

# Transformations: group activity

**Collection:** Small group teaching

**Resource:** Transformative writing

## Approximate duration

About 2 hours

## Learning Outcomes

To focus and grasp the principles of transformative writing as a method for teaching and learning.

## Introduction

This activity builds on the parallel suggestions for individual teachers or PGC course participants, while making use of the fact of being in a group. As with some other activities in this collection, the idea here is for teachers to put themselves (back) in the shoes of students. To have the experience of something they might subsequently ask students to do.

## The activity

Group members read through the suggestions contained in the individual activity. They do some comparing of notes on ways in which such an activity might be adapted within a module on which they have taught. On this basis, group members could either:

- in small groups develop a plan for a transformative writing session with a student group or;
- take part in such a writing exercise themselves.



## Example

One suggestion would be a metafictional activity around teaching. Ask participants to come prepared with a literary extract or poem which focuses on teaching or classroom experience. This could be from 'canonical' literature (Coleridge's memories of the classroom in 'Frost at Midnight'), or from a campus novel. In small groups, participants share their extract. They then individually write a short passage or poem in a chosen genre (memoire; satiric fiction; modernist 'moment', and so on) which focuses on some aspect of an educational encounter. After that, participants compare what they observed in writing their pieces, and the session finishes with a whole group discussion.

## Links & References

This activity has close affinities with the imaginative-reflective activities explored in 'Writing and the Teacher' (<http://humbox.ac.uk/2733/>) within the Collection 'The Subject and Pedagogy', and could be further developed as suggested there.

## Relationship to the Professional Standards Framework

- **Core Knowledge 2:** Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- **Professional Values 3:** Commitment to the development of learning communities
- **Professional Values 4:** Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity

More information about the Professional Standards Framework can be obtained from the summary factsheet in the *Subject & Pedagogy* collection in HumBox.

<http://humbox.ac.uk/2731/>

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## Resources in the Small group teaching collection

- Small group teaching: introduction to the collection
- Seminar design: resource overview



**2** | This resource is part of a set of professional development resources for Higher Education English (including English Literature, English Language & Creative Writing) called 'The Pool'. The resources were developed by the English Subject Centre in 2011 as part of a JISC/HEA Open Educational Resources (OER) Project. This work by the English Subject Centre is licensed under a Creative Commons Attribution-ShareAlike 2.0 UK: England & Wales License.

- Seminar design: individual activity
  - Seminar design: group activity
- Peer reviewing a seminar: Oliver Twist : resource overview
  - Peer review: individual activity
  - Adjusting the level
- Peer reviewing a seminar: The Bonesetter's Daughter : resource overview
  - A complex dialogue
  - Negotiated authority
- Thinking about seminars: resource overview
  - Relevance and red herrings
  - Weighing up the elements
- Nightmare scenarios: resource overview
  - Facing up to nightmares: group activity
  - Comparing notes
- Transformative writing: resource overview
  - Transformations: individual activity
  - **Transformations: group activity (\*you are here)**

