

Should University Learning and Teaching be Enjoyable?

Enjoyment in Life Sciences Higher Education

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MEd project, supervised by Kate Ippolito



Research questions

- What contributes to staff and student enjoyment of Life Sciences Teaching and Learning?
- Do staff and student perspectives on enjoyment align?

Interviews

- Teaching staff (9)
- Final year students (6)





Thematic analysis

- Relationships
- Creativity, interest and flow
- Culture and organisation
- Staff and student mismatch

“What I enjoy about teaching is sharing the excitement of knowledge and seeing it, as in measuring reciprocal excitement, in the person who's doing the learning”

(Staff participant)

Relationships

“That was an amazing module because it was more a conversation with the convenors rather than just a taught module”

(Student participant)

“I only chose ecology [...] even though I hated it, because all the Ecology people are actually nice”

(Student participant)

Staff and student mismatch

“I'm not sure what they enjoy, actually [...] I don't think they enjoy it as much as earlier generations did.”

(Staff participant)

“I teach for a student that I imagine. I teach as if I were in the audience, so maybe not all of students enjoy it, but I teach it to be enjoyable to someone like myself.”

(Staff participant)

“we have learning objectives,
not enjoyment objectives”

(Staff participant)