



# Transforming Learning, Transforming Lives

Conference hosted by the 2013/14 cohort of the DMU  
Postgraduate Certificate in Higher Education  
30<sup>th</sup> April 2013 - Trinity House, Chapel

## Keynote Speaker: Professor Jonothan Neelands

Professor Jonothan Neelands PhD, DSc is a National Teaching Fellow, Professor of Creative Education at the Warwick Business School (WBS) and Chair of Drama and Theatre Education at the University of Warwick. In addition to his academic profile, he is an experienced creative workshop leader and drama practitioner, with a national and international reputation for delivering high quality keynotes and master classes. From 2010 to 2013 he was Strategic Academic Lead for Teaching Shakespeare, a joint venture with the Royal Shakespeare Company. Currently he is Director of Study for the Warwick Commission on the Future of Cultural Value.

As Associate Dean for Creativity in WBS, he is working with colleagues to develop a range of creative infusions and interventions both into the curriculum and the extra-curricular life of the School. These include student performances and participatory theatre workshops that use classical literature to explore the human questions and issues at the heart of all businesses. He is interested in developing a future oriented and problem based pedagogy for business education and training with an emphasis on ethical and inclusive models of leadership.



Research interests include: the value of the arts in education and in the broader society; the theory and practice of drama and theatre education; participatory pedagogies and politics; teaching artistry and the work of teaching artists; models of cultural and creative learning; the politics of cultural and education policy-making; teaching in urban settings; creativity and entrepreneurship.

**Further information:** <http://www.wbs.ac.uk/about/person/jonothan-neelands/>

## Keynote Session:

### What Next? Why teaching matters in REF world.

The digital revolution continues to transform the HE landscape and the increasingly sophisticated possibilities for virtual and distance learning are challenging the normative HE pedagogies of the lecture hall and seminar room. The need to understand and maximise value whilst managing costs and quality is challenging a reliance on on-site modes of mass delivery that can depersonalise the student experience as well as staff intensive modes of seminar and small group delivery that increase costs. The globalisation of the HE market and intake together with a growing dependence on market dynamics are foregrounding student satisfaction and voice. Now that technology has made engaging with campus based learning a choice, and that the quality of the student experience determines the market position of campus based University courses, what virtual and actual pedagogies and added value experiences will emerge? What might the pedagogic responses be to the challenges of diversity, scale, cost and international relations?

