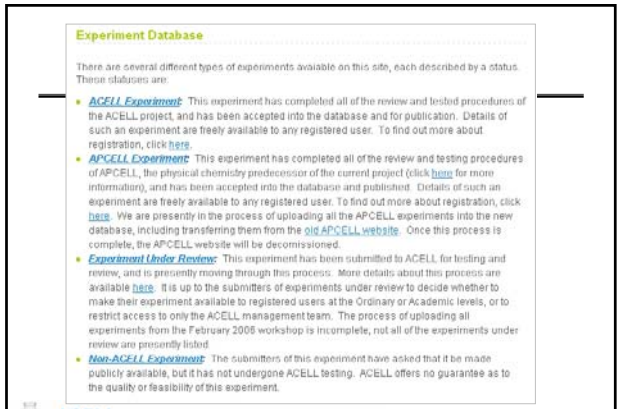

## Educational template

- Handout for discussion







## THE LABORATORY AS A TEACHING AND LEARNING TOOL

"Students' reactions to practical work often confirms the views of critics. It is quite common to hear them say that laboratories are boring, that they go through the motions of experimentation without stimulation and often without clear purpose."

(Boud, Dunn & Hergart-Hazel, 1986)

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## THE LABORATORY AS A TEACHING AND LEARNING TOOL

Why are students required to do practicals?

- To be trained in techniques
- To reinforce the concepts of the subject
- To learning how to carry out experimental inquiries

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## WHAT MAKES A GOOD LAB
## The Student Perspective

"If we are simply following a recipe without thinking about what we are doing and without any idea why we are doing it – sure we get through the lab, but what have we learnt…..nothing much."

"What is learnt along the way is what makes the journey worthwhile, how we get there counts - it's why I am here."

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