



*A Future Envisioned: A Future Arrived*  
**Imagining Excellence in Teaching & Learning**

# University of Huddersfield

Do you want the opportunity to share innovative and creative ideas on Academic Excellence?

**Then don't miss out on the**

## **Teaching & Learning Conference**

**15 September 2006**

This exciting event provides a place where academic staff from across the university can come together to share ideas, reflect on progress to date and meet interesting people.

The day includes keynote speakers, dynamic workshops and the chance to meet colleagues in 'academic speed dating'. You will have the opportunity to discuss issues with staff from across the Schools and enhance your networks. Themed sessions will include techniques to help increase student retention; looking at the value of subject colloquia and insights into using technology (such as web-logs, voting pads and pod-casts) to improve the effectiveness of teaching and learning.

**Places are to be allocated through Deans and Directors, so be sure to return your booking form to reserve your place.**

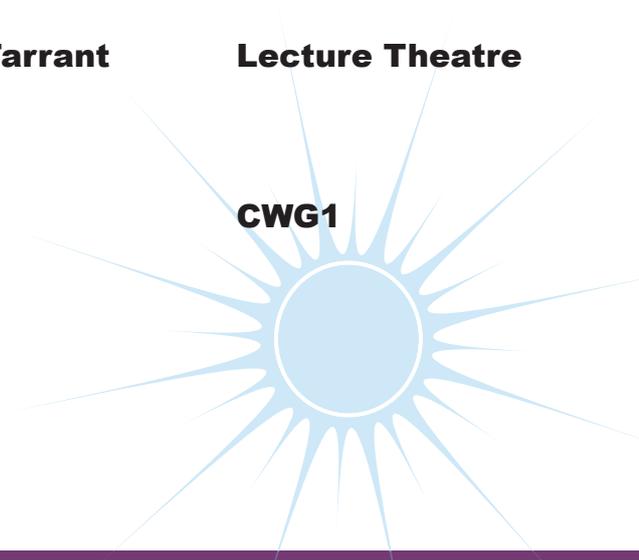
Professor Sue Frost  
PVC (Academic Affairs)

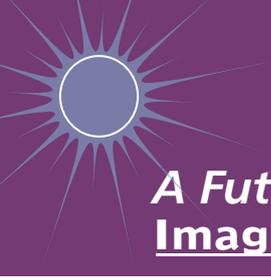




## Programme

<b>Time</b>	<b>Title</b>	<b>Speaker</b>	<b>Location</b>
<b>09.00 – 09.15</b>	<b>Welcome &amp; Domestics</b>	<b>S. Frost</b>	<b>Lecture Theatre</b>
<b>09.15 – 10.00</b>	<b>Opening Speaker</b>	<b>Colin Raban HEFCE</b>	<b>Lecture Theatre</b>
<b>10.15 – 11.30</b>	<b>Academic Speed Dating</b>	<b>Lunchnet</b>	<b>CWG1/2</b>
<b>11.30 – 12.30</b>	<b>Active Sessions</b>	<b>Various</b>	<b>Classrooms</b>
<b>12.30 – 13.15</b>	<b>Lunch</b>		<b>CWG1/2</b>
<b>13.15 – 14.00</b>	<b>Question Time</b>	<b>Panel</b>	<b>Lecture Theatre</b>
<b>14.00 – 14.45</b>	<b>Keynote Speaker</b>	<b>Kevin Beaton</b>	<b>Lecture Theatre</b>
<b>15.00 – 16.00</b>	<b>Active Sessions</b>	<b>Various</b>	<b>Classrooms</b>
<b>16.00 – 16.30</b>	<b>Vice Chancellors’ closing remarks</b>	<b>J Tarrant</b>	<b>Lecture Theatre</b>
<b>16.30</b>	<b>Close &amp; Tea</b>		<b>CWG1</b>





## Conference Workshops

**Morning Session: 11.30 to 12.30**

**A1      **Designing appropriate assessments for a new vocational course – MPharm****

Margaret S Culshaw & Andy Adams

**Aim** - The Challenge of designing appropriate assessment strategies for professional roles in pharmacy is new to this University. The workshop aims to draw on the experience of other professional groups to share their experience of what works well – or what does not! If you have experience of assessment in vocational or professional contexts then please join us and help inform the pharmacy development team.

**Objectives** - Following the session the participants will be able to:

- distinguish between professional / vocational assessment and academic assessment;
- consider what is practical and realistic to implement;
- discuss how assessment is monitored for effectiveness.

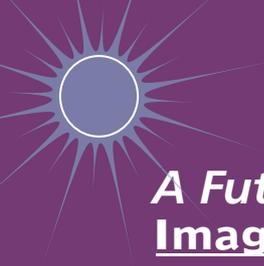
**A2      **Interactivity in HE teaching using voting pads****

Liz Bennett

**Aim** - be able to understand the potential and limitations of classroom response systems to support teaching and learning.

**Objectives** - Following the session the participants will be able to:

- be aware of how other lecturers (both within the University and in the HE community) have used a classroom response system in their teaching and learning;
- appreciate the benefits and limitations of using a classroom response system in their teaching and learning.



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### **A3      **Increasing retention and progression by engaging students in creative projects and skills development activities****

Ralph Rollins & Joanne Blake

**Aim** - To provide an insight into work undertaken to build confidence and develop skills in mixed ability student groups by focusing upon creative projects and issues relevant to life and culture.

**Objectives** - Following the session the participants will be able to:

- review the importance of improving student confidence and developing academic skills for improving retention and progression;
- view approaches to planning and delivering projects intended to stimulate interest, build confidence and develop basic academic skills.

### **A4      **The value of working in a colloquium – Target Sport, the University’s sports colloquium****

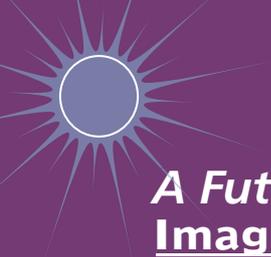
Malcolm Cliff & Glynis Jones

**Aim** - To explore the benefits of working in collaborative groups, using as an example the experiences of staff who have formed Target Sport – the University’s sports colloquium.

**Objectives** - Following the session the participants will be able to:

- have an awareness of Target Sport: how it was formed, the ways in which it has worked, its aims for the future;
- be aware of the benefits of working in cross-University collaborative groups;
- have considered whether there is potential for themselves to work in a cross-University colloquium.

The University’s Sports Colloquium – Target Sport - was formed in the Autumn of 2005. Since then, staff from 4 of the University’s Schools and from Student Services, have met together regularly and a lot of exciting collaborative initiatives have been begun. As a concrete example, a newly developed marketing leaflet will be available at the conference. The intention is to host a Workshop at the Teaching and Learning Conference, with two or three of the colloquium’s members leading the activities. Using the experiences of Target Sport as examples, participants can explore how the barriers to collaborative work can be overcome and the benefits that networking and collaboration may bring to their own teaching.



### **A5 Web logs and Social Bookmarking in Teaching**

Iman Moradi

**Aim** - The Session aims to introduce the potential for using web logs and social bookmarking sites as sources of collaborative knowledge filtering to supplement in class learning. The session starts off with a mini presentation about web 2.0 and how web logs are already being used by universities and libraries, with a case study example on the Dept Creative Technologies efforts and a hands on workshop afterwards.

**Objectives** - Following the session the participants will be able to:

- discover/Search for alternative sources of social software (web logs, bookmarks/tags, photo sharing sites, discussion boards) that relate to their discipline;
- be able to set up their own blog on blogger.com , and social bookmarking profile on Delicious – Connotea;
- either evaluate using web logs/social bookmarking services themselves or demonstrate the benefits of using them to students.

### **A6 Using Visual Tools within a Problem Based learning Approach**

Rob Burton

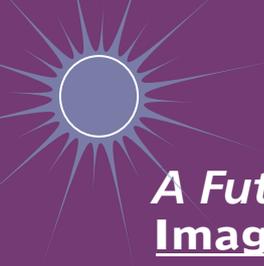
**Aim** - To Raise awareness of use of visual tools as a means of developing critical analysis.

**Objectives** - Following the session the participants will be able to:

- to develop awareness of visual tools;
- to develop understanding of the use of problem based learning.

### **A7 Peer Mentoring in School of Art and Design 2003 to 2006**

Paul Squires & Nicola Perren



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## **A8 Building an Online Learning Community**

Cath Ellis

**Aim** - To help staff who want to make more use of online learning environments in their teaching but don't know which is the first step to take. This session will encourage participants to think beyond simply replicating traditional teaching paradigms (such as lecturing) in an online environment and instead to use strategies that enable the construction of a learning community using online learning tools. It will make use of exemplars, models and templates and will involve interactive and reflexive activities.

**Objectives** - Following the session the participants will be able to:

- describe what learning communities are and how they work in practice with regards to constructed learning, peer learning and self-reflexive learning;
- understand how online learning environments can be used to build strong, effective and efficient learning communities;
- begin the process of re-designing, developing and delivering modules which make use of an online learning environment to build a learning community;
- consult and adapt a range of exemplars, models and templates to guide their curriculum development.

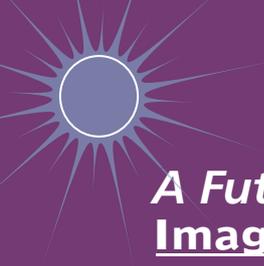
## **A9 Interactive Learning in Music**

Prof Michael Clarke

**Aim** - To stimulate thought and discussion about the role computer software can play in developing an interactive learning environment.

**Objectives** - Following the session the participants will be able to:

- understand the potential for software in creating a stimulating interactive environment for learning;
- they will have been introduced to some of the potential and some of the difficulties in developing custom built software for courses.



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## **A10 Open Access Repositories**

Eileen Hillerlan Jennings

Open Access repositories open up free access to a world of research and teaching resources. This session aims to demonstrate to you the benefits of the University of Huddersfield Institutional Repository.

## **A11 Use of role plays to enhance and assess students' communication and 'helping' skills**

Kiara Lewis & Chris Sellars

**Aim** - The session aims to develop interest in and share specific examples of the teaching and assessment of communication and helping skills to enhance students' employability and confidence in helping interpersonal situations

**Objectives** - Following the session the participants will be able to:

- consider an innovative way of teaching and assessing communication and helping skills;
- develop ideas of how role plays can be incorporated into large group teaching situations.

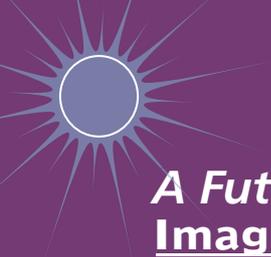
## **A12 Developing effective teaching and assessment for international students**

Angela Anthonisz

**Aim** -The student body in UK universities continues to diversify through widening participation and the development of international links. As such lecturing staff are increasingly confronted with the need to develop an approach to teaching which can cater to a range of student capabilities, levels of understanding and cultural perspectives. This session intends to consider the problems of delivering effective teaching and assessment in a multicultural classroom with particular emphasis on considering the limitations that can be created by various cultural views on teaching and learning.

**Objectives** - Following the session the participants will be able to:

- consider the implications of delivering effective teaching in a multi-cultural classroom;
- understand the problems of developing appropriate assessment methods for international students;
- discuss the issues of student integration and participation and reflect on personal experience of delivering to an international student body.



## Conference Workshops

**Afternoon Session: 15.00 to 16.00**

**B1 The CORLO (Collection of Re-usable Learning Objects) Project**

Wendy Smith & Dr Debbie Turner

**Aim** - Provide an over view of the CORLO Project including;

- the approach undertaken for development of the infrastructure for the collection and storage of reusable learning objects (RLOs);
- a summary of findings from a number of focus groups including students, patients and members of academic staff.

**Objectives** - Following the session the participants will be able to:

- understand the concept of reusable learning objects;
- discuss methods of collecting and storing RLO's for use within their own subject specialisms.

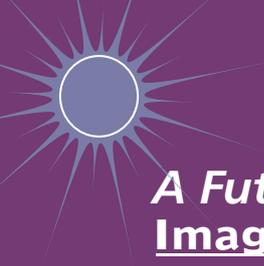
**B2 The likely impact of 14-19 curricula changes for University courses**

Colin Bamford

**Aim** - The aim of the presentation is to make staff aware of the pending changes to the 14 – 19 curriculum in schools and colleges from September 2008 and the likely effect that these changes might have on the teaching, learning and assessment experience of students on our own courses.

**Objectives** - Following the session the participants will be able to:

- understand the main changes to the 16 – 19 curriculum in schools and college;
- assess the likely impact on the student experience and subject content of modules on University courses, particularly at the Foundation level;
- prepare revised module specifications in good time for September 2010.



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## **B3 Assessment as a Learning Exercise**

Carl Meddings

**Aim** - To consider the value of participative assessment as a learning exercise.

**Objectives** - Following the session the participants will be able to:

- consider processes in their own discipline for participative assessment.

## **B4 Education for the three P's – Policy, Practice and (Non-Medical) Prescribing**

Dr Angela Ross, Val Mills & Janet Firth

**Aim** - To present our study evaluating extended independent and supplementary nurse prescribing in West Yorkshire.

**Objectives** - Following the session the participants will be able to:

- understand the policy context of non-medical prescribing;
- consider the implications for initial preparation and the continuing professional development of non-medical prescribers;
- determine the implications for practice of this study to non-medical prescribing nationally and locally.

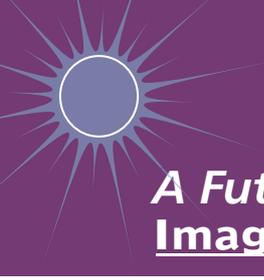
## **B5 Personal tutor training**

Dave Calvert

**Aim** - To support reflection and development on the part of anyone fulfilling the role of personal tutor.

**Objectives** - Following the session the participants will be able to:

- understand some of the considerations to take into account as part of the Personal Tutor / Tutee relationship;
- identify appropriate strategies for responding to student difficulties.



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### **B6 Electronic submission of assignments via Blackboard- a critical evaluation**

Liz Bennett

**Aim** - Participants will become aware of the potential and limitations of using electronic submission of assignments via Blackboard.

**Objectives** - Following the session the participants will be able to:

- to understand how to use Blackboard's assessment submission tool for submission of assignments, return of assignments and feedback, internal and external moderation;
- be aware of the advantages and disadvantages of using use Blackboard's assessment submission tool
- have considered how electronic submission of assignments enables plagiarism detection and be aware of how Blackboard's submission tools can be used in this context.

### **B7 Ghosts in the machine? E-learning myths and legends**

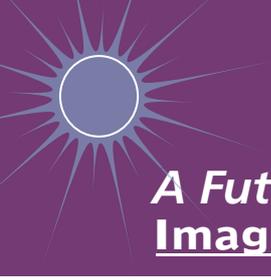
Learning Technology Advisers (LTA) Group

**Aim** - This interactive session aims to explore and challenge some of the prevailing myths and preconceptions that persist around e-learning and offer examples of innovative practice drawn from across the University. Participants will be issued with interactive voting pads which they will be asked to use in order to respond to questions and express opinions.

**Objectives** - Following the session the participants will be able to:

- have a broader appreciation of how learning technologies can be used to enhance learning and teaching practices;
- have a greater understanding of the role of Learning Technology Advisers and recognise their potential to assist in the development of learning technology projects;
- have hands-on experience of using innovative, electronic voting pad technology as a means of actively participating in a group session.

(Details of how this technology can be deployed in a learning and teaching session will be made available for participants to take away although this session is not intended as a 'how to...' guide for voting pads).



### **B8 Using “podcasting” in teaching and learning**

Rob Allan, Tony Vann, Steve Bentley & Cathy Garner

**Aim** - This project will present a number of “podcasts” that were developed to support teaching and learning in an undergraduate module in Foundation Science. This presentation will aim to outline the development of the pod casts and demonstrate their use in teaching and learning.

**Objectives** - Following the session the participants will be able to:

- explain what podcasting is;
- identify how podcasting is presently being used in teaching and learning;
- briefly describe the technology and equipment involved;
- identify possible areas in their own subject area that it can be applied.

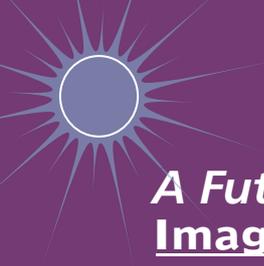
### **B9 HE in FE: A difference in culture**

Denis Feather

**Aim** - To identify that despite delivering HE programmes in FE institutions, that the two cultures (HE & FE) may / may not be able to mesh together to form one culture.

**Objectives** - Following the session the participants will be able to:

- identify the differences between HE and FE cultures;
- understand whether or not the two cultures can be merged successfully;
- appreciate that lecturers in FE may be able to adopt a new identity that does not pigeon-hole them; a new identity for the 21st Century.



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### **B10      Lego Serious Play as a Teaching and Learning Tool**

Stuart Nolan

**Aim** - To give participants an understanding of the Lego Serious Play methodologies and their potential use in Teaching and Learning practice.

Lego Serious Play ([www.seriousplay.com](http://www.seriousplay.com)) is an innovative, experiential process designed to enhance business performance that has been in development since 1995. It is based on constructivist and constructionist learning research that suggests that playful, hands-on, metaphorical, storymaking can facilitate emotionally connected learning experiences.

**Objectives** - Following the session the participants will be able to:

- describe the core concepts of Lego Serious Play;
- describe the experience of metaphorical modelling;
- identify the three main uses of Lego Serious Play in teaching and learning;
- debate the potential of Lego Serious Play in Teaching and Learning.

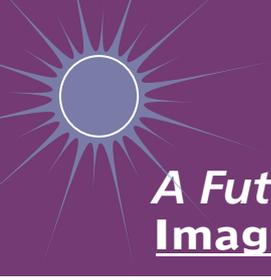
### **B11      Innovation in Long-Distance Learning: Our Journey to China – teaching the B Ed (Education in Development) in Beijing and Guangzhou**

Lyn Hall & Derek Newton

**Aim** - This session aims to share experiences from our expansion and delivery of the B Ed (Education in Development) in China. The programme started in Beijing in 2003/04 and now has over 130 students in China. The programme is taught by tutors from the University of Huddersfield who fly to Beijing and Guangzhou to teach the modules in discreet blocks of time. This extension to our portfolio has required us to re-evaluate and adapt our curriculum, tutoring, administration, language selection, resourcing, plagiarism and staffing practices to meet the needs of our students and partners in China.

**Objectives** - Following the session the participants will be able to:

- understand the experiences and challenges we have faced in teaching the programme in China;
- know the new practices and procedures that have been adopted to support students and tutors in the international delivery of the B Ed;
- identify some key issues that require attention when delivering courses overseas.



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### **B12 Development of 3D virtual interactive learning environments for art and design education.**

Andrew Taylor

**Aim** - The overall aim of the presentation is to discuss the development stages of a research project into 3D virtual interactive environments, which can be used practically online or in lectures for teaching and distance learning.

#### **Objectives:**

- the objective of the research project is to present an outline of an online, 3D virtual interactive world for supporting learning and teaching in the School of Art & Design.;
- the interactive 3D environment can also provide a unique space for the development of new marketing tools including 3D virtual university simulated spaces, virtual portfolios, and for the creation of cross cultural online/physical events;
- the potential future outcome of this project is to create an interdisciplinary, cross-institutional, international environment for collaborative art and design learning in a virtual environment.

