

Parallel Sessions 1 – (11.10am – 12.00pm)

1	<p>Disruptive Incongruity: comedy and pedagogy</p> <p>Workshop: This workshop will explore the disruptive pedagogic potential of stand-up comedy. Participants will encounter performance strategies employed by stand-up comedians and think about these as techniques that might be used to challenge students in ways that enhance their learning experience? Games and exercises used by comics to generate material will also be explored and identified as ways in which to challenge, inspire, and motivate new ways of thinking in the classroom.</p> <p>- Adam Ainsworth, Louise Peacock and Lucy Amsden (All from ADH)</p>
2	<p>Processes of disturbance and disruption in performance practices</p> <p>Presentation/discussion: This session examines the pedagogic processes that have been employed by the DMU BA Performing Arts team since March 2020. Our third-year project 'Performance Company' in collaboration with Gecko (April '20) and Gob Squad (November '20) will provide further key case studies for modules that positively react to shifting disruptions.</p> <p>The collective aims to offer attendees an insight into the possibilities of embracing disruption as a mode of understanding, challenging and creating contemporary performance practices. Themes include:</p> <ul style="list-style-type: none"> • Embracing practical processes of deconstruction • Digital realms as a space for polyvocality • Potentials of embodied pedagogies in digital spaces <p>- Rosie Garton, Mark Crossley, Jason Benson, Pete Shenton, Kerryn Wise, (ADH, BA Performing Arts teaching team) and input from selection of students</p>
3	<p>Using creative and contemplative pedagogy to promote learning efficacy and wellbeing for first-year, undergraduate students</p> <p>Presentation: This session presents action research findings from an Academic Innovation Project during the 2019/20 academic year.</p> <p>This project supported transition into university by providing two workshops delivered to first-year DMU undergraduate students. The 'LEGO Serious Play' and 'Reframing' workshops allowed students to reflect on their educational journeys and challenges by providing activities which encouraged discussion and creative thinking.</p> <p>We present the findings and demonstrate the benefits for embedding workshops of this nature into first-year course curricula, including student and staff perspectives.</p> <p>Attendees will take away practical and playful ideas for reducing student anxieties and encouraging new perspectives on academic assignments.</p> <p>- Ruth Jindal ADH and Julia Reeve LLS</p>
4	<p>Verbal Pictures (i.e. storytelling in relation to theory)</p> <p>Presentation: Everyone learns in a different way. Teaching pedagogy at times fails to acknowledge students need to be inspired, to allow engagement with academic theory. Yes, there are various technological platforms with flashing lights and examples to help with student engagement. However, storytelling can be very effective in providing a verbal picture of a scenario which students remember. The attendees will be encouraged to use their voice to add drama and interest to their teaching. By taking part in story telling exercises which will develop their confidence and pedagogical skill base.</p> <p>- Rachel English BAL</p>

5	<p>Compassionate pedagogies at the heart of DMU? - Starting a discussion</p> <p>Debate/Discussion: There has been an increasing recognition of the essential need for compassion and kindness in Higher Education and our wider communities. Other HEIs have been actively engaged in critical compassionate pedagogical dialogues; critiquing institutionalized policies and practices, and engaging in self-reflexivity focussed on re-centering compassion at all levels. This workshop will provide participants with the opportunity to initiate discussions regarding how compassion can be operationalised and how we create a culture of compassion inside and outside of the classroom; also considering how we prioritize the overall well-being and holistic development of our staff and students in the face of a crisis.</p> <p>- Nicola Ward HLS and Zoe Allman CEM</p>
6	<p>e-Biology: an emerging virtual resource for learning biology and clinical biochemistry</p> <p>Presentation: Attendees will be provided with a complete description of the strategies and steps used to produce e-Biology®, a novel virtual package for learning human biology and (bio)chemistry available from the DMU website. The audience will also see disruptive teaching strategies using the different resources and tools available in the package to provide a more dynamic and engaging education in different STEM subjects.</p> <p>- Antonio Peña-Fernández¹, Chris Young¹, Michael J. Randles², Carlo Breda¹, Natruedee Potiwat¹, Ines Ramos¹, Tiziana Sgamma¹ and Mark D. Evans¹</p> <p>¹Leicester School of Allied Health Sciences, HLS ²Chester Medical School, University of Chester</p>
7	<p>Student Lecturers are the future: come and meet us to find out why!</p> <p>Presentation: Meet the Student Module Leader and Student Lecturers in this lively interactive session to find out about a sector-leading and powerful student-created initiative, aiming to solve wide ranging current academic challenges. Meet the first Student Module Leader whose activities and ideas, from co-teaching to co-writing the MEP and restructuring the curriculum, enhanced the module. Also meet the Student Lecturers, who have co-created and transformed many aspects of their modules' teaching, learning, assessment and feedback. Hear about the highly impactful results, the tremendous benefits to staff and students, and how to implement this in your area.</p> <p>- Philippe de Gusmao Araujo HLS, Hannah Bridge, Rachel Cornish, Palak Gill, Vidu Kumaraguru, Mansi Patel, Similoluwa Shobalaju, Kelly Wan and Dr Jo Rushworth"</p>
8	<p>Developing students as critical thinkers</p> <p>Workshop: This session will introduce attendees to the new Critical Thinking toolkit and offer them opportunities to engage with some of its activities and test their own critical thinking skills. They will also have chance to discuss best strategies to develop students into critical thinkers.</p> <p>- Anna Richards and Arina Cirstea LLS</p>
9	<p>E-commerce as an Integrative Context for Learning: An Evaluation of Student Interest in a Proposed Programme Innovation</p> <p>Presentation: Attendees will leave the session with an understanding of how digital commerce can be utilised as an integrating context for learning, or a framework within which students can construct their own learning experiences while being guided by faculty and partners engaged in knowledge sharing. By placing students in the driver seat, this disruptive pedagogy can serve as a vehicle for bringing together theory and practice. We consider alternative models for implementing this strategy, potential hurdles to achieving intended outcomes, and the results of a survey of 75 International Business and</p>

	<p>Management graduate students regarding their interest, willingness, and ability to participate in the proposed activity.</p> <p>Thomas Eatmon (Neils Brock Copenhagen Business College)</p>
10	<p>Climbing Everest: ascending the mountain of modern HE student engagement</p> <p>Presentation: A deeper understanding of what is actually meant by the term student engagement and, their role in how they influence student engagement. I will provide take away strategies underpinned by theory and support by experience and evidence to challenge modern student engagement to generation alpha learners. Most importantly, how to actually develop cognitive acquisition of new knowledge via a hierarchical platform.</p> <p>- Geoff Hughes POD</p>

KEY:

ADH	Arts, Design and Humanities
BAL	Business and Law
CEM	Computing, Engineering and Media
HLS	Health and Life Sciences
LLS	Library and Learning Services
EGLS	Executive, Governance & Legal Services
POD	People and Organisational Development
SIE	Social Impact and Engagement