

Parallel Sessions 3 – (3.10pm – 4.00pm)

18	<p>Shared experiential learning in a time of isolation</p> <p>Coming from a Design background one of the best things about our Programmes was the shared studio space. This allowed our students to peer learn across Programmes and years, investigating new skills and learning techniques not core to their Programme.</p> <p>Then isolation struck – the studio lying dormant in VJP students were scattered to their bedrooms, only engaging with their core module content. Losing such a vibrant environment caused us to question how we could recreate this online.</p> <p>By attending this session you can see the projects we undertook and the tools we investigated to create a social digital space for our students to engage across levels and Programmes.</p> <p>- Nick Rowan ADH</p>
19	<p>'Breaking the Fourth Wall': Taking the Practice of Policy-Making into the Classroom</p> <p>Supporting a more participatory and transformative approach to learning, this session calls for an ethos of engaged activism in the classroom. In dialogue with participants, it seeks to establish the principles for such an ethos and how it might inform students' own engagement with the complex challenges facing contemporary societies. In so doing, it draws on the experience of the Policy Commission and other initiatives to consider how we can further integrate into teaching and learning the art of puzzling, problem-driven learning, self and group critical reflection, and communicating for influence. We conclude by considering the steps to take such engaged activism forward, exploring how we can overcome any potential clashes with the institutional norms of universities.</p> <p>- Alasdair Blair EGLS, Chris Goldsmith, Steven Griggs, Steven Parker & Jo Richardson (BAL)</p>
20	<p>Self-reflection as an assessment: have we reflected on why we are doing it?</p> <p>Workshop: In designing our undergraduate courses, have we considered why we are using self-reflection as part of the assessment? This workshop will explore some of the strengths and weaknesses of this form of assessment. Student perspectives will be included, and we will encourage you to reflect upon them for your own practice.</p> <p>By the end of this workshop, you will have a better idea about developing this form of assessment to promote learning. It is not the quick and easy fix that many may imagine it to be.</p> <p>- Alistair Jones and Ros Lishman (BAL)</p>
21	<p>Applying 'Learning-by-doing' in undergraduate project management teaching via Engineers Without Borders Student Projects integration</p> <p>Presentation: This presentation shares experiences in educating project management (PM) to engineering students - a challenging task due to the nature of the general and abstract PM concepts and knowledge. A project-based action learning (PAL) framework is developed to allow students to practice their learning via doing an award-winning project of Engineering for People Design Challenge (E4PD) organized by Engineering without Borders UK. Learners are engaged and motivated to deliver high quality work, e.g. one group is awarded the runners up prize in the E4PD Grand Final 2020. The project also raises the awareness of UN SDG goals in sustainable engineering.</p> <p>- Kegong Diao CEM, Leticia Ozawa-Meida, Iain Dupere and Ljiljana Marjanovic-Halburd"</p>
22	<p>Catalysing change for action beyond learning and teaching at DMU</p> <p>Presentation/Debate: Attendees will engage with the question of whether the university of tomorrow should equip students for the world of work or for the work of the world. They will go away with a re-conceptualization of the Information Systems student of tomorrow as an</p>

	<p>ecologically literate, degree-holding graduate with resilient, knowledgeable and adaptable skills to meet 21st Century challenges. The programme in digital technology innovation (DTI) envisions catalysing student action towards learning for social good and to making a difference beyond IT and its related field of work, leading attendees to reflect on the effective pursuit of empowered learning in information systems.</p> <p>- Mayen Cunden CEM</p>
23	<p>What is a 21st century university education for? Critique and visioning using the lens of Sustainability</p> <p>Workshop: This session invites participants to discuss and critique the purpose of Higher Education in the 21st Century. The session offers a framework to inform discussion based upon key concepts from Education for Sustainable Development (ESD), which highlights the transformative potential of education for individuals and society, which contrasts sharply with a transactional and market-based approach to education through which learners pay fees to develop skills to get a job. Attendees will have a chance to step back, breathe, and stretch ourselves to envision the purpose and role of higher education in a sustainable future.</p> <p>- Andrew Reeves CEM and Ian Coleman POD</p>
24	<p>The student experience of university as a learning community</p> <p>Debate: This session allows students and staff to explore the benefit of learning communities, including mentoring, peer learning, and social writing communities. Colleagues will have the opportunity to hear directly from students and staff involved in developing these communities. Colleagues will come away from the session with a greater understanding of, and practical ideas around establishing their own learning communities.</p> <p>- Jason Eyre and Beverley Hancock-Smith LLS</p> <p>- Omar Hawkins and Leona Koci (Students)</p>
25	<p>Service-Learning at De Montfort University – the emergent field that uses learning for good to deliver impact</p> <p>Presentation: Attendees of this session can expect to learn more about an exciting field of teaching that is enriching studies and having impact in local communities. Service-Learning is a commonly-recognised practice in the United States, but its use and recognition as a useful tool for learning is only just emerging in the United Kingdom. De Montfort University has been promoting Service Learning practice over the past 18 months and has positioned itself as a national leader in this field. Join this session to hear more about this exciting development, how this work is defined and support available for those who want to develop this area of teaching in their discipline.</p> <p>- Mark Charlton SIE, Momodou Sallah CAI, Andrew Reeves CEM, Sarah Thomson SIE and Student/ staff service learner</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