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## Workshop Outlines: Choice 1 at 10.50am - 11.50am

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### 1. Wearable words: creative vocabulary workshops as a tool to develop fashion students' writing (Room 1.47)

In the fashion industry written and verbal communication is as transient as the garments and lifestyles it seeks to endorse. This workshop explores the idea that alternative approaches to writing development are needed if fashion students are to find a voice that reflects innovation and contemporaneity. This workshop presents our approach to embedding creative vocabulary workshops in a Style and Colour module to assist students in producing a trend prediction package where written expression is part of the assessment criteria. It will also present some of the prediction packages to show how the fashion student's voice speaks to us in contemporary Higher Education.

#### Facilitators:

**Melanie Petch** - Melanie leads writing development in the Centre for Learning and Study Support at DMU: she works closely with course teams to develop approaches and resources that reflect students' contextualised needs.

**Dee Parker** - Dee is Senior Lecturer in the Fashion and Textiles Department (Faculty of Art and Design at DMU). She has a research interest in linking creativity to language and particularly in relation to undergraduates who have had a poor experience of writing.

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### 2. Creating a critical thinking toolkit for LLM- LPC( Legal Practice) distance learners (Room 1.48)

In 2011 a successful Teacher Fellow project bid resulted in the formation of a project group, consisting of the Course Director of LLM-LPC staff from the Centre for Learning and Study Support and the Skills Worker from the Faculty of Business and Law working together to produce an innovative and on-line resource for LLM-LPC students. This enjoyable and effective collaboration has supported the confident use of creative thinking, drawing on diverse expertise and expanding our notion of 'what's possible'. This workshop will describe the process and identify the key factors that underpin it, in what might be the basis of a template for similar activities.

#### Facilitators:

**Amarjit Morrow**: BA (Hons), MA Learning and Teaching. Amarjit originally qualified and practiced as a solicitor before deciding on a teaching career in 1994. She is a Principal Lecturer and Quality Assurance Co-coordinator for the Leicester Institute of Legal Practice, and Course Director of the LLM in Legal Practice. She has been involved in a number of projects for professional vocational courses including designing 'brain friendly' materials, developing resources for non traditional legal route students to become a solicitor and most recently, designing an e-learning online website to assist in the transition to M level studying. She is co-author of 'Storey's Conveyancing' and a Teacher Fellow.

**Annie Britton**: Annie was a Youth and Community Development worker for approximately 15 years, delivering informal learning in various settings, including youth and community centres and libraries, to adults and young people from a wide range of backgrounds. Annie began working in the faculty of Business and Law in the summer of 2003 as a Skills Development Worker and TQEF project manager. She is involved in the collaborative production of resources as well as delivering one-to-one and group sessions to students from induction up to completion of their Masters degrees.

**Mary Pillai**: Mary leads the Centre for Learning and Study Support at DMU, a small Learning Development team located within Library Services. This context - and the subsequent growth of a close working relationship with subject librarians - has led to the development of a seamless service to students and course teams across all levels of study. CLaSS provides central workshop and tutorial provision but also works closely with course teams to provide bespoke curriculum input. Last year CLaSS provided 112 sessions in 42 courses. Mary originally qualified as a Social worker but has worked in learning development in FE and HE for 20 years. She is a University Teaching Fellow.

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### 3. Developing Mathematical Thinking

Maths is a crucial component of many student courses, from nurses to engineers to psychologists. Students are frequently dismayed at this as they find the subject difficult, boring and even frightening. Even those who have tolerated it reasonably well up to now find the application of techniques and level of competence expected of them higher than where they feel they can cope easily and, although relatively willing, have no idea how to improve their skills. The Maths Learning Centre sees itself as a developer of Mathematical thinking; this incorporates analytical skills, logical reasoning and quantitative understanding. The Centre collaborates with relevant lecturers to provide specific support and development workshops, drop-ins and intense tuition. This workshop will give a flavour of what we do, why we do it, and why we believe developing an understanding of Maths enhances the whole academic experience for virtually all students.

**Facilitator: Jan Robertson** - Academic Team Manager, Maths Learning Centre. Jan is a mathematician, trained teacher and manager of the MLC with a wide range of experience in the field of education. She is interested in the methodology of conveying 'difficult' ideas in Maths to students and concerned to find ways of changing the negative perception of the subject which can so easily sour the student experience at University and beyond.

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**Workshop Outlines: Choice 2 at (12.00pm – 1.00pm)**

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**4. Not just another study skills resource ... the contribution of collaboration in enhancing the impact of learning materials (Room 1.47)**

Originating in the motivation to encourage students to fully engage with assignment support material that facilitates the development of independent learning approaches in the transition from Further to Higher Education, the Centre for Learning and Study Support at De Montfort University decided yet another study skills resource would have little to commend it, however a resource directly informed by student experience would have a wider application.

Taking a collaborative learning approach, working in partnership with students and staff from Further and Higher Education, this session will illustrate:

- How this process has contributed to the production of a 'Higher Education Assignment Toolkit' that has been informed and validated by students and staff in both sectors.
- Outcomes of an evaluation assessing the applicability and impact of the materials.
- The unintended outcomes from this climate of collaboration that have further enriched and challenged the developments.

**Facilitator: Louise Buckingham - Centre for Learning and Study Support DMU:** Louise has a learning development role as a senior lecturer based within the Centre for Learning and Study Support at De Montfort University. Her role involves supporting students across all levels and modes of study, and working in partnership with academic colleagues to develop practice that promotes student engagement with Higher Education.

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**5. Symbiosis! How learning developers and librarians work together at DMU (Room 1.48)**

Learning developers and librarians share more than a physical space at DMU. Since moving to Library Services in 2006, the Centre for Learning and Study Support has worked with librarians in the following ways: as co-teachers in the learning environment, as collaborators on research projects, as partners on transition projects, and as participants at networks. This workshop will chart the breadth and depth of this relationship by considering how and why it works effectively.

**Facilitators:**

**Melanie Petch** - Melanie leads writing development in the Centre for Learning and Study Support at DMU: she works closely with course teams to develop approaches and resources that reflect students' contextualised needs.

**Marie Letzgus** - Subject librarian for law with professional interest in e-learning. She takes a significant role in Learner Developer/Librarian (CLaSS) workshop programme. Currently involved in the JISC funded Library Impact Data Project (LIDP) project aiming to find a correlation between library resource usage and final degree results. Chair of the library group supporting and developing services for international students.

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**6. Study Skills inputs to Humanities subject modules (Room 1.49)**

There will be a summary of collaborations between DMU Humanities Academic Guidance and both University and Faculty colleagues. Following this, the workshop will concentrate on negotiated study skills inputs to a range of humanities modules. These inputs have been taking place since the academic 2000/2001. The workshop will include discussion on this practice.

**Facilitators:**

**Bob Richardson**, BA (Hons), Cert. Ed., MEd, FHEA: Originally from an Art and Design background, and subsequently studied Education at Garnett College and the University of Hull. He spent 10 years in the further education sector, where he was a deputy head of AVA and course leader for BTEC Media. During this time he also helped run an arts workshop for adults with special needs. Since 1993 he has worked at De Montfort University, and is currently Head of Academic Guidance and Principal Lecturer in Communication at the Faculty of Humanities. He is a Teacher Fellow of the University.

**Claire MacTavish** MA FHEA is an Academic Guidance Tutor for the Faculty of Humanities, providing tutorials and lectures in research and study skills. She was educated at the University of Leicester and De Montfort University (Bedford) and is a Fellow of the Higher Education Academy. Claire has worked at De Montfort University (Leicester) since 1992 and is one of the authors of the University's *Focus On* series of skills learning resources for students.