

Everything Flows: recommendations for teaching and further study

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NEW PRACTISES IN TEACHING AND LEARNING: CURRICULUM DESIGN AND TIMETABLING

longer sessions and collapsable,
creative timetabling to allow for
project work and industry routines

industry focused challenge days

use industry practitioners and
involve them in the project

collapsable timetable to allow for
long projects with meaningful
goals

smaller class sizes at level 3

schemes of work that follow
TAPOUT model: build confidence
inside college, encourage autotelic-

autonomy and preparation for
real-world goals

BTEC vocational recruitment: do it
because you love it

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Also

100% flow in smaller ED group

100% progression into
industry/Uni

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TAPOUT

trust

autonomy-autotelic

prepare

OUTSIDE WORLD

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FURTHER STUDY

implementing these
recommendations: strategies for
nurturing flow in teaching and
learning

helping teachers experience flow

barriers to flow

learning difficulties and flow

how to create 'the flowing
classroom'

flow in the A-level classroom

'its 'flowtime': curriculum and
timetable design for 21st century
learning

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**NEW PRACTISES IN
TEACHING AND LEARNING:
TEACHING STRATEGIES
AND LESSON DESIGN**

'live for the question'

encourage trust

integrated lesson plans where
everything is connected and flows

don't fear digression; it shows
them we're listening and that we're
interested

build confidence in college for
challenge outside college

encourage autotelic activity and
autonomous preparation prior to

real-life 'challenge projects'

make time for students to work on
their own

(see Susan Cain 'Quiet'

[http://www.ted.com/talks/susan_cain_the_power_of_introverts?
language=en](http://www.ted.com/talks/susan_cain_the_power_of_introverts?language=en))

time away from distractions both
digital/human

(see Guardian

[http://www.bbc.co.uk/news/business-
32628753](http://www.bbc.co.uk/news/business-32628753))

 <http://padlet.com/jamestarling/flowtapout>