

## Session 1 – 11.00am

1 Lived Experience Enhancing Student Learning	HU 1.49
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**Workshop:** Our aim is to demonstrate our skill and enthusiasm in working with students. Attendees will understand why it is important to involve Service Users and how our input enhances the students’ learning experience. They will have the opportunity to develop and discuss ideas for involving service users in the workshop. They will gain a knowledge and understating of our role and clear instructions on how to work with service users in the future.  
**Facilitators:** *Tracy Coleman, Sara Coulson (HLS), Sid Jeewa (Disability Works), Zygygy Banks, Alison Roberts, Jelena Matijas, (Service User Advice Group) and Anisa Ali (Student)*

2 ‘The Great (Didactic) Escape’: Engaging students through problem-based learning	HU 1.50
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**Workshop:** Participants at this workshop will be invited to experience a creative learning approach which takes the focus away from the facilitator and towards the student-team. Participants can reflect on their own teaching approaches after taking part in an immersive escape room in which: The aliens have landed... in Kimberlin Library! Delegates can escape the alien invasion by undertaking a series of critical writing challenges whilst the extra-terrestrials monitor their responses.  
 Following the playtest the team will share lessons learnt from their pilot with students. They will outline how participant feedback and practitioner reflection led to the development of the current iteration of the escape room. The team will finally lead participants in a wider discussion on broadening access to escape room style workshops.  
**Facilitators:** *Bev Hancock-Smith; Zara Hooley, Senior Lecturer (LLS)*

3 Creating Universal Teaching Learning & Assessment Strategies (CUTLAS): Designing Learning for Engagement	HU 1.51
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**Workshop:** Participants will have experienced how to embed the principles of UDL into collaborative curriculum design to optimise student engagement.  
**Facilitators:** *Ian Coleman, Academic Learning & OD Consultant, People & Organisational Development*

4 Why the polymath approach is critical to student engagement and curriculum development?	HU 1.82
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**Workshop:** During the workshop attendees will gain an understanding on the application of polymath approach in teaching and research. The session will explore Interdisciplinary, cross-disciplinary and multidisciplinary approach in classroom to engage students. The workshop will provide a framework to plan teaching sessions to enhance student participation. The workshop additionally focuses on the importance of embedding UN Sustainable Development Goals in the curriculum that can prepare students for real life challenges. This presentation thus proposes the survival strategy for both teachers and students in the wake of the neoliberal challenges in higher education and advocates for the polymath approach to enhance the scope of media pedagogy.  
**Facilitators:** *Indrani Lahiri, Senior Lecturer, Dr Claire Sedgwick, Lecturer, (CEM), Charlotte Lingham (Alumni), Marta Franka, Gerda Augeviciute, Katarzyna Kmiecik, Matyna Szymd and Mahima Kshatriya (Students)*

## Sessions Synopses

Please note sign up for these sessions will take place during Registration

5 Using an Enquiry Based Learning tool to encourage student engagement HU 2.08

**Workshop:** Participants in the workshop will take part in a business simulation as an example of an enquiry-based learning exercise. The simulation will be an active team-based exercise within a competitive environment. It will be participant driven with minimal input from the facilitators. The aim of the session is for participants to reflect on how the use of a simulation exercise can stimulate interest, engage students and promote learning, with a view to seeking opportunities for such activities in their own subject area.

**Facilitators:** *Darren Sparkes, Associate Professor (BAL), Neil Young, Senior Lecturer (BAL) and Matt Davies (Senior Teaching Fellow, Aston University)*

6 'You Call This archeology?!': Exploring learning through material culture HU 2.30

### Presentation with Workshop component

Further information coming soon.

**Facilitators:** *Ellen Wright, Senior Lecturer in Cinema and Television History and Programme Leader, Film studies (CEM)*

7 We hate group work: a postgraduate student perspective HU 2.31

**Workshop:** The workshop will intend to start a dialogue on how to manage and facilitate group assignments on postgraduate design courses. The session will explore issues related to group structure diagnostics, support and assessment.

**Facilitators:** *Alis Iacob and Zakera Kali, Lecturers in the Creative Industries (ADH)*

8 Learning Together with students in prison HU 2.86

**Presentation:** This presentation will reflect on the development of courses in prison that involve DMU students studying alongside prison students. Attendees will emerge with a greater understanding of the benefits, challenges and opportunities for this type of work, considering the unique pedagogic environment created. There are things we have learnt about teaching in prison, but also about the types of learning experience our DMU students benefit from and value most.

**Facilitators:** *Ross Little, Senior Lecturer (HLS), Alisha McDonald, DMU Graduate*

## Session 2 – 12.00pm

9 Contextualising project feedback (using DMU Replay) to engage students in their learning HU 1.49

**Workshop/Demonstration:** Attendees will go away from the session with an understanding of how to use DMU Replay to create audio visual feedback as part of the assessment process and the benefits this affords both students and staff. For students, by producing feedback in this way they are able to constantly review their comments and are able to see other student feedback (no marks) and see areas for improvement next time. This method provides opportunities for transparency with the marking process as well as support for students who may have language or learning barriers (Universal Design for Learning).

# Sessions Synopses

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**Facilitators:** Nicky Harding, Programme Leader in Interior Design and Brian Wealthall, Senior Lecturer in Interior Design (ADH)

<b>10</b> Ten Ingredients to embed Education for the Sustainable Development Goals in Taught Courses	HU 1.50
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**Workshop:** This session aims to provide attendees with an accessible introduction to engaging with sustainable development and the sustainable development goals (SDGs) through teaching and learning. A one-page thinking tool that was successfully piloted with staff and students through a DMU Academic Innovation Project in 2019/20 provides the practical focus for the session. Participants will have a chance to apply the tool, reflect on the results and hear short case studies of DMU practice. Overall, participants will develop a stronger understanding of the sustainable development agenda and develop specific ideas on how to engage with it through their own practice.

**Facilitators:** Andrew Reeves (CEM), Ros Lishman (BAL), Kutoma Wakunuma (CEM) and Claire Lerpiniere (ADH) - All Senior Lecturers

<b>11</b> Engagement in context. Engagement as terminology, as concept and as principle	HU 1.51
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**Debate:** Attendees will be invited to consider and debate the meanings of 'engagement' in their local contexts, in the DMU context and in the current higher education context, more broadly. Attendees will be able to reflect on 'engagement' in its multiple guises. Through debate as well as the sharing of experiences within their own programmes and student cohorts, attendees will hopefully leave with a more nuanced understanding of engagement, which might in turn foster new and additional ideas for or approaches to teaching, assessment and curriculum design.

**Facilitator:** Dr Debbie Le Play, University Senior Tutor (EGLS)

<b>12</b> Co-created, work-related teaching approaches to increase student engagement	HU 1.82
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**Workshop:** This session will explore how the university can work collaboratively with employers on curriculum design in order to enhance student engagement and employability. A case study from The Leicester School of Nursing and Midwifery will be shared. Attendees will have an opportunity to discuss and consider practical ways in which they could apply this to their own students.

**Facilitators:** Janet Sayer, Senior Lecturer (HLS) and Karen Symons (LLS)

<b>13</b> Teaching Strategies for Engaging Students: Threshold Concepts in Academic Skills Development	HU 2.08
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**Workshop:** Encouraging and developing student engagement is a complex process, but one important factor relates to inclusive teaching and learning approaches (Hockings 2010). We will consider how the design and delivery of the curriculum can be tailored to provide inclusive approaches which take account of student profile and needs, by using the example of the DMUaspire programme. In addition, we will explore whether the notion of threshold concepts (Meyer and Land 2006) might be useful in explaining student engagement. Participants will be encouraged to consider whether strategies and methods discussed could be usefully incorporated into their own teaching and learning contexts.

**Facilitators:** Louise Buckingham, Academic Team Manager, Emily Forster, Lecturer, CLaSS and Marta Ulanicka, Lecturer, CLaSS (all from LLS)

<b>14</b> Introducing the DMU Writing Circle: Building capability to engage students in developing their academic writing	HU 2.30
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**Presentation:** Attendees will learn about plans for the DMU Writing Circle, an LLS initiative in support of staff and researcher writing. The theoretical underpinnings of ‘social writing’ and the potential to extend participation in this kind of ‘community of practice’ to taught postgraduate and final year undergraduate students will be discussed. The concept of engagement as it relates to social writing be critically discussed.

**Facilitator:** Jason Eyre, Senior Lecturer in Learning Development, Centre for Learning and Study Support (LLS)

<b>15</b> Teaching Research Methodology through Data Analysis	HU 2.31
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**Presentation:** Engaging students in data analysis can provide an opportunity to draw on prior knowledge and experience, enhancing their understanding of research methodology. However, the design of introductory research methodology courses often leaves little time to explore data analysis as topics are presented in a sequence that mirrors the research process. We examine the benefits of integrating data analysis throughout the entire course, specifically the usefulness of learned analytical skills in improving student comprehension of research methodology and various aspects of the research process. Attendees will go away with solutions for addressing student weaknesses in learning the research process.

**Facilitator:** Thomas Eatman, Dean of Academic Affairs for Postgraduate Programmes and Research, Niels Brock Copenhagen Business College

<b>16</b> Understanding the Factors that Influence Student Engagement: An Asian Perspective	HU 2.86
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**Workshop:** This highly interactive workshop will give participants: An appreciation for the factors that influence student engagement among university students in an Asian country. Are these factors different from those experienced by students in the UK, Europe, USA or other countries?

Benchmarking information on best practices in enhancing student engagement. What effective interventions have other universities adapted to enhance their students’ engagement?

Opportunities for “moving forward” to improve student engagement among university students.

Chance to collaborate in further research on other aspects of student engagement.

**Facilitator:** Melva M Diamante, D.B.A., Graduate School and President of SISFU, a TNE partner of DMU

ADH:	Faculty of Arts, Design and Humanities
BAL:	Faculty of Business and Law
CEM:	Faculty of Computing, Engineering and Media
EGLS:	Executive, Governance & Legal Services
HLS:	Faculty of Health and Life Sciences
LLS:	Directorate of Library and Learning Services
SISFU:	Southville International School Affiliated with Foreign Universities