

Summary:

A follow up lesson for teachers to use after a visit to an Oxford College consolidating learning from the day and supporting pupils with next steps towards A-level and university

The session draws on material from Oxford University's Oxplore (www.oxplore.org); a free website full of Big Questions, mini-quizzes, articles, videos, podcasts and further reading. Oxplore has been designed to inspire more children towards further study, especially those from backgrounds without a history of HE progression.

The session also draws on resources available from other universities (designed to allow school age pupils to speak with current undergraduate students) and university resources (www.university.which.co.uk/advice/a-level-choices/what-a-levels-do-you-need-for-the-degree-you-want-to-study) resources (such as podcasts and other web content) to support pupils to develop academic interests and understanding of university

Audience:

- KS3/4 pupils who attended an Oxford College visit and/or with potential to study at higher education level – led by teacher

Objectives:

- Support pupils to make informed choices about A-levels
- Develop understanding about studying a subject at university
- Develop understanding of the breadth of courses available at university
- Raise Aspirations towards Higher Education
- Develop super-curricular learning

Timings:

- The session can be delivered as 4 x 15 minute sessions (with pupils completing tasks after each session or alternatively as 1 x 45 minutes if the teaching room has suitable web access).
- (Oxplore Lessons:
1 x 45 minutes - Footballers and Nurses
5 x 15 micro-sessions (suggested 1 x every morning across a week) – Equal Pay)

Resources needed:

- PowerPoint file
- 'Back to Oxford' handout (given to teacher at end of the university visit)
- Access to Oxplore (<https://oxplore.org/>) and pupils able to access internet resources (if pupils cannot do this at home, time to do so at school will be necessary)
- Other websites used: www.university.which.co.uk/advice/a-level-choices/what-a-levels-do-you-need-for-the-degree-you-want-to-study
<https://www.queens.ox.ac.uk/ask>
<https://www.gla.ac.uk/study/studentlife/askastudent/>
<https://www.lancaster.ac.uk/study/chat/>
<https://www.uea.ac.uk/study/askastudent>
- University prospectuses or online versions
- Pens, writing paper, post it notes

Overview of Session:

- Session 1: Reflection on visit
- Session 2: Thinking about A-levels
- Session 3: Thinking about university
- Session 4: Developing academic passions
- Session 5: Explore Session (optional)

Session 1- Reflection on visit

Slide 2:

5 minutes -10 minutes

- Ask pupils to reflect on their visit. Three questions can be used to guide this:
 - What do you remember about the visit?
 - How did the visit meet your expectations?
 - What surprised you about the visit?
- These can be recorded on post-it notes and grouped. Alternatively, ask pupils to pair-share their answers.
- Teacher to follow up on responses and address any misconceptions, if necessary

Slide 3:

2 minutes

- Teacher to give overview of the next steps to follow up on their visit. These fall into 3 categories:
 1. Considering A-level choices
 2. Thinking about university
 3. Developing academic passions
- The session now follows up on each of these categories in turn.

Session 2- Thinking about A-levels

Slide 4:

5 minutes – 10 minutes

- Teacher to ask about pupils to think about their A-level choices. Pupils to pair-share or capture them on post-it notes.
- Teacher to model using the Which? University A-level Explorer tool (www.university.which.co.uk/advice/a-level-choices/what-a-levels-do-you-need-for-the-degree-you-want-to-study) using their own A-level choices, a pupil's response or using the most common A-levels of Wadham students (Maths, English Literature and Chemistry)
- Pupils to explore university courses associated with their A-levels. For pupils with specific university courses in mind, encourage pupils to check their choices get them there (e.g. the importance of Maths for Economics, Chemistry for Medicine)
- Pupils to record the 3 course they're most interested in finding out more about in Back to Oxford Handout.

Slide 5:

2 minutes

- A slide showing the most common A-levels amongst students applying to Oxford

Slide 6:

2 minutes

- Teacher to explain follow up activity. Pupils to speak to a teacher closest to their university course choice and ask them:
 - How would you evaluate studying this subject at A-level?
 - What is this subject like at university level?
 - What would you recommend I do to extend my knowledge of the parts of the subject I really enjoy?
- Pupils to record the answers in Back to Oxford Handout.

Session 3- Thinking about university

2-5 minutes

- Teacher to get feedback from pupils who have spoken to teachers about their subject

Slide 7:

5 minutes -10 minutes

- Pupils to look through university prospectuses in pairs (hard copies if available, if not using online versions)
- Pupils to look at courses and see if there are any they haven't heard of, what are they?
- Pupils to compare the same course at two different universities to identify similarities and differences, which do they prefer the sound of? Why?
- For pupils who have fixed ideas about their university course choice, look at the A-level requirements (subjects and grades) and what other admissions criteria the course has (e.g. critical thinking)

Slide 8:

2 minutes

- Teacher to explain follow up activity. Pupils to speak to a someone who has either recently gone to university (sibling etc) or peer in Year 12/13 who is applying and ask them:
 - What is your experience of this subject at A-level?
 - What is this subject like at university level, how is it similar and different to A-level?
 - What would you recommend I do to extend my knowledge of the parts of the subject I really enjoy?

Slide 9:

2 minutes

- If pupils do not have obvious people to speak to, teacher to introduce 'ask a student' resources which are run by a number of universities.
- Teacher to model (finding relevant person to ask etc) and suggest Sutton Trust 30 universities/ Russell Group universities. Some examples: <https://www.queens.ox.ac.uk/ask>, <https://www.gla.ac.uk/study/studentlife/askastudent/>, <https://www.lancaster.ac.uk/study/chat/>, <https://www.uea.ac.uk/study/askastudent>

Session 4- Developing academic passions

2-5 minutes

- Teacher to get feedback from pupils who have spoken to students about their subject

Slide 10:

2-3 minutes

- Teacher to ask pupils: How would you show you're passionate about a subject to a university?
- Pupils to pair-share

Slide 11 and 12:

2-3 minutes

- Teacher to show different examples of different ways of developing academic curiosity (e.g. teaching yourself some coding, listening to a podcast).
- Pupils to select one of the ideas and use it to identify their next step e.g. watch a TED talk about Marine Biology

Slide 13:

5-10 minutes

- Teacher to introduce Oxplore website (<https://explore.org/>) to show that universities try and answer 'Big Questions'
- Teacher to ask pupils to select a question and discuss. Then have a vote and model the next stages on the Oxplore website
- Teacher to ask: what makes a Big Question and pupils to discuss and come up with a definition and share responses

Slide 15 & 16:

5 minutes

- Pupils to select a question in pairs and then identify university subjects that could be used to answer it
- Pupils to feedback answers

Slide 17 & 18:

2 minutes

- Teacher to recap key points and encourage pupils to continue thinking about these issues. Their journeys to university are just that, not static.
- Pupils to identify 1 'next step' towards university and developing academic passion e.g. read another book by the same author

Session 5- Oxplore Equal Pay Session / Oxplore Footballer and Nurses Pay

- See alternate lesson plan for session details and resources