TESCEA pedagogic patterns collection

Patterns have been extracted and curated by Diana Laurillard, UCL; Joanna Wild, INSAP and Annelise Dennis, INASP Associate

Below we provide examples of pedagogic patterns showcasing 9 pedagogic principles that support transformative teaching and learning. The patterns have been extracted from learning designs collected from teachers during the Transforming Education for Social Change in East Africa (TESCEA) project: https://www.transformhe.org/ They serve as examples of good pedagogy for higher education and can be reused by other teachers in their own disciplines, and also at other levels of education.

Pedagogic principle	Author of the design	Pedagogic pattern and full design
1. Create opportunities for social learning – student engagement Notice how learners are being engaged in a collaborative learning process, with a good follow through from one activity to the other.	Gloriana Monko, UDOM University, TZ	https://v.gd/yZQEIe https://v.gd/IKQGZr
2. Engaging with a specific design issue This example engages with the issues of gender blindness but the sequence of teaching and learning activities could be used for embedding any other controversial/often disregarded issue. In this design, embedding gender perspective stimulates students' critical thinking capacity	Dorcus Alowo, Gulu University, UG	https://v.gd/4guvhE https://v.gd/0duRoF
3a. Relating new concepts to students' experience Notice that the focus is established at the start by creating a shared experience for the students in their role-play. This is followed by three individual activities that build on this, and then more social activities to consolidate the ideas and experiences.	Irene Akite, Gulu University, UG	https://v.gd/QM4bCw https://v.gd/aQoH1m
3b. Relating new concepts to students' experience This design builds from individual student's experience to finding out more about the concept, then extends their shared experience in a group. The second part consolidates these ideas in applying them to a situation.	Jimmy Byakatonda, Gulu University, UG	https://v.gd/73E51y https://v.gd/kJGK5b
4. Integrating awareness and assessment of soft skills within a group activity This design uses the collaborative work for peer learning about interviewing, but also as a focus for collective reflection on how well they did, to help students refine their skills of interviewing and of teamwork. The second phase	Jimmy Byakatonda, Gulu University, UG	https://v.gd/GpGzvg https://v.gd/kJGK5b

uses help from the teacher's observations to increase their awareness. In the third phase again there is an opportunity to reflect at the level of both the topic task, and the collaboration skills.		
5. Active learning in and out of class Notice how the teacher has given a lot of support to the pre-class activity students do alone. This gives a solid foundation to the social collaborative work they do in class.	Irene Akite, Gulu University, UG	https://v.gd/GDfhbq https://v.gd/aQoH1m
6. Criteria for group-work assessment of authentic learning The first two activities describe the detail of the group work. The third activity shows the criteria used for group-work assessment.	Jimmy Byakatonda, Gulu University, UG	https://v.gd/RYukRR https://v.gd/kJGK5b
7. Opportunities for frequent feedback The fourth and final activities here show how feedback can be brought in specifically to the guidance on group work.	Irene Akite, Gulu University, UG	https://v.gd/MvJg85 https://v.gd/aQoH1m
8. Follow through Each stage of this learning design builds on previous work and also feeds through to the next and later stages. So there is always the means for the student to do the current task, and there is always a reason for doing it. This kind of follow-through creates a kind of momentum for the learning design.	Karlos Ojok, Gulu University, UG	https://v.gd/2VXGRe https://v.gd/kSaCTz
9. Providing an angle to a reading/video/presentation Here the initial discussion activity enables students to think about and develop their own point of view on a topic. This gives them something to think with, as they watch the video, rather than just passively watching it.	Edwin Ngowi, UDOM University, TZ	https://v.gd/alnDoH https://v.gd/Ops9kK

All these links open in the Learning Designer application, which is free and open to all. The patterns appear in the Designer tab on the website, and by using Turn Editing On (right-hand side) they can be edited to suit the user's own context. The website explains more about how designs can be edited and shared. The TESCEA designs are collected within its own section of the Browser screen. The user may also browse through many other designs from teachers also made available to in public.