



## Student Transitions: Example of transitions practice

**Title:** 'Last days of disco' – exploring the use of an innovative teaching method to support students in the transition from student to primary teacher.

**Transition(s) the practice supports:** the aim of this is to identify where this would sit on the planned transitions map.

Supporting and enhancing the transition from higher education student to professional.

**Abstract:** a brief outline of the practice – this will allow all your institutional examples to appear on the one page of the website, linking to further information. This should be no longer than 120 words.

Schuck, Aubusson, Buchanan and Russell (2012: 2) state that “the vast majority of beginning teachers experience conditions of high challenge in their work” however this need not have a negative effect on the teacher provided support systems are in place. The University has a role therefore to ensure that our students are prepared for this transition as best as possible. To build resilience, independence, and creativity skills in the final year students, two lecturers from the School of Education at the University of Dundee will challenge student understanding of teaching and learning in preparation for the workplace by using an innovative teaching method which delivers a simultaneous lecture, on the same topic, using a novel team teaching method.

**Description:** (this is the information to which the abstract would link) a more detailed description of the practice with an indication of what led to its development, how long it has been in place, and why it benefits students

The silent disco approach has been adapted for use in conferences, where two speakers are in the same room, delivering different content (SilentArena, 2014). This is usually used to overcome practical issues such as lack of space. The silent disco lecture will attempt to model an innovative team teaching method which the students could then adapt to use in their own teaching. Team teaching can be used to enhance the educational experience within primary school (Cremin and Arthur, 2014) but is often not experienced by Primary Education students during their University studies.



During the silent disco lecture students have the same indicative content delivered in a different manner within the same room by two lecturers simultaneously. The students are able to select which lecture they listen to, and engage with. Through the content of the lectures students are also able to challenge the widely held belief that some learners may be better suited to convergent thinking (traditionally equated to the sciences) thinking or divergent thinking (traditionally equated to the arts) (Snow, 1956).

Two focus groups will evaluate this teaching method and the impact on the students' own practice. These will take place before and after the students' final placement. This will allow students to apply learning from the input on their final placement. During the second focus group they will then reflect on how their skills could be developed as they move in to their first full year as a teacher. The study will collect information on how the students' experiences on placements can enhance student learning and support provided within the School of Education. A key aim is to enhance the student transition from Higher Education student to professional.

The focus group will utilise a general discussion, facilitated by a researcher and the Student Transition Dialogue sheet will be made available for the researcher to support focus group discussions (Available at: <http://www.enhancementthemes.ac.uk/enhancement-themes/current-enhancement-theme>)

## References

- CREMIN, T. & ARTHUR, J. (2014) *Learning to teach in the primary school*, Routledge.
- SCHUK, S., AUBUSSON, P., BUCHANAN, J. AND RUSSELL, T. (2012) *Telling Tales Out of School: Sharing the Stories of Beginning Teachers*, Dordrecht: Springer
- SILENTARENA 2014 Split Meeting Room [online] Accessed 7th January  
<http://www.silentconference.com/case-studies/breakout-rooms>
- SNOW, C. P. (1956) The two cultures. *New Statesman*, 6, 413-414

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