

## **Collaborative components of solution focused flexible learning: a case study**

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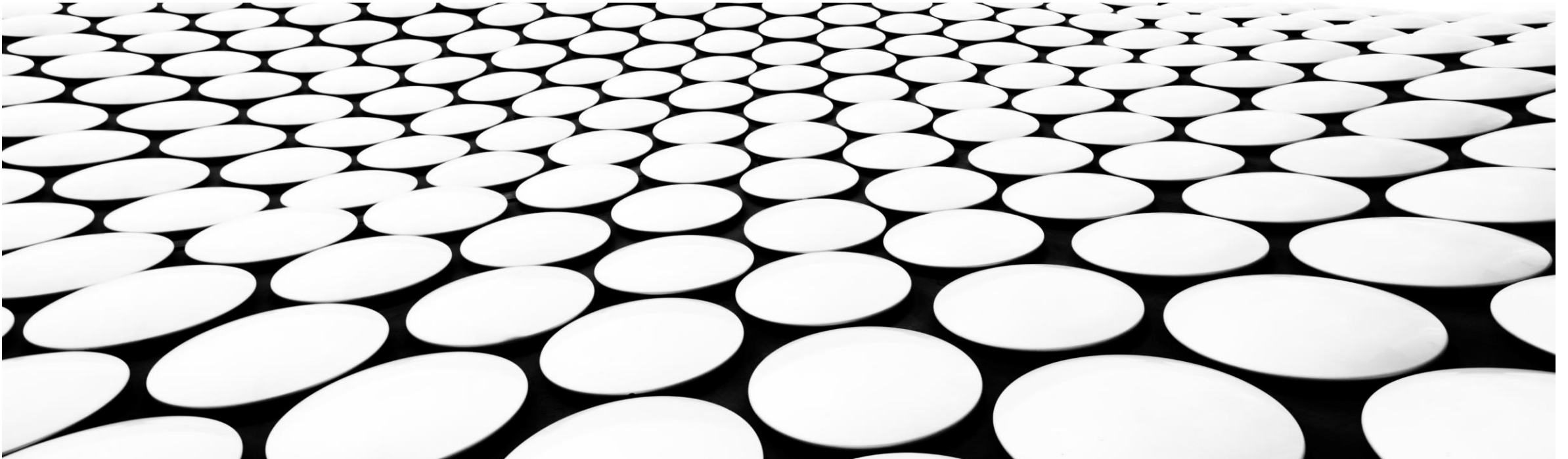
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# COLLABORATIVE COMPONENTS OF SOLUTION-FOCUSED FLEXIBLE LEARNING: A CASE STUDY

ANITA Z GOLDSCHMIED & DEAN-DAVID HOLYOAKE



# THE SCENE

## EVALUATION

Office for Students NSS, module evaluation, university ranking and other mechanisms to set direction and standards.

## REGULATORS

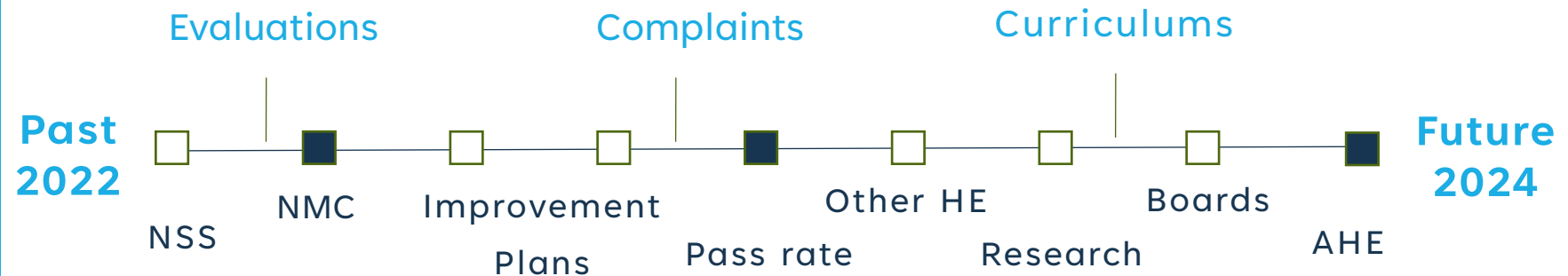
Advance HE, NMC, Social Work England and others setting benchmarks, outcomes and feedback systems.

## CONSISTENCY

Focus on perceived and real requirements of equality, fairness and consistency of delivery and outcomes.

## EXPECTATIONS

Students, society at large, competitors, media, the political arena and others are setting expectations.



**BUT WHERE ARE THE ACTUAL STUDENTS  
IN THE CLASSROOM, RIGHT NOW, RIGHT  
HERE, IN THE PROCESS OF CREATING  
THEIR LEARNING?**



# SOME ASSUMPTIONS

1

Students are students. They are the same in 2023 as they were in 2022 and will be in 2024.

2

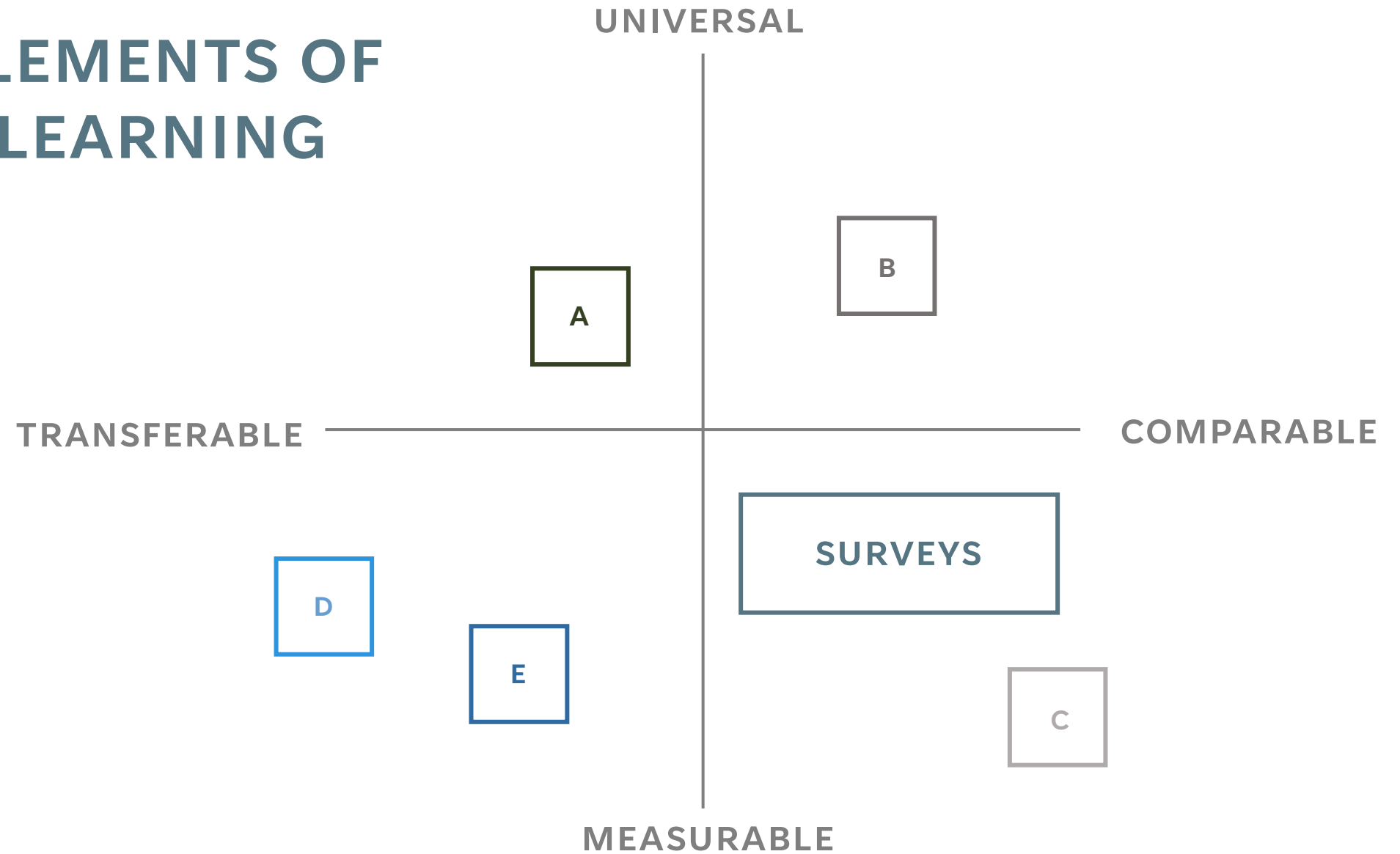
Objects like presentations, words, and learning materials are passive elements.

3

Learning is a conscious and cognitive process that is achieved rationally.



# TYPICAL ELEMENTS OF CREATING LEARNING



# ALTERNATIVE FLEXIBLE LEARNING CURIOSITY IN PRACTICE

1

## FLUIDITY

Work with and respond to  
the students in the class

2

## ADAPTABILITY

Make changes to the  
module as they go along

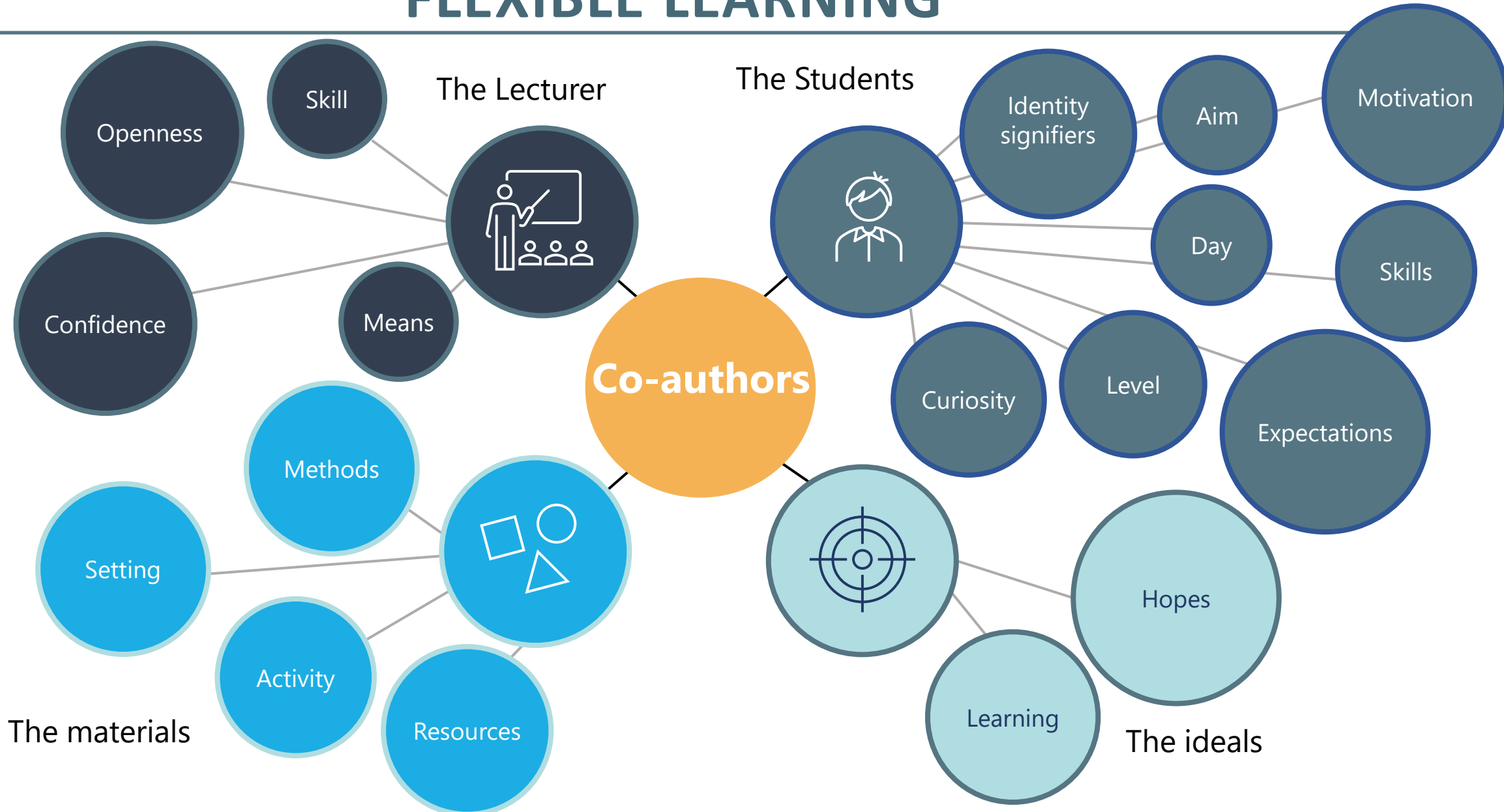
3

## FUTURE FOCUSED

Work with the present and not the  
past towards a co-created future



# COMPONENTS OF SOLUTION FOCUSED FLEXIBLE LEARNING





# VALUE OF COLLABORATIVE SOLUTION FOCUSED LEARNING



## AUTHENTIC

Students feel they get value and a unique experience for their money.



## TAILOR-MADE

Learning responds to the students' needs: repeat, expand and adapt as needed.



## SATISFACTION

Better evaluation, feedback and overall satisfaction from students.



## PRAGMATIC

Work with real-world scenarios and give solution focused learning experiences.

# IMPACT OF COLLABORATIVE SOLUTION FOCUSED LEARNING



## INCLUSION

Students feel included in the group and the learning.



## CONFIDENCE

Students build confidence in their knowledge and skills.




## SHARE AND TEST

Students can experiment, share and test their ideas.



## ENQUIRY BASED

Students are motivated to learn through questions.

A close-up photograph of a person's hand, wearing a light blue sleeve, holding a single wooden block from a Jenga tower. The hand is positioned on the left side of the frame, with the thumb and index finger gripping the block. The Jenga tower is on the right, composed of many light-colored wooden blocks stacked in a slightly wavy pattern. The background is a plain, light-colored wall. A black rectangular box is overlaid on the image, containing the text "Why are we so scared of being at the present?".

Why are we so  
scared of being at  
the present?

# THANK YOU



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