



STUDENT AUTONOMY IN LEARNING FROM LECTURE TO SEMINAR

TOM FLEMING

BACKGROUND



M32528-2025/26-SMYEAR

School of Education and Sociology

**Equality and Diversity in Education
(2025)**

c.uk/course/view.php?id=415

Level 4 UG Course

1 Lecture / 1 Seminar

Cohort increased in size

SLIGHTLY ORGANIC SLIGHTLY PLANNED

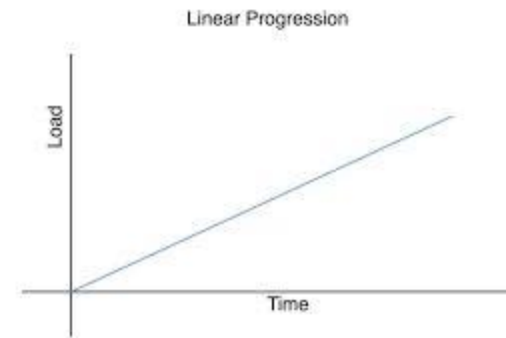
- Our learners are changing...
- Neurodiversity
- Adaptive teaching
- EEF / DfE



STRUCTURE

- > Gender and childhood / youth
- > Restorative Practice in schools
- > Class and Childhood
- > Intersectionality and experiences of growing up
- > Race and ethnicity

- Two seminars offering same content but delivered in different styles...
- One traditional content based but student led, readings – discussion – open tasks...
- One much more teacher led with closed tasks, definite beginning and end. More linear progression.
- Students were given the freedom to choose their seminar.



OUTCOMES

- Strong success rate
- Scores well on the NSS surveys
- Successful OFSTED



REFERENCES

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- Playfoot, D., Wilkinson, L. L., & Mead, J. (2023). Is continuous assessment inclusive? An analysis of factors influencing student grades. *Assessment & Evaluation in Higher Education*, 48(7), 938–950. <https://doi.org/10.1080/02602938.2022.2150834>
- Waugh, A. H., Green, K. E., & Andrews, T. C. (2026). Pedagogical Knowledge Among Early-Career Undergraduate Instructors: Qualitative Variation, Longitudinal Development, and Influences on Teaching. *CBE Life Sciences Education*, 25(2), ar11.
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