

Presentation Synopses:

All presentations will be sent electronically to delegates by 21 September 2018

Session 1 – 11.00am

1 Can your students read?

HU 1.47

Can your students read? We too often focus on a product rather than the process and the journey. DMU resource list can be used to develop a living, evolving and co-created shared process that can emerge and develop throughout the degree programme and into postgraduate study.

Drawing on the literature and DMU data, this workshop starts by discussing some of the implicit assumptions around reading in higher education and the mismatch between student's confidence and lecturer's expectations.

It will discuss how DMU resource lists, interwoven with pedagogy, can be used at different levels of study to help develop students' confidence in relation to reading. This will include looking at specific examples of resource lists developed and used within DMU and will be followed by workshop style activities. You will get the chance to think about:

- Your own use and development of resource lists
- How to integrate them with teaching and learning approaches for the benefit of you students
- creative and innovative ways of using resource lists, such as possibilities around co-creation and assessment

Tracy Slawson, Marie Letzgus, Neil Skinner, Carol Keddie & Anna Richards (Various Roles within Library and Learning Services)

2 Capitalising on DMU Global trips to create a culturally competent curriculum'

HU 1.82

Through co-creation at every stage, Pinky, Buddy, Nicola utilised DMU Global to develop a trip that was culturally relevant to the diverse cohort and represented BAME students. The key aims were to echo the voice of the University through Freedom to Achieve and the voice of the students through module level feedback. The inclusion of Industry visits would give world working environment with professional role models. The visit would enhance the curriculum and student CV's by broadening cultural horizon, teach new skills and introducing the global market.

Buddy Penfold, Associate Professor International, Pinky Bazaz, the ADH Fair Outcomes Champion, & Nicola Taylor, Programme Leader BA Textile Design (Faculty of Arts, Design and Humanities)

3 The Personal Tutoring of Pharmacy students: Embedded within a Professional Skills module	HU 2.30
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This workshop will give participants an insight into how we have embedded personal tutoring and student wellbeing within a module, with the tutor acting as a facilitator of all aspects of student development; supporting students in the formulation of a Personal Development Plan (PDP). Attendees will be able to reflect on the potential relevance of the use of a structured student self-audit to formulate individual action plans and provide an opportunity for discussion of the role of the personal tutor as a facilitator of all aspects of student development, including emotional resilience.

Tania Webb, Associate Professor in Healthcare Professional Development, Jon Waterfield, Associate Professor in Pharmacy Practice and Nicola Ward, Senior Lecturer (Faculty of Health and Life Sciences)

4 Can sustainable developments be embedded in all DMU courses? Exploring practice and pedagogic principles	HU 1.48
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Participants will go away from the session with a greater understanding of the challenges and opportunities of embedding Sustainable Development –related content and pedagogic approaches in DMU courses, via examples of practice from DMU and other institutions. In addition, participants will have a stronger awareness of the support available, including a DMU Academic Innovation Project that will help six programmes to enhance their engagement with the UN Sustainable Development Goals in 2018/19.

Andrew Reeves, Senior Lecturer, Institute of Energy and Sustainable Development (Faculty of Technology)

5 Developing the teachers of the future with Universal Design for Learning	HU 1.50
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This session provides an overview of curriculum design from a Universal Design for Learning (UDL) perspective. Specifically, the presentation explores how UDL can be utilised to exemplify an approach to supporting learning known as the 'cheese sandwich'. The cheese sandwich allows contact time to be used to develop learner mastery of content rather than information transmission. Content is mastered through the development of cognitive skills via active learning techniques, interspersed with knowledge checks and regular in-session feedback, formative assessment and flexible learning resources. By the end of the session, attendees will have gained new perspectives on the design of curricula.

Kevin L Merry, Senior Academic Development Consultant (People and Organisational Development)

6 Towards a growth mindset culture: Challenges in streamlining student access to co-curricular learning opportunities	HU 1.49
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The Centre for Learning and Study Support (CLaSS) offer a number of self-selecting writing and study skills workshops within the LLS Open Programme. With the average take-up rate of Open Programme events ranging between 50% and 90%, and largely positive feedback, this provision appears to be relatively well used. However, a closer look at statistical data corroborated with informal student feedback suggest more needs to be done to enhance students' awareness of these co-curricular learning opportunities. This session provides an overview of the CLaSS current offer as well as existing promotional strategies and invites participants to provide suggestions for development.

Arina Cirstea, Lecturer and Hasan Ates, Learning Resources Coordinator-Placement, CLaSS (Library and Learning Services)

7 Reaching the hard to reach: A discussion exploring issues around student engagement	HU 1.51
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'Dare to Be' is a staff-to-student mentoring scheme with the broad aim of increasing student attainment, specifically contributing towards the institution's aim of eradicating the BAME attainment gap. Analysis of student engagement data revealed a stark difference in our male to female ratio: only 25% of BAME mentees were male.

Using data and research as stimuli, staff and students will explore issues around non-engagement, sharing ideas and good practice around innovative and creative approaches to reaching the hard to reach. Session takeaways will include a broader understanding of reasons around non-engagement and practical strategies to address this.

Beverley Hancock-Smith, Senior Lecturer (Library and Learning Services)

Session 2 – 12.00pm

8 'DMU Speaks – Helping Masters students disseminate their thesis research'	HU 1.47
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Attendees will leave the session with an understanding of a new initiative to help master's student disseminate their research in partnership with an academic that will be trialled in the Faculty of Business and Law in the coming academic year. Considering the forthcoming KEF government initiative and the priority of co-creation in the university's current teaching and learning strategy, initiatives like this will play an important role in future. Participants will also be able to provide valuable feedback to the presenters on the future design of the initiative.

Gary Chapman, Senior Lecturer and Dyneshia Johnson, Associate Professor (Faculty of Business and Law)

9 Designers who think: A post-graduate model using shared learning experience to breakdown cultural barriers	HU 1.82
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The session workshop will provide participants with a model as a method of shared learning to help breakdown cultural barriers and encourage active participation in learning. The Design Thinking Engagement Pyramid (DTEP) model utilises students' personal design and life experiences to create a base level of knowledge. From this a deeper level of learning is created through a series of gamified activities to encourage innovative design thinking and application of theory in a safe environment. The experiential method aims to bring together students and create an active learning community an improve attainment through collaboration and confidence.

Pinky Bazaz, Lecturer of Design in the Creative Industries, ADH Fair Outcomes Champion and Alis Iacob, PhD Student and PT Lecturer (Faculty of Arts, Design and Humanities)

10 An innovative new approach to course design using a co-creation approach to the scenario-based teaching and learning in Midwifery	HU 2.30
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This presentation will provide you with an understanding of:

- the pedagogic potential of technology facilitated scenario-based approaches to teaching, learning and assessment.
- how co-creation can be utilised to underpin aspects of the curriculum
- how co-creation can potentially be facilitated via scenario-based approaches
- the realistic challenges that are involved in the implementation of this approach
- how scenario-based resources can be developed, and the technologies that can be used to facilitate this development

Bernie Gregory, Senior Lecturer Midwifery, HLS Fair Outcomes Champion) Faculty of Health and Life Sciences) and Rob Weale, ELT Officer (Library & Learning Services)

11 A model for mixed delivery: Short and fat meets long and thin	HU 1.48
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Colleagues will be motivated to consider how a mixed delivery of intensively delivered; term and year long modules might have the potential to further enhance their existing curriculum design. Attendees will reflect upon professional practices in their subjects to identify the potential for embedment in their curriculum. They will leave armed with a range of possibilities for curriculum design, which we hope might encourage some reinvigoration and rethinking of the curriculum for the benefit of students and staff.

Jill Cowley, Associate Professor Performing Arts and Sally Doughty, Associate Professor Dance (Faculty of Arts, Design and Humanities)

12 Capturing the student voice to develop teaching and learning practice: The evaluation of Universal Design for Learning (UDL) at DMU	HU 1.51
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This workshop will address how to effectively engage with the student voice to reflect on and develop teaching and learning practice. The aim of Universal Design for Learning (UDL) is to embed inclusivity and choice for both lecturers and students. In this workshop we will outline our plans for evaluating student experiences of UDL and consider how these research methods could be applied to facilitate wider improvement in pedagogic practice. Attendees will explore how the principles of Participative Action Research (PAR) enable students to become partners in the enhancement of curriculum design, assessment and feedback.

Richard Hall, Professor, and Frances Maguire (Faculty of Health and Life Sciences)

13 DMUaspire: Boosting level 3 achievement; easing level 4 transition. A case study approach for aspiration raising, recruitment and transition	HU 1.50
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During this session attendees will:

- achieve an awareness of the DMUaspire programme rationale, design and evaluation
- hear the reflection of the application of DMUaspire from the student ambassador perspective
- consider contribution to future programme delivery, integrate elements of the programme into own module delivery and/or apply the DMUaspire model to own contexts

Louise Buckingham and Zara Hooley, Centre for Learning and Study Support (CLaSS) (Library and Learning Services), David Martin and Olga Galona, Student Ambassadors (DMU Local, Strategic and International Partnerships)

14 Growth Mindsets - Exploring ways of Building Mathematical Resilience	HU 1.49
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In this workshop we will explore what is meant by having a 'growth mindset' and consider the impact this has on learning and achievement.

You will be able to share and take away practical ideas about how to help your students develop a growth mindset and in turn build their mathematical resilience.

A guide will be provided, for those who are interested, to help you create and develop a mathematical mindset learning environment.

Karen Symons, Senior Lecturer Maths Support, Library and Learning Services & Richard Snape, Senior Lecturer Engineering (Faculty of Technology)

Attendees will gain insight into a variety of creative approaches to teaching and learning including;

- Using a card game to reflect on the benefits of using multiple sources of information in assignments
- The use of Lego to teach referencing
- Using mind mapping software in essay planning, and
- Visual learning tools to enable exploration and thinking in a creative, generative way

All of these approaches use active, constructivist learning techniques that help students arrive at knowledge and understanding themselves.

Come along to this demonstration and you'll come away with a range of ideas you can use in your own teaching.

Anna Richards, Kaye Towlson, Julia Reeves, Adele Creak and Carol Keddie, Various roles within Library and Learning Services