

# What does the world of education offer bell ringing?

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# Could I become a ringer?

*“If you can ride a bicycle you can ring!”*

Ringling is well within the capabilities of most people.

Ringers come from all walks of life and range in age from ten to those in their eighties.

Bell ringing is a team activity that stimulates the brain and helps keep you fit ... it also makes a glorious sound!

Many consider ringing to be their contribution to church life, others do it for the pure pleasure and the company it brings.

*(CC website)*

# Outline

1. Your new learners! *I'm going bell-ringing!*
2. Context of wider society
3. Learning and teaching in the 21<sup>st</sup> century
4. Motivation for ringers
5. How do learners learn and teachers teach?
6. Meeting expectations
7. Key pointers for teaching and learning ringing?
8. Concluding issues


# 1. Learning to ring

1 – *Awareness of ringing -*

*recruiting potential ringers is a major topic  
but not in this talk!*

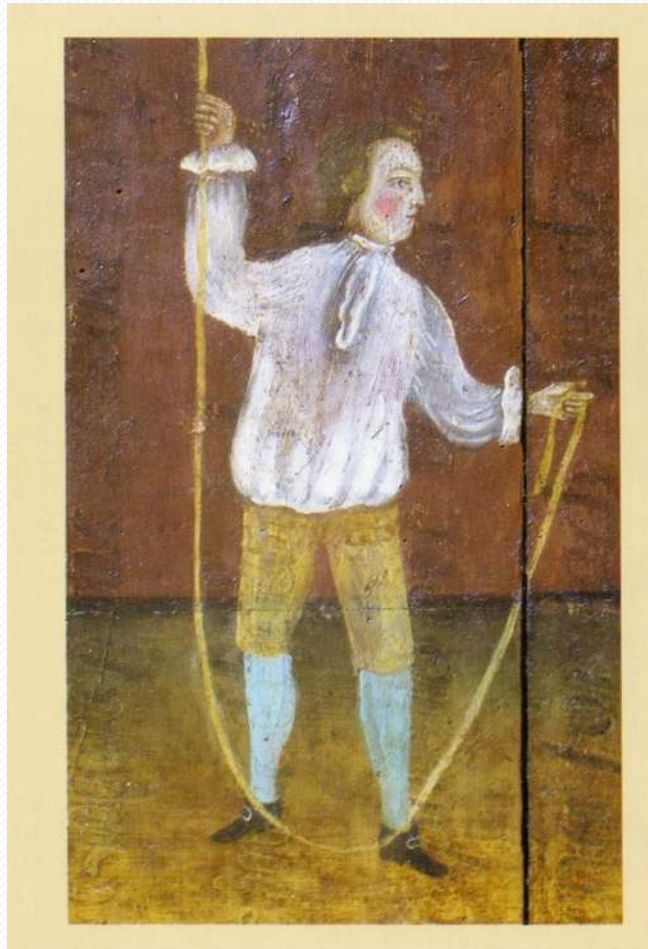
2 – Learning - at different stages

- new learners - bell handling
- advancement in changes and methods
- lapsed ringers returning

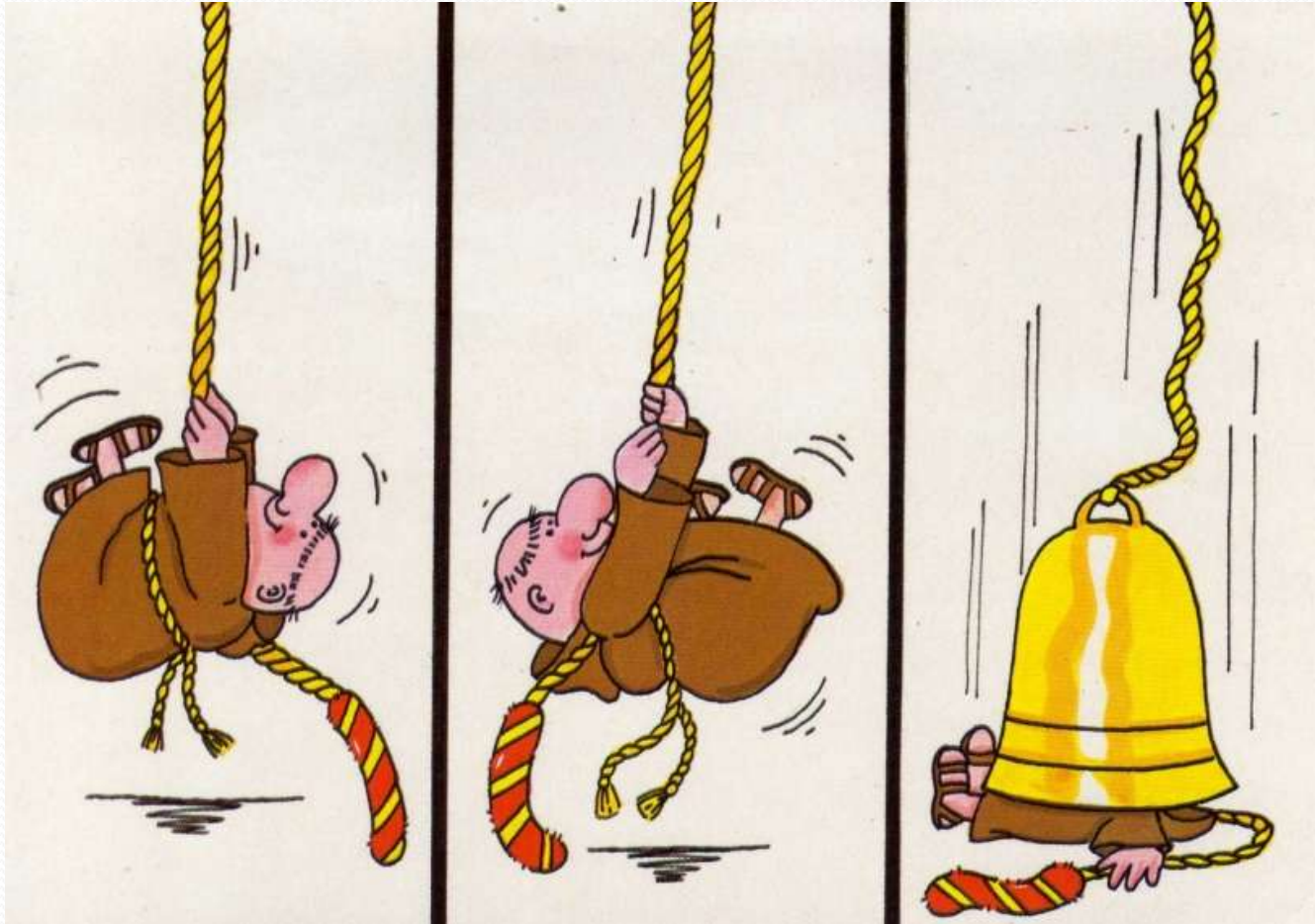


“Bell-ringer” (Wikipedia 9/1/’15)

“I’m going to be a bell-ringer”  
– like this *one*....?



....or like this?



# Here ? - Bergues, France



Or here ----



.....and it will  
sound like this ?





.... or like this?

- Evesham



Evesham.wav

... but this is the reality!



## 2. Society in 21<sup>st</sup> century

- On-line data and information availability
- Short attention span
- Instant makeover – gardens, homes
- Anyone can do it - dancing, cookery, singing.....
- Celebration of “cult heroes”
- Technical / science / engineering  
= difficult!

### 3. 21<sup>st</sup> C teaching and learning

- Education and training through life
  - skills for work and leisure
- Students are individuals but numerous
  - Diverse backgrounds
  - Discipline differences
- Availability of information
- Reduced practical / manual dexterity

# Education in 21<sup>st</sup> century

- Learners are “customers”
- £9,000 per year for a degree
- High quality facilities
- 24/7 provision
- Teachers are “suppliers”
- Everyone succeeds
- Plenty of educational theory!

# The route to learning (Phil Race)

- **Motivation**
  - I want to achieve!
- **Basic learning**
  - Key facts, techniques, jargon
- **Assimilating**
  - Repeating and reflecting on progress
- **Feedback**
  - How is it going?

*Intrinsic – from yourself*

*Extrinsic – from others*

## 4. Motivation

# Motivation

## Intrinsic Motivation



## Extrinsic Motivation





## 5. Assimilation – learners are all different!

# Fleming V A R K model

## Auditory learners

- Listening
- Speaking
- Repetition
- Discussions
- Sounds

## Kinaesthetic

- Try it – hands-on!
- Imitate
- Group projects
- Physical activity, models
- Drawing and note taking, doodling
- Breaks

## Visual

- Pictures, diagrams and charts, graphs, videos
- Drawings
- Handouts
- White boards, paper

## Reading and writing

- Text and written
- Reading and writing
- Take notes, copying
- Quiet

*Age and gender variance*

# Learners are different ...

- ...and so are teachers!
- Clear frameworks
- ... but with flexibility
  - personal goals and successes
- Match teaching with those taught
- Challenge, but not over-stretch

# Educational programmes

- Well defined stages and levels
- Curriculum and syllabus for each level
- Set start and end dates
- Course schedule and timetables
- Assessments, feedback
- Books, hand-outs, on-line, apps
- Pass / fail criteria, certificate / award

# Success is expected



# Modern education system

- Class teaching – 10s to 100s
- Qualified teacher(s)
- Modular structure, curriculum and syllabus
- Planned lesson sequence, content defined
  - clear *intended outcomes*, expectations
- Students are clear when they have succeeded
- Supplementary 1:1 coaching (at a price!)

# Conventional lecture hall but little chalk!



# Group teaching environment

- Teaching materials – web-based, recordings, fewer books
- Variety – videos, demos, hands on, interactive
- Less note taking



# Computer based learning



# Declarative knowledge (Biggs)

- Basic facts – consistent jargon, rules of the subject
- Learned – in lectures, reading, note taking, reciting
- Assessed - by Q&A, multi-choice, repeating to others
- **Passive** involvement
- *Often seen as “boring”, tedious.....*

# Functioning knowledge (Biggs)

- Builds on foundations of declarative knowledge
- Required to operate, apply, perform – essential for professionals, eg surgeons
- Learned from demonstration, photos, doing
- Assessed – show someone, make / mend something
- **Active** involvement – *exciting, risky*

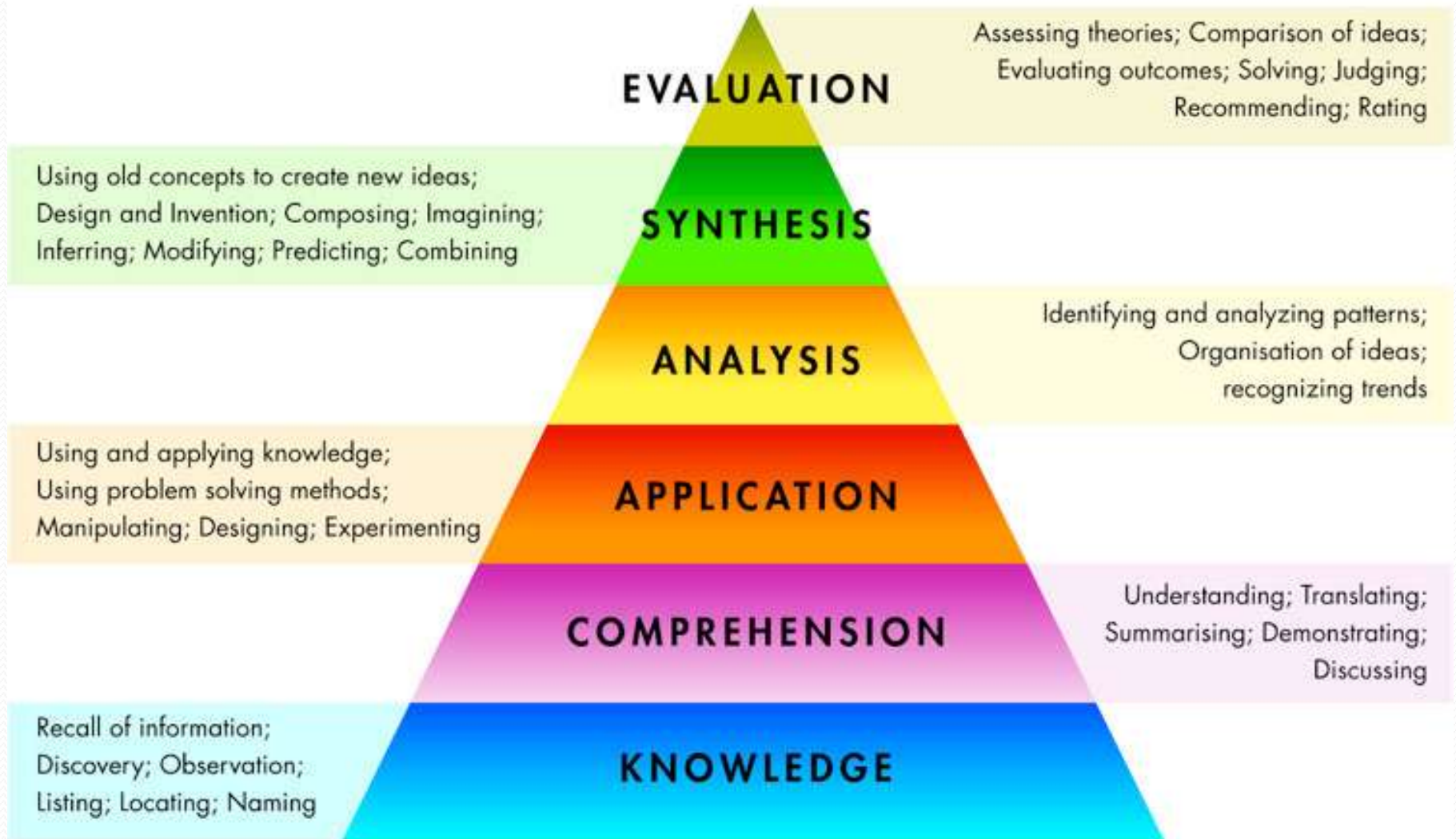
# Functioning knowledge

- Builds on foundations of declarative knowledge
- Required to operate, apply, perform – essential for professionals, eg surgeons *ringers*
- Learned from demonstration, photos, doing
- Assessed – show someone, make / mend something
- *Active* involvement – *exciting, risky*

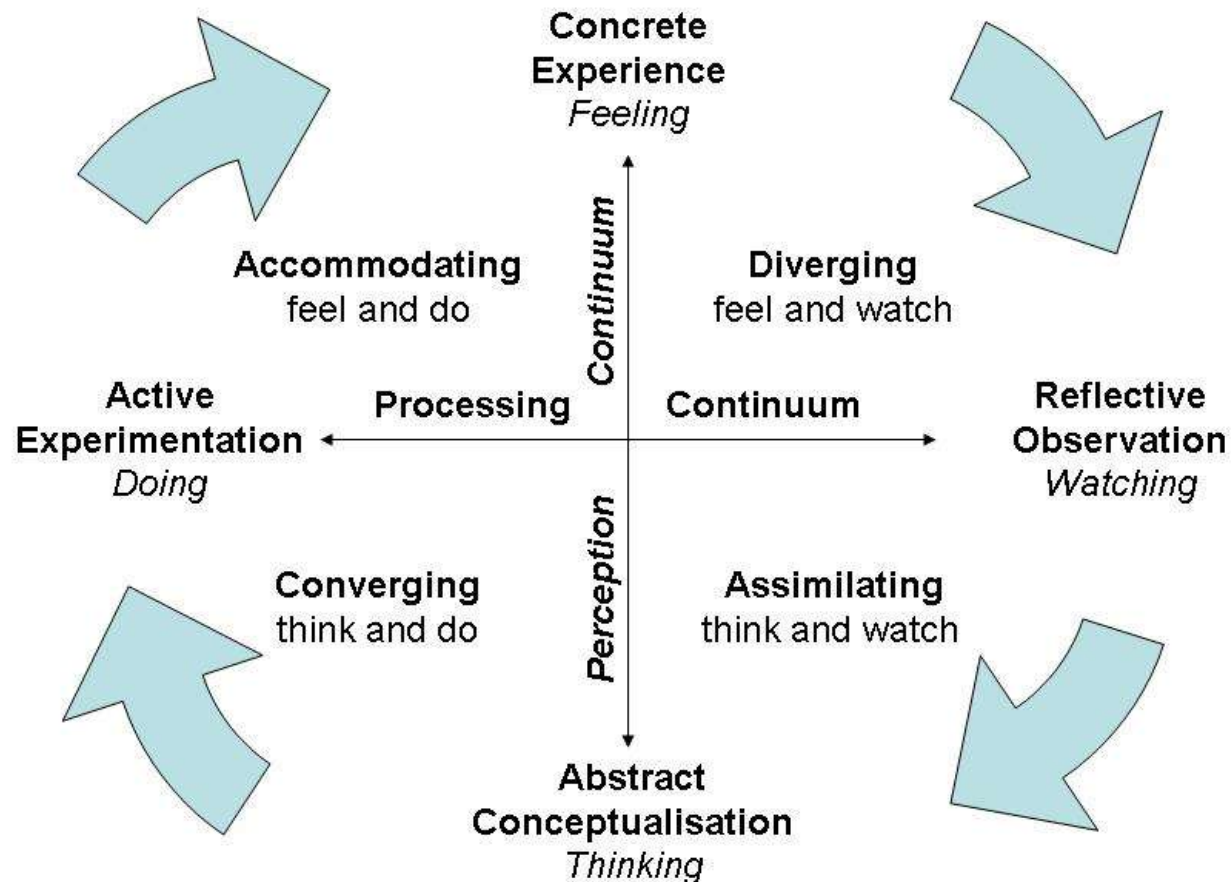
# Deep and shallow learning

- **Shallow** – reciting poetry
  - Quick, easily forgotten, no meaning
- **Deep** – learning a poem, its context, meaning, the poet, their background
  - More time, teacher needs knowledge
  - Challenge and probe, different ways of checking and repeating, put in context

# BLOOMS TAXONOMY



# David A. Kolb - Learning styles 1974



# Not just teacher to learner

- Teacher sets framework
- Consider prior experience and knowledge
- Exploit peer interactions for mutual support
- Formal and informal learning
- Teacher can learn from learner

# Teacher – learner feedback

## 2 - way

- “Formative” feedback
  - positive and supportive,
  - to check understanding,
  - .... do not frighten!
- “Summative” feedback
  - Assessment against marking scheme

## 6. Do we meet their motives and expectations?

- Initially – as a new ringer?
- Later in ringing career?

### Motivations?

- Social with family / friends
- Service to the church, society
- Unusual / different

# What is their starting point?

- Wide diversity of backgrounds, ages
- Different educational levels
- Various previous educational styles
  - Traditional chalk and talk, limited subject range
  - More recent – projects, diverse subject mix
  - Electronic, online, self-study, peer learning, groups

# Some will know a lot already!

(St David's)!



# Typical questions?

*Is it  
safe?*

*When will be the  
test / exam?*

*How much  
does it cost?*

*How long  
will it take?*

*Why can't I  
use the  
numbers?*

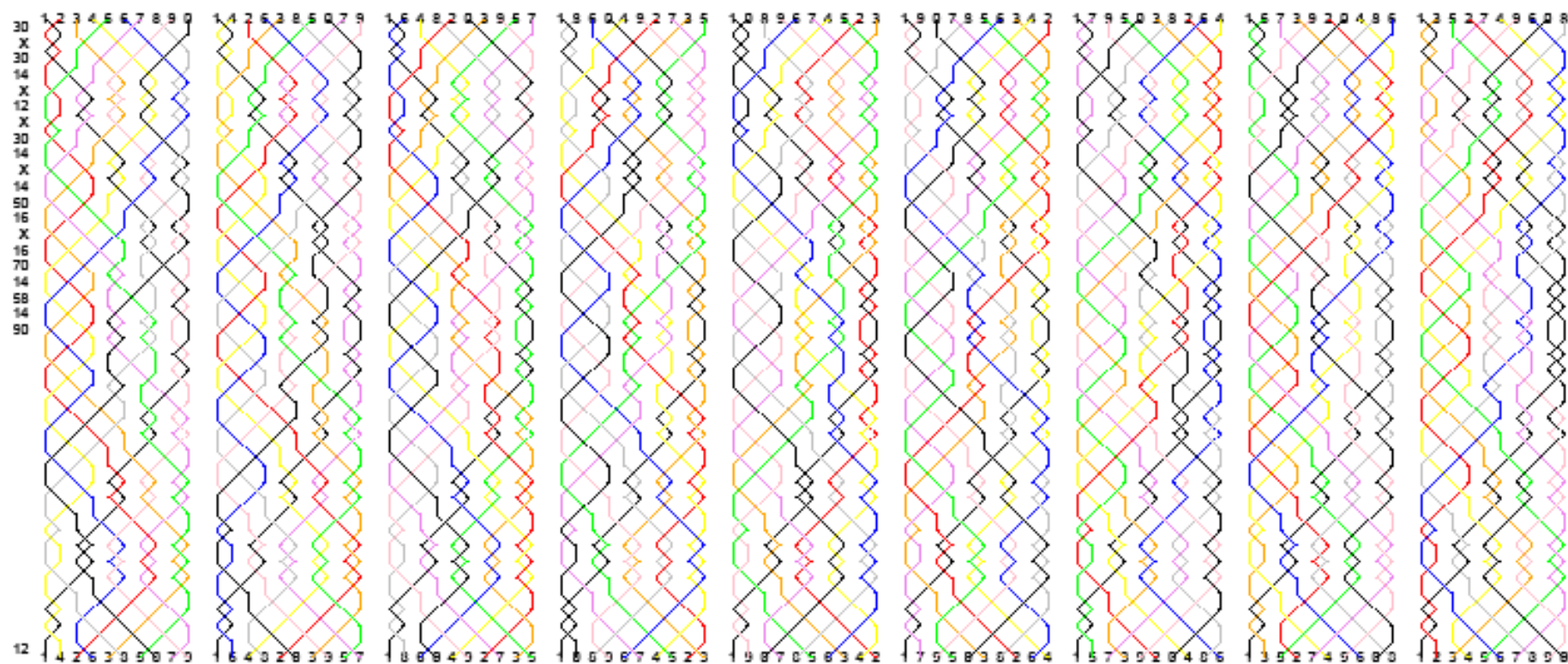
*What  
certificate  
will I get?*

*Why can't  
I do it?*

# Teaching - bell handling



# London Surprise Royal No.3



# 7. Some pointers – what ....

## – a ringing curriculum

- [Mechanics of bell handling](#)
- Rhythm of ringing changes (called and / or methods)
- Starting method ringing
- Conducting
- Advanced method ringing
- Composing
- Teaching ringers and teaching teachers
- Technical maintenance in and around the tower
- “Community and culture” – church and village / town / city integration, history, Guilds / Association, tours, socials, visits, foundries, mechanics, carillons .....
- Handbells - tunes and changes

## .... and how?

- Curriculum – in stages
- Modules – syllabus
- Structured schedule ie courses
- Lesson plans – *intended outcomes*
- Groups rather than individual
- Theory and practical
- “Classroom” and tower
- Taught and self-learning

## .... and how?

- Hand-outs / on line / books
- Encourage own note-taking but not rote learning
- Peers and team work
- Feedback – positive and supportive
- Variety of teaching styles
- Assessment --> qualifications / certificates
- At what cost / price?

# Make it fun, larger group activity



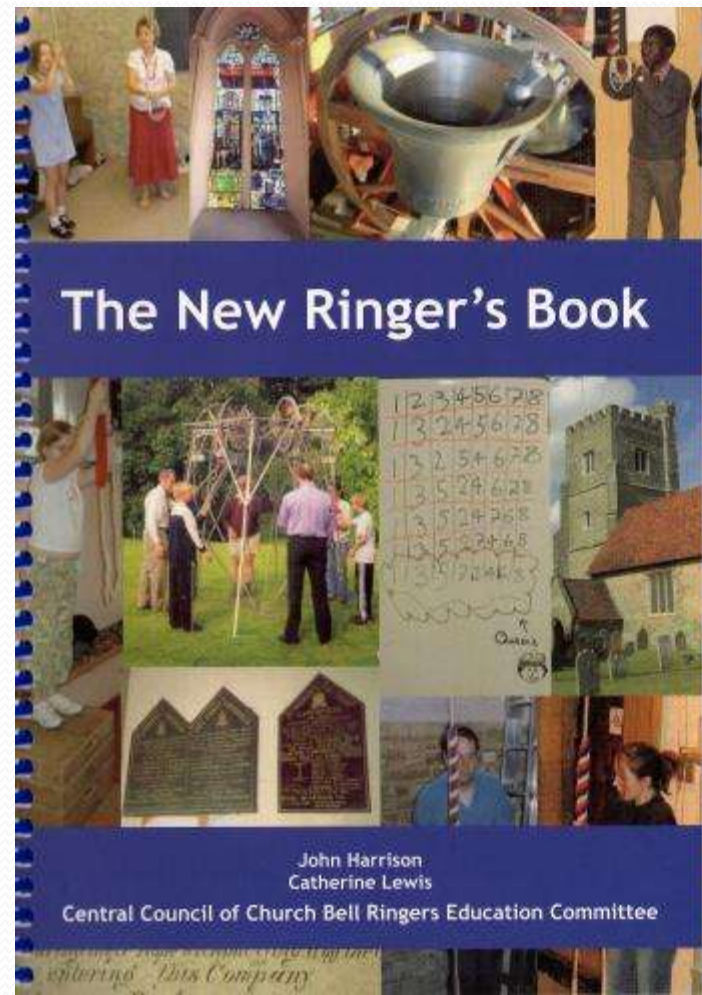
**Magdalen College School, Bell Ringing Club**

# Consider ---

- Focus on learners' styles
- Theory and practice - *declarative and functional*
- Different tutors – but consistent
- Variety - lectures, online, reading, visits, demonstrations
- Assessment – online, practical, other teachers, marks, grades

# Teaching material

- Central Council booklets
- Sherborne teaching aids
- ITTS
- Guilds and Associations?
- Consistency?



# Benefits of learning styles

- Students - help themselves
  - help each other
- Teachers - adapt to students

# Drawbacks

- Don't pigeon hole people in one style
- People use different styles as they gain experience and confidence
- Some learning needs one style or another
  - eg safety procedures!

# Reward and recognise success



Audley, Staffs Dec 2014 Campanophile

# Expect less -

- Dedication
- Commitment
- Perseverance
- Tolerance
- *“Will it be included in the exam?”*

## 8. Some concluding issues



# What about further advances and returners

1 – Learning - at different stages

- new learners - bell handling
- advancement in changes and methods
- lapsed ringers returning

*More than “just see what happens” on practice night!*

# Advancement – need more than ....

- “....look up Pudsey for next week...”
- Sparsholt, Hereford, other courses?
- Surprise practice monthly
- What methods, who will come, which teachers, what preparation, theory?

# Returns

- Pitch at the correct level to avoid boredom
- Was it embedded well in the first instance
- What have they forgotten
- Don't make assumptions?

# Teachers need to learn too!

## “Reflection”

- Did you intend to cover what was intended
- “critical incident” ie
  - What went well
  - What did not
- What questions were asked next session
- What had been forgotten by next session
- More than just ITTS?

# How do we spot and nurture talent?

- He is built like a rugger player!
- She is too short to play basket ball!
- What defines a potential ringer?
  - *She / he is just a natural!*

# Summary of key points

- Meet expectations and motivations
- Consider costs - outcomes
- Structured framework, stages
- Trained teachers - ITTS and more!
- Learner peer groups
- Facilities, learning aids
- Outcomes - awards / certificates
- External visibility and recognition

# A welcoming belfry – Inside and around the tower



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# Imagine taking up a new pastime!

- What do you expect?

# Your expectations

- Challenging and fun
- Friendly and welcoming
- Well lit, warm, dry facilities
- Refreshment and washing facilities
- Parking / transport, direction signs
- Costs , equipment needs, clothing
- Training curriculum, syllabus, awards, outcomes
- Competent, qualified teachers
- Safety, standards



So how well do we do in ringing?

# Ringling is welcoming!

- Recruiting and informing ringers - Advice, ringing times, contact details visible in church (even when locked), on church website etc
- Ringing leadership - Ringing master / tower captain – are they competent and confident to run ringing sessions?
- Ringing commitments - Services, weddings, funerals, church events, national events etc

# Funeral bier – the end is nigh!

(Fownhope)



# External environment

- **External environment** - Parking, signage, lighting, safe paths and access, known key holders, security, toilet, washing and kitchen facilities etc
- **External profile** - Tower / church website, church news sheets, etc regular and special ringing notified to local community
- **Church integration** - Interaction with clergy, PCC, church schools, choir, church groups eg scouts & guides, mothers and toddler etc. Annual ringers service

# Our welcome? Guildford - St Mary



# Basic facilities and equipment

- Ringing room - Temperature, clean, tidy, well lit, suitable seating, storage space, safe and secure.
  - *Constrained by structure, other users, etc*
- Technical inspection - Regular inspections by specialists
- Safety / risk assessments – Inspections with written assessments available for reference
- Handbells – Good condition, for changes and / or tune ringing

“Ah! That nice big storage space upstairs” – says the Church warden!

St Mary Shrewsbury



# Comfortable seating



Severn Stoke



# The only coat hook!

Severn Stoke

# Lighting in case of a power cut?

Tunbridge Wells



# Safe new ladder but .....

Langford (Oxfordshire)



# Ringling organisation

- **Tower organisation** - Committee, tower meetings, communication with members,
- **Tower finances** – Treasurer, maintenance, socials etc. Wedding fees at least £120?
- **Wider ringling community** - Local and national eg Association / Guild, Central Council, ITTS, ART, Ringling World, etc
- **Social interactions** - Non-ringling functions eg dinner, skittles, visits, holidays etc. Outings, foundry visits, carillons, handbell concerts...

# Kitchen facilities but .....?



Stretton Grandison

# Winter heating?

Barford St Martin



# Ringer training and development

- Ringers – personal challenges and achievements
- Ringing teachers - trained teachers of bell handling and further skills (*not necessarily the tower captain*)
- Tower training aids – In tower simulator, books, writing materials etc
- Training outside tower - Books, web based tools, apps

# Teaching facilities



# Flexible teaching spaces



# Helping progression

- Competitions - Striking competitions
- Peals / quarters - Mark special events, encourage and support ringing achievements
- Calling / conducting / composing - theory and practice
- Awards / certificates

# We can't just rely on the family!

(St David's)



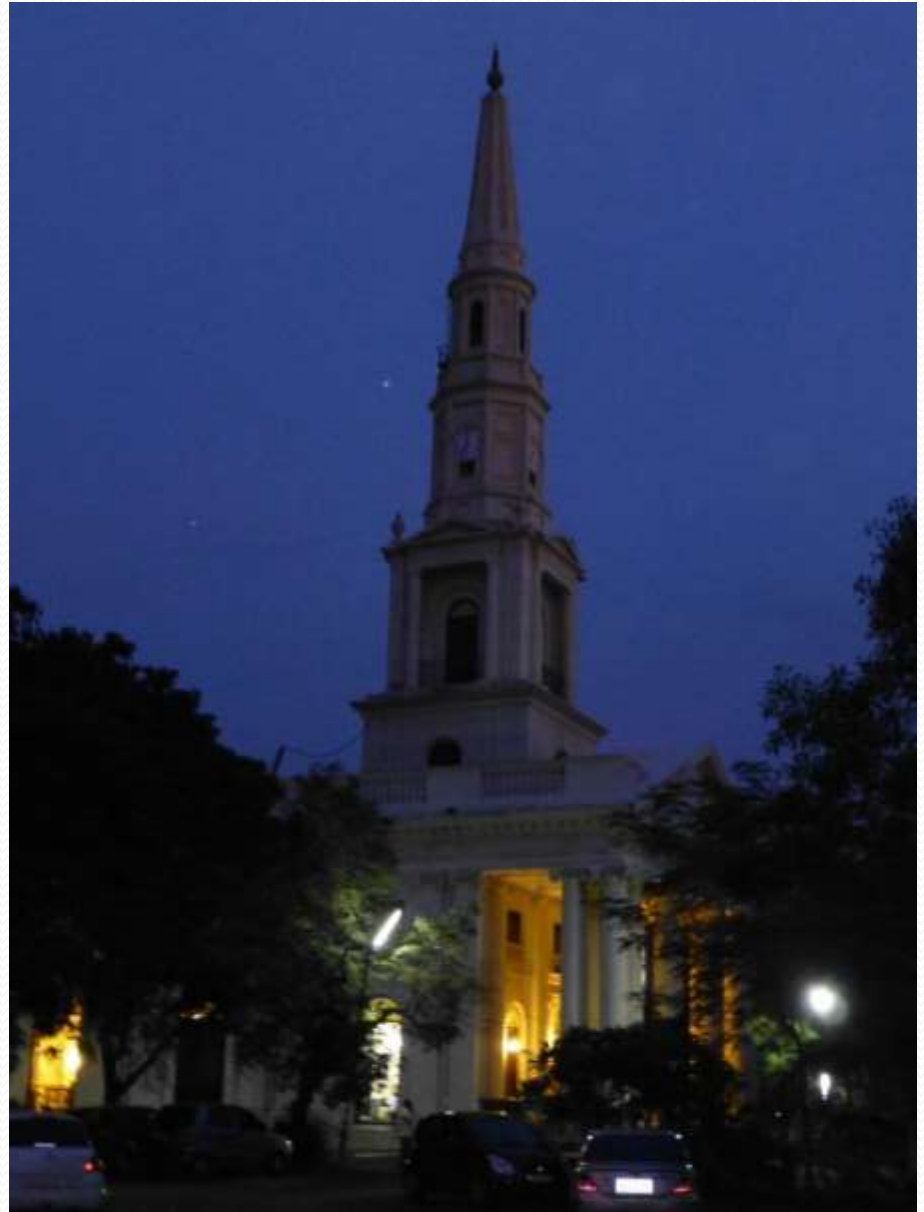
# Ringin in 2025? A vision?

- Vibrant, popular pastime for many – challenging, rewarding – exercise, geography, engineering, mathematics, history
- Remuneration for services rendered
- Elite achievements recognised by the general public, routinely
- 100,000 ringers, a waiting list to learn!
- Diverse membership reflects the nation

# Ringling in 2025? A vision?

- Flourishing businesses based on ringing, not just 2 foundries
- A national funded membership body, supporting and involving all ringers
- Recognised qualifications and awards
- Tower sounds collected by many – the new geocaching / orienteering

Name this  
tower?



... or is it still like this?

