STUDENTS SAID...

"...[programming] is challenging and then becomes stressful because of that."

"There is still a steep learning curve but it is more manageable."

"I would be comfortable enough to go away on my own and try various other techniques we didn't learn in class."

RECOMMENDATIONS

1 STRUCTURE & ORGANISATION

We found that a review of the structural elements of the module could facilitate our aim to design learning with the goal of reducing stress and anxiety and therefore increasing student wellbeing.

Changing the concept of the mode of learning from lecture-followed-by-practical to workshop-followed-by-tutorial increased the demand for students to be active participants right from the beginning.

3 COGNITIVE DEMANDS

Change the cognitive demands of assessment and feedback so that students focus on a more authentic problem-based learning approach, using the skills and resources they have developed on the module. Open book assessment followed by feeding forward with open class discussion is an essential and iterative part of this process.

2 CHANGE PERCEPTIONS

POSITIVE PEDAGOGY IN HE

POSITIVE PEDAGOGY HE