

Parallel Sessions 2 (2.20pm – 3.10pm)

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

9	<p>Embedding well-being - The placement panel approach</p> <p>In the panel session we bring together university support services, faith leaders, employers, placement experts, alumni and students who will commence a long placement in the near future. The panel design enables students to ask honest and personal questions, which can often be hampered in other settings by lecturer / student barriers and cultural differences. Planning sessions this way has helped us identify ways to reduce student anxieties about placement. The sessions have aired difficult conversations about race and racism and enabled students to start networking. We will share our experiences of the panel and how you might use this model in your own context.</p> <ul style="list-style-type: none"> - Charlotte Rogers, Rachel Davies and Robert Frost (HLS) 	EU & LFL
10	<p>The Pracademic Classroom in Criminal Justice: Learning for life</p> <p>You are invited to join us for a panel discussion of neophyte, established, and expert by experience criminal justice pracademics involved in teaching in the Community and Criminal Justice Division located in the School of Applied Social Sciences at DMU. The session is chaired by the criminal justice pracademic network lead at DMU.</p> <p>The pracademic criminal justice panel will initially explore who and what 'counts' as a pracademic in criminal justice, before moving on to discuss what benefits pracademics can bring to Higher Education Institutions in terms of enhancing teaching, learning and scholarship including for example, best practice for student lifelong learning in criminal justice.</p> <p>The panel will illustrate the added value of the pracademic classroom by sharing real world examples of disruptive pedagogical teaching practices utilised on both traditional taught undergraduate campus-based, and professional (blended and distance learning) based programmes of study at DMU.</p> <p>There will be an opportunity to ask questions on a myriad of areas of pedagogical interest and to share ideas from your own disciplines. A key aim of the session is to develop pracademic networking opportunities across disciplines at DMU.</p> <p>Delegates will also leave the session with some take away hints, tips and tricks to add to their personal teaching and learning toolkits.</p> <ul style="list-style-type: none"> - Di Turgoose (HLS) Chair - Panel members: Steve Christopher, Victoria Knight, Sarah O'Neill, and Leah Standen (HLS) 	EU & LFL
11	<p>Agile- A new way of Working</p> <p>The Covid-19 pandemic significantly accelerated digital transformation on all fronts; Increasingly, universities are delivering their curriculum and other services in the form of digital products. Universities are now in the platform and product business. Universities' monopoly no longer exists, as there is now a global, online and voraciously competitive higher education market. Older universities are losing out to small, new-entry and online competitors who can offer better experiences, credentials, and, very significantly, in-demand skills for employability and introductions to employers. Agile offers a new way of working for any university to stay relevant in the scheme of things.</p> <ul style="list-style-type: none"> - Ayodele Olusayo Osunmakinde (BAL) 	PWP
12	<p>Partnerships for mutual benefit: achieving community impact through real-life learning</p>	LFL

	<p>This session explores how a civic-minded ethos can enable a wide range of community partnerships to be developed in relation to taught course provision, bringing mutual benefit for students and the wider community.</p> <p>Participants will:</p> <ul style="list-style-type: none"> Engage with the case for 'real-life learning' approaches, including civic engagement, employability, sustainability education and enhanced student engagement Hear about a range of practical examples of using this approach at Masters level Discuss the relevance and benefits of these pedagogic approaches to their own practice and opportunities to adopt such methods in the context of a transition to block teaching. <p>- Andrew Reeves (CEM)</p>	
13	<p>Improving student learning and development through action orientated feedback</p> <p>This workshop will show you how a team have worked collaboratively to design and present the 'Understanding Feedback' toolkit. Delegates will have the opportunity to see how the 'Understanding Feedback' toolkit works in action, they will be able to hear from staff and students involved with the pilot project, and to have the opportunity to work with the team to adopt the toolkit for their own subject area.</p> <p>- Nicola Brooks (HLS), Zara Hooley (LLS), Tracy Slawson, (LLS), Anna Chesters (HLS), Kit Messinger, DSU</p>	LFL
14	<p>Access to high-profile jobs: Closing the gap</p> <p>An Engineering Sciences Learning Centre (ESLC) co-designed and co-run with our students is developed which will reinforce their academic and professional confidence in pursuing high-profile engineering jobs. To an extent, the majority of DMU's engineering students, especially in engineering, are from minoritized groups. In general, these students from minority groups lack academic and soft skills which hinder their ability to apply for high-profile jobs. ESLC coupled with ILC and an external organisation 'EqualEngineers' will provide triangulated efforts from educationalists, employers and third-sector organizations will result in improving students' ability to pursue high-profile engineering careers.</p> <p>- Farukh Farukh (CEM), Anna Strzelecka and Ljiljana Marjanovic-Halburd</p>	PWP
15	<p>Academic culture in Transnational Education: Advocacy and Leadership in Dubai</p> <p>Transnational Education (TNE) is an important UK education export, generating £1.8 billion every year through various activities, an increase of 73% since 2010. For universities like DMU, TNE is a key priority identified in its international strategy and ambition to become an Empowering University that has a global reach and purpose. The focus on TNE was given additional impetus post-pandemic, which affected students around the world but outbound mobility from China, Middle East, South East Asia, and the EU was significantly decreased from these countries. DMU Dubai is the University's first large-scale international branch campus and established in 2021 as a Global Hub where a breadth of DMU activity will be delivered. In this session, the presenters will share their experience of leading the development of an academic culture for the DMU Dubai campus, contextualised for its location, and explain how this was embedded in teaching and learning and has impacted the student experience. The presentation will showcase examples of best practice that can be used for other TNE developments.</p> <p>- Dr Manjeet Ridon and Stuart Lawson (ADH)</p>	PWP

The following session will be pre-recorded and uploaded to the conference web page by 22 September 2022.

16	Embedding support for students' mental wellbeing: Course Specific Initiatives	EU
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	<p>Student mental wellbeing is a concern across the sector. In this recorded presentation Rachel Davies from the Student Welfare team describes DMU's Course Specific Initiatives (CSI) approach to embedding mental wellbeing and outlines what it can offer academic teams and students. CSI is an approach to embedding mental wellbeing within course delivery that has been recognised as good practice by the QAA, and received a CATE award. More than 50 courses at DMU currently use CSI, and comments from staff and students about their experiences of CSI are central to this presentation.</p> <p>- Rachel Davies (SAAS)</p>	
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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