Parallel Sessions 1 (11.45am – 12.35pm)

THEMES: Empowering University (EU) | Learning for Life (LFL) | Partnerships with Purpose (PWP)

	Title	Theme
1	**Facilitating a creative community - experimentation and innovation away from modules and assessment in ED2030** This workshop is about you, exploring ideas to build on the positive sense of community and creativity that occurred as a response to lockdown. We set up a work shop where academics joined with students creating space for creativity without assessment. The resulting research was presented at the International Foundation of Fashion Technology Institutes 2022 conference. The overwhelming response from the audience was an openness in recognising the need to tend their own creativity towards their subject in order to inspire thinking and curiosity for their students. This workshop is designed to share ideas on maintaining intrinsic motivation in your own subject area. - Carolyn Hardaker, Sally Gaukrodger-Cowan, Buddy Penfold and Abbie Swinfield (ADH)	EU
2	**Knowledge production, library collections and reading lists: Exclusive club or a warm welcome for all?** The link between student belonging and successful learning is well documented; visibility within academic resources enhances self-esteem and nurtures belonging. Academic libraries look to develop a more global representation in their collections thus expanding the diversity of voices to better reflect the academic community and enhance learning. Reading lists are the main driver for library collection development; we must audit these lists and expand the representation of knowledge they offer our students. By co-creatively diversifying reading lists we incrementally decolonise library collections. This session will look at these issues and offer co-creative tools for opening discussions and diversifying reading lists. - Kaye Towlson (HLS)	EU
3	**Bridging the gap: Ideas and Strategies for addressing the discrepancy between students' prior attainment in Maths and the reality of their capabilities** There is a common assumption that having achieved a 'pass' (Grade 4 or above) in Maths GCSE before starting Higher Education, students will be equipped with the maths skills needed for their studies. In this workshop we will be considering: • In reality what does a Maths GCSE grade 4 look like and what should we expect from students? • Does it prepare students with the Maths skills they need to start courses at De Montfort? • If not, what strategies could we use to bridge any gaps? This workshop will be interactive with discussions and activities for you to participate in – so please come along for a collaborative and active session! - Lorraine Curotto and Karen Symons (LLS)	EU
4	During this session there will be 2 Pecha Kucha presentations **(i) Empowering students** This session will introduce the concept of a module study guide that helps students make the best use of their time away from the classroom. It offers support from previous students, hints and tips for the assessment, workbook activities to complete links to a variety of	EU

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	resources. It also offers the opportunity to support students in terms of EDI, decolonisation, careers and healthyDMU. - Roger Saunders (BAL) **(ii) Developing students as reflective practitioners** The value of reflective practice is widely undisputed. The ability to look back on an experience/event and take meaning from this helps to inform future practice and development. It is common practice for universities to encourage students to adopt this practice and to use this as a basis for assessment during the placement year. However, techniques to reflect are not always taught, and therefore the ability to articulate this in a written assignment can vary. This session is intended to help attendees to understand the rationale for introducing reflective practice sessions, and the impact of these based on student engagement, feedback and academic performance data. - Deepa Rughani and Ben Onyido (CEM)	
5	**Supporting your student's wellbeing while protecting your own** This session will help you support our whole university approach to students' wellbeing while protecting your own. Tools you will take away will include: • How to listen and respond proportionately to student concerns • Understanding your responsibilities when responding • The benefit of applying Safeguarding Principles for support • How to protect yourself by being mindful of professional boundaries • Knowing where to find support and guidance for yourself and your student The information shared will equip you with the skills to support students whilst maintaining a professional distance and neutrality whilst empowering students with Healthy DMU resources to make their own informed decisions. - Pamela Hardaker (CEM), Leanne Herbert, Training and Business Development Officer, Student and Academic Services	EU
6	**Bridging the writing gap: Boosting your students' success in academic writing** Using an academic literacies approach to understanding academic writing, this session encourages attendees to reflect on students' starting point in HE. You will be supported to reflect on your expectations and assumptions of what 'good writing' looks like and how this is communicated to students. We will unpack what is meant by 'critical writing' and the misconceptions many students have around this skill. We will discuss research around inclusive approaches to academic writing and how you can apply this to your teaching practice. Finally, we will showcase the ways in which Learning Services can work with you and your students, providing practical strategies to embed academic writing skills development in your programme or module. - Emily Forster and Bev Hancock Smith (LLS)	LFL
7	**Affect and the Archive: Creating meaningful learning encounters and historic narratives for all** A humanities-focused workshop session considering the place of affect in archival encounters. Two film studies case studies will be offered and session attendees will subsequently be invited to consider the use of relatable and moving human experiences and emotions as vehicles for developing critical thinking skills by reflecting upon instances where affective peer learning could take place in their own specialisms and disciplines. Equally a small collection of film-related materials can be provided to facilitate discussion and ideas, if this is easier for attendees.	EU

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	- Ellen Wright (CEM)	
8	**Educating for a just, sustainable and peaceful world – how do we adapt pedagogy and practice for block teaching?** **Workshop:** In redesigning DMU courses for block teaching, many courses have adopted programme level learning outcomes that highlight the intention to support students in gaining knowledge, skills and behaviours that will enable them to contribute to the development of a just, sustainable and peaceful world. But how do we do this in practice? The workshop will offer a provocation for discussion about the purpose of higher education in a world of increasing political, financial, social and environmental fragility. In the context of institutional transformation and organisational change we will discuss the kinds of pedagogical approaches and teaching techniques 'that appear to be required if we are concerned about ensuring social, economic and ecological wellbeing, now and into the future' (Sterling, 2011, pg. 8). Participants will: • Be stimulated to reflect upon the purpose of higher education in a world of increasing political, financial, social and environmental fragility • Reflect on the relevance and implementation of education for sustainable development within their academic discipline • Go away with knowledge of learning and teaching approaches that can support learners to build knowledge, skills and behaviours that will enable them to contribute to the development of a just, sustainable and peaceful world. - Ian Coleman (CAITE) and Andrew Reeves (CEM)	LFL

KEY:

AIP	Academic Innovation Project
ADH	Arts, Design and Humanities
BAL	Business and Law
CAITE	Centre for Academic Innovation and Teaching Excellence
CEM	Computing, Engineering and Media
HLS	Health and Life Sciences
LLS	Library and Learning Services
SIPS	Strategic and International Partnerships