

Leading learning and teaching transformation across the ITE EI consortium –impact across the partner institutions

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Epistemic insight – how knowledge is formed and connected across disciplines
Innovative pedagogy framed around Big Questions and current global challenges

Consortium - extension of our work at CCCU, capitalising on what has been done in our University

14 ITE HE Institutions

My role:

- ✓ Leading embedment of epistemic insight into ITE curricula
- ✓ Leading co-creation of research-informed teaching resources
- ✓ Developing tutors epistemic insight and ability to deliver interdisciplinary teaching
- ✓ Developing tutors' research skills
- ✓ Quality assurance



Consortium Partners



Biology Education
Research Group (BERG)
Special interest group of the
Royal Society of Biology



ITE EI Consortium in numbers



28 tutors engaged and upskilled



14 ITE University providers engaged



1500 surveys collected



1398 ITE students learning about EI
(directly)



3780 Resources used during workshops



8 Institutions embedded EI into their curricula



Across primary and secondary ITE

Impact within the consortium

- ✓ **8 partners embedded** epistemic insight into their ITE courses – primary and secondary
- ✓ **Cross collaborations** were forged (for ex. CCCU-St.Mary's- Leicester)
- ✓ **Joint presentations** at national and international **conferences** (LASAR, UCET, ASE)
- ✓ **Bespoke sessions** depending on tutor experience and student needs (curriculum, specialism, level – postgraduate, undergraduate, primary, secondary)



Impact beyond consortium

- ✓ **Trainee teachers** introduced EI pedagogy and used EI resources across their **placement schools**
- ✓ **Champion tutors empowered** to upskill their colleagues – St. Mary's 7 tutors, University of Leicester further 4 tutors, University of Birmingham – 6 tutors
- ✓ Collaborations outside HE – **Richard III Centre Leicester**

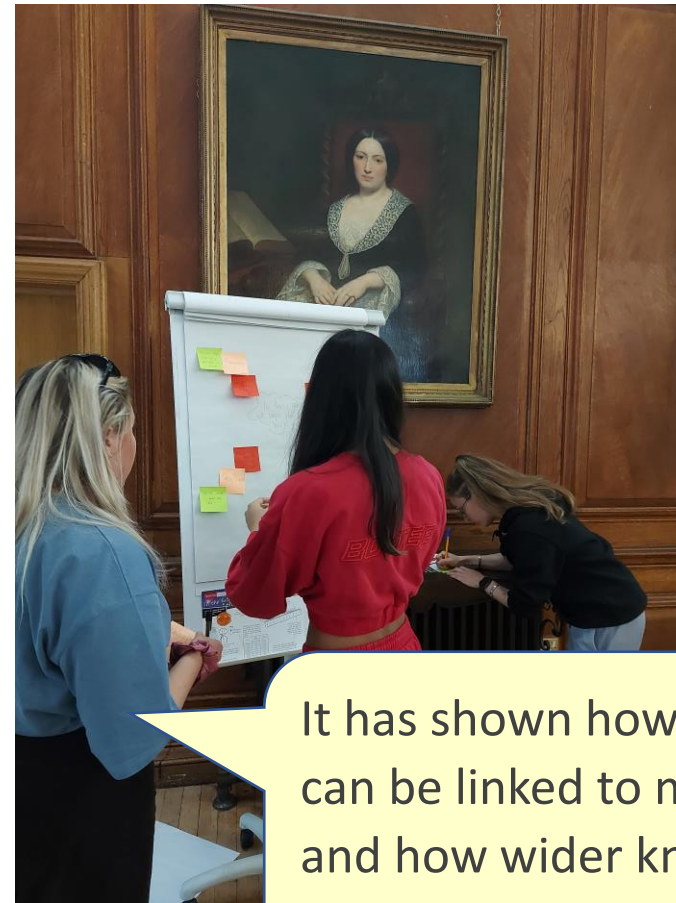


Impact on students

97 % of surveyed students confirmed that learning about EI encouraged them to consider **including multidisciplinary teaching in their practice**

I am now more aware of how disciplines interconnect and its important to not use a separate way of thinking to address each discipline

I learned how to encourage children to make links with other disciplines



It has shown how certain inquiries can be linked to multiple subjects and how wider knowledge is fundamental.

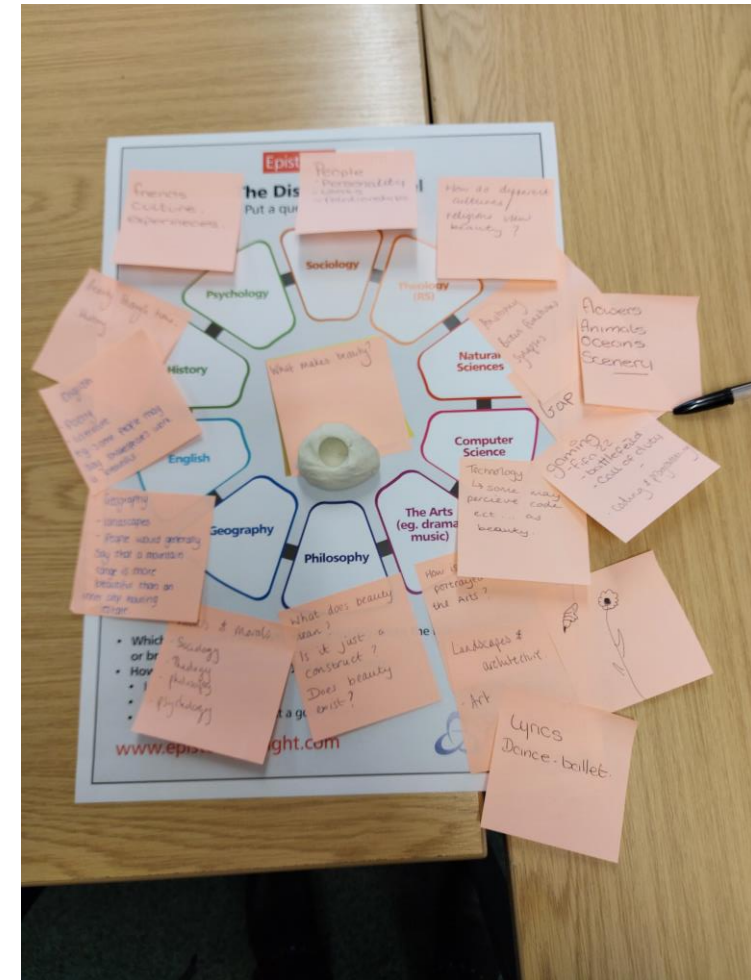
Impact on students

85% respondents agreed or strongly agreed that they **would like to know more about teaching about Big Questions** (both Primary and Secondary)

Many students felt that **learning about epistemic insight changed their understanding of teaching**

It is important to link subjects and talk about and engage with bigger questions

I realized that many concepts in my subject have links to other subjects/disciplines



Impact on students (tutor perspective)

‘Students are now **thinking more about interdisciplinary work** as well as the importance of scholarship on knowledge’.

‘**Epistemic Insight** is starting to become an approach the tutors use to **enable their students to find the links across all primary subjects and creating a holistic approach to their learning**’



Impact on tutors

'EI has **benefitted my professional development greatly as it has formed the foundations of how I believe Climate Change can be approached** in the primary curriculum.

This multi-disciplinary approach has allowed me to **deliver EI based sessions to over 70 primary school teachers and 60 secondary school trainees** who all have a varied background and area of specialism'.



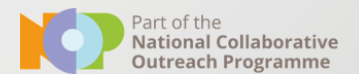
- ✓ Epistemic Insight sessions enhanced and transform T&L across ITE
- ✓ Epistemic insight tools help to bring multidisciplinary perspective through Big Questions
- ✓ Epistemic insight inspires students to explore Big Questions and problems in a more holistic way
- ✓ Epistemic insight sessions have impact on students' thinking, creativity, inspires curiosity and transforms the way they learn and teach

Thank you for your attention

Consortium partners

The LASAR team

The Epistemic Insight Initiative is funded by:



TEMPLETON WORLD

CHARITY FOUNDATION

