

Workshop Outlines - Choice 1 at 11.15am

Title: Planning for Success: Sustaining Learner Commitment in a Work-based Learning Context (**Room 2.33**)

Workshop Outline:

Sustaining commitment is perhaps the most difficult challenge for work-based learners.

Planning for Success (PFS) has been developed as a stand-alone, non-compulsory "unit" for learners joining the DMU Certificate in Professional Development. It acknowledges the particular needs of learners embarking on higher level study in a work-based setting.

Four fundamental aspects of the PFS approach are:

- development of academic skills;
- independent learning;
- confident help-seeking;
- managing an appropriate balance between work, study and other commitments.

This interactive workshop will provide participants with the opportunity to:

- work with the PFS materials;
- consider how the materials can be adapted for use in a variety of settings.

Facilitators: Mary Pillai Library Services (Centre for Learning and Study Support (CLaSS)) & Sue Bloy, External

Sue Bloy has over twenty years experience working with academic and support staff in the area of students' personal, academic and career skills development. Sue has a keen interest in issues relating to transition, not only at the point of entry to university but during the various phases of a student's higher education journey, and in particular the need to adapt materials for students studying in different modes and settings.

Mary Pillai manages the Centre for Learning and Study Support (CLaSS) at De Montfort University, working with course teams across the university to embed learning development into the curriculum, especially in the first year of study. CLaSS also offers extensive central provision to all students. Mary is a DMU Teacher Fellow and her research interest is the synergy between the development of independent learning and effective help seeking.

Title: Using conceptual models on professional degree programmes to enhance student learning (**Room 2.32**)

Workshop Outline:

In the workshop we give a brief overview of some of the existing theories of experiential learning and models employed therein including Kolb's learning cycle and Schon's "reflective practitioner". We will ask participants to reflect on their understanding of the relationship between 'theory' and 'practice' and, in the light of given examples, to discuss and design conceptual models which might be useful in helping various staff and students on professional degree programmes attain a better holistic picture of their learning.

The workshop will conclude by inviting discussion on other ways in which practitioners might review their current academic practice and create new conceptual models (ideally, in the light of collaborative, inter-disciplinary dialogue) to integrate theory and practice in ways that make better sense to the learner

Facilitators: Rachel Higdon & Pam Thompson, Academic Professional Development Unit

Pam Thompson is a Senior Lecturer in Academic Development and Programme Leader for the PGCertHE at DMU and her specialisms are creativity in teaching and learning; enquiry-based learning and teaching and learning on work-based and interprofessional programmes. She is undertaking a PhD which examines how far theories and concepts from art, photography and film might usefully inform poetic practice. She also works as a freelance poet and performer and her poetry collection, 'The Japan Quiz', was published by Redbeck Press in 2008.

Rachel Higdon is a Senior Lecturer in Academic Development at DMU. She also works as a consultant in education and business. Her specialisms are creativity in the curriculum; arts based training and transitions in education and work. She is undertaking a PhD that researches the contemporary student voice, in particular undergraduate and graduate expectations of their undergraduate degrees in the creative industries and their experiences of acquiring employability while at university.

Title: Learning and Leading at a Distance: using web 2.0 tools for teaching and assessment to develop leaders of dispersed teams (**Room 2.31**)

Workshop Outline:

This workshop will provide a case study in e-learning with work-based learners in Scotland – in particular, the use of web-based tools for learning and collaboration and a discussion of innovative forms of assessment using web-based tools.

The presentation will be based on Jane's work developing a specific e-learning module about leading virtual teams which she ran for two years with work-based learners in Scotland. Students' projects will be showcased and a number of web-

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based tools such as Blogs, wikis, online communities and the virtual classroom will be explored. Participants are invited to explore the **Virtual Leader** blog in advance of the workshop for further information and discussion of these themes.
<http://thevirtualleader.blogspot.com/2010/05/responding-to-employers-moving-into.html>

Facilitator: Jane Challinor, Corporate Development

Jane's CV includes over 20 years in NHS management, training and development. Between 2006 and 2010 Jane ran an e-learning leadership programme for managers in NHS Scotland. Jane is interested in the potential of e-learning to reach work-based learners and, more broadly, in the uses of the web for promoting lifelong learning.

Title: What do they really want? **(Room 2.30)**

Workshop Outline:

The work shop centres on research findings from two qualitative research projects undertaken in India in 2008 and in Ghana in 2009. The aim of the research projects was to determine what skills, knowledge and competences international employers look for when recruiting graduates who have completed Masters level programmes from a UK University. The data will ultimately be used to develop and extend the relevance of the curriculum to ensure the students graduate with the required level of knowledge and skill to secure employment in the international market.

During the workshop I will present some of the key themes emerging from the workshop and involve participants in a process of reflection and debate as to how they may be able to respond to the challenges raised by reviewing and remixing the range of curriculum and pedagogic strategies they currently employ in teaching and learning with their student cohort. The key themes transfer across discipline, national and international boundaries.

The workshop is applicable to all staff involved in direct teaching and learning, support functions, quality assurance and curriculum development.

Facilitator: Julia Pointon, Principal Lecturer, Department of Human Resource Management

Julia joined the University in 2001 having previously worked as a lecturer at Loughborough University and a researcher at Northampton University. Her doctoral research focussed on the relationship between individual professionalism among HR practitioners and the role of the professional body the 'Chartered Institute of Personnel and Development'. Her current research is concerned with the teaching and learning of International students. In 2006 Julia established an Internationalisation Special Interest Group through which she supports the development of pedagogic practice across the sector. In 2009, recognition of her work, Julia was awarded a National Teacher Fellowship.

Title: Enhancing Employability through International Volunteering Expeditions: Raleigh International **(Room 2.86)**

Workshop Outline:

This workshop aims to provide an example of good practice in employer engagement and knowledge transfer, where the focus of a collaborative project is employability enhancement. Established in 1978 as Operation Drake, Raleigh state their aim as:

- 'to inspire a generation to be all that they can be; to awaken a sense of life-purpose and belonging, and unite them as part of a global community who can work together to rise to the challenges of the world we live in'. (Raleigh 2009)

This workshop will disseminate the results of this collaboration, with the opportunity for participants to:

- Learn more about the employability-enhancing potential of Raleigh expeditions;
- Consider the development potential of the Raleigh experience for their own students or employees;
- Evaluate the potential to enhance employability of either themselves, students or employees through international volunteering.

In a challenging labour market for graduates, many will be seeking an 'edge' in respect of their CV-enhancement, and existing research has suggested that:

- Raleigh increased career ambitions for 83% of participants (IPPR 2009:8);
- 90% of employers rely on non-academic achievements in graduate recruitment and selection, employers surveyed rated a Raleigh expedition as the second most constructive use of a gap year, after a years' work experience, and ranked ahead of UK based volunteering, individual overseas volunteering or gaining a new skill or qualification (Raleigh 2009b).

Raleigh perceive themselves as a provider of learning experiences rather than a 'gap year travel company', and as such commissioned this research to enhance their understanding of the outcomes gained at an individual level by expedition participants.

Facilitators: Dr Andrew Rothwell and Dr Brandon Charleston

Dr Andrew Rothwell - Department of HRM, Faculty of Business and Law, De Montfort University. Andrew has over twenty years practical experience in Education, Employability and Personal Development, and a significant research profile in respect of Employability and Continuing Professional Development.

Dr Brandon Charleston - Education & Development Adviser, Raleigh, & KTP Associate, Birkbeck University of London. Brandon has a wealth of experience in relation to international volunteering assignments, which were also the focus of his Doctoral Studies at Leeds University Business School.
