

Parallel Sessions 2 – (1.40pm – 2.30pm)

11	<p>How to improve student engagement, preparation, time management, participation and performance</p> <p>Presentation: This session will describe the development of a study guide designed to enable students to manage their own time away from the classroom and prepare more effectively for taught sessions. The results of a survey carried out with two groups, one first year, one final year, will be presented showing how the students responded and what impact the study guide had. Further developments will be identified and colleagues will be asked to comment on the findings and suggest potential additions to the material.</p> <p>- Roger Saunders BAL</p>
12	<p>Case Studies of the Future- Flipping Case Methodology as a Tool for Decolonization</p> <p>Presentation: These are the case studies of the future: developed in partnership with students and enterprises; engaging and enabling active learning; solution focussed; and potentially knowledge creating. Drawing on the success of flipped classroom instructional strategy, this is a presentation on how case study methodology is being revisited in a study that explores how case methodology may be used a tool for decolonisation. In this session you will discover how flipped case studies can be developed; explore how new and existing case studies can be flipped; interrogate how sound pedagogical practice can be maintained and appraise how decolonisation can be achieved.</p> <p>- Natasha Katuta Mwila BAL</p>
13	<p>Storytelling as the practice of freedom: a transgressive pedagogy to enable decolonising in the classroom</p> <p>Workshop: This session offers an insight into the impact and application of storytelling and sharing lived experience in the classroom. The practice of storytelling liberates learning, values diverse experience and frees students to receive, comprehend and consider knowledge. Attendees will discover how the transgressive pedagogy of storytelling links with decolonising and can offer a co-creative and disruptive mode of teaching. The session will look at what is offered through the Kimberlin Sessions programme, a part of Decolonising DMU, and how these sessions may offer tools to impact your classroom and the learning and sense of belonging offered to your students.</p> <p>- Sumeya Loonat, BAL and Kaye Towlson, LLS (Decolonising DMU Fair Outcomes Champions)</p>
14	<p>Say it Right</p> <p>Workshop: This session will begin a conversation around pronouncing non-English sounding names. Attendees will gain an understand of linguistic discrimination in the Higher Education context. We will cover:</p> <ul style="list-style-type: none"> • The impact and legacy of colonialism • Practical advice on how to pronounce names correctly • How linguisticism impacts our students and staff <p>Attendees will take away practical actions that can be applied in every day teaching and learning.</p> <p>- Kaozara Oyalowo DSU and Heena Qamar Chaperon DSU</p>
15	<p>"Rethinking Critical Thinking with East Asian Students - Yes, we can, and we must. And we are doing so.</p> <p>Workshop: This session aims to co-create collective new knowledge on creative thinking with East and Southeast Asian (S/SEA) students. The theme is around imagining alternative creative thinking toolkits outside the existing framework of critical thinking. It will empower</p>

	<p>participating students with new confidence and academic skills which they can carry with them into their futures. Through facilitating students with post-colonial reflections on how the idea of critical thinking may have been manifested in culturally specific ways, the workshop will also identify, analyse and deconstruct one of the most widespread 'myths' placed upon E/SEA students, that they are struggling with critical thinking. #DecolonizingDMU#</p> <p>- Tian Ma HLS</p>
16	<p>Decolonising DMU: How we can make our teaching truly inclusive?</p> <p>Workshop: This session will share ideas about how to decolonize the curriculum and how we can achieve this at DMU. It will provide an overview of tangible steps HE teachers can take to challenge what is considered 'central' in their learning and teaching environment, giving the opportunity for diverse voices and experiences to be explored in their teaching, both in design and/or delivery.</p> <p>- Hardeep Basra POD and Melanie Crofts BAL</p>
17	<p>Lived experience as expertise in module co-creation: the example of special educational needs, disability and neurodivergence</p> <p>Presentation: Using an Advance HE Good Practice Grant, we're re-developing our Special Educational Needs and Disabilities module through co-creation with people who are disabled, neurodivergent and/or have SEN, along with families and practitioners. Starting from principles of anti-oppressive practice, we recruited a core group of DMU students to a steering group that would lead the co-creation process.</p> <p>This session will cover our progress so far, as well as the challenges we've faced, and encourage a discussion of where we can go next, in terms both of our project and of the most effective and ethical future for co-creation at DMU.</p> <p>- Rosi Smith and Emma Wright (Lecturers in Education), Luke Bassi, Melissa Vernon, Robyn Wall and Lucinda White (Student Steering Group Member)</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