REAL PEOPLE, DEEP LEARNING MAUREEN CONNOLLY & GAIL FROST

Our subject matter and the professional standards of practice many of our graduates will be working under often require practical and applied knowledge and skills involving interaction with, assessment of, programming for and monitoring of humans—real people, with real bodies, performing real movement. We have been developing learning experiences based in problem-based and/or service-based learning which allow students to work with real people within the context and parameters of the course assignments. We have been tracking, analyzing and reflecting upon the students' engagements with their "clients" and will eventually be able to provide evidence, insight, suggestions and recommendations that will:

a) Support our intentions to continue to use these signature pedagogies in our curricula
b) Support our intentions to refine and improve the features of these pedagogies in our own contexts
c) Support other colleagues' interest in including these "radical" applications of knowledge and skill in their courses
d) Have an impact on our own (and, hopefully, others') curriculum planning, course planning and forms of assessment

Our theoretical premises reside in the work of Paulo Freire and Lev Vygotsky. Freire claimed that learners alienated from their own forms of expression also experience alienation from the larger culture and from their sense of themselves as cultural agents. Vygotsky is equally cogent in his emphasis on the move from maximally compacted inner speech to maximally elaborated outer speech, that is, communicating knowledge in ways that people other than oneself can engage with in meaningful ways. This is not to suggest that moving beyond literal learning or maximally compact inner speech is in any sense a taken for granted or easily achieved learning objective; indeed, these moves are transformative and are usually the result of deep learning, and often involve threshold concepts. Some commentary is called for, here, on deep learning and threshold concepts. Deep learning is distinguished from surface or " additive" learning by virtue of the quality and sophistication of the thinking, discernment and analysis and the integration and consolidation of perspectives, theory and related sources. In far too many instances, "more" content, " more" source material, " more " pages substitute in a horizontally additive fashion for engagement with an idea or topic that forces interrogation of premises, recursive comparison of perspectives, deconstruction and analysis of taken for granted assumptions and deliberate attention to the expressive repertoire. Deep learning compels a connection at the conceptual level, thereby implicating curricular planning around threshold concepts. Threshold concepts are those ideas, premises or constructions that *next* learning relies upon. In effect, if a particular threshold is not grasped or learned, then other learning in the course would be adversely affected. Threshold concepts have domino effects, hence teachers need ways of assessing them in an efficient and timely enough fashion so that the remainder of the course material can be engaged in meaningful ways and so

refinements can be made to compensate when necessary. Our project will examine curricular alignment and its relationship to deep learning in the particular contexts of problem based learning and service based learning. Our project enlists Freire and Vygotsky and also relies on the scholarship of Entwistle, especially in terms of the connectedness across meaningful "real world" scenarios and deep learning.

We are using our own courses as research sites for our project. Our "design" is a longitudinal, comparative multiple case study. Four of our courses include "real people" in at least one assessed component and also require applied and reflective academic work relating to the experience with the real person. Students participate in pre-reflective surveys of their learning (KOLB) and teaching (ASSIST) preferences which we use as platforms from which to launch the applied and reflective components of the course. Students in the courses also engage in a variety of modalities of record keeping. Relevant course assignments and surveys (pre and post) form the data set which we are analyzing for patterns, language use, idiomatic phrases, and evidence of deep learning. In addition we are using our observations of and interviews with the students, and the clients' feedback on the students to triangulate our data set and data analysis.