

World Café tables

Room A: CHR 2604
(Facilitator: Alison Stewart)

World Café table 1

Staff and students co-creating the curriculum, co-shaping the learning experience.

Stuart Jolly, Course Leader - BSc Coaching and Sport Science, and Cristina Montiel-Duarte, Pathway Leader – BSc Biological Sciences, Biochemistry and Microbiology Pathway, School of Science and Technology

This session will share some good practice in engaging with undergraduate students in the School of Science and Technology to improve the curriculum and enhance the student learning experience. Stuart will share his experience in involving Coaching and Sport Science students in developing assessment criteria, and allowing students to take full responsibility to shape, plan and run a project with and for an external partner. Cristina will discuss a personalisation approach which has provided the students with opportunities to differentiate their learning experience, and produce teaching materials (including videos) that would benefit students in future years. The presented approaches intend to share, inform and spark more ideas to actively engage students in curriculum design.

World Café table 2

Person centred (student) partnerships.

Rebecca Machin, Team Leader, Confetti

This session will explore a concept originating in social care and recently adopted by education to support people with additional needs. Person centred approaches are a simple but effective way of ensuring that professionals work in partnership to ensure that the individual is at the centre of planning, and empowered to progress towards positive, possible and meaningful life outcomes.

World Café table 3

Real stories from NTU students.

Jelena Matic, NTSU Vice President Education

We look into real stories from NTU students to reflect on the level of support NTU offers at the moment and how we can use the person centred partnership model **to improve students'** academic experience. Initiatives around working in partnership with students will also be discussed.

World Café table 4

Taking the next steps to support low engaged students.

Ed Foster, Student Engagement Manager, CADQ, and Alastair Allen, Course Leader – BA (Hons) Business Management & Marketing, Nottingham Business School

NTU has undertaken two major developments to help colleagues understand how students are engaging with their studies. Both the Student Dashboard and attendance monitoring tool

enable us to see how students are engaging with their studies. Both require further work, but fundamentally provide teaching staff with additional insights into student engagement. **However, knowing that a student is at risk of underperforming or failing isn't the same as** actually supporting them to change their outcomes. We face some difficult challenges. This session will update colleagues on current developments and spark discussion about the challenges and strategies for supporting low engaged students.

World Café table 5

Students consulting on teaching and technology enhanced learning.

Emily Parkin, Senior Student Engagement Coordinator, University of Lincoln, and Lincoln **Students' Union Officers**

The University of Lincoln supports students to be active partners in enhancing teaching and learning practice. This workshop will provide some examples of student partners helping to enhance the student experience, including Students Consulting on Teaching, and also give **insight from students' perspectives of the benefits and barriers to engaging in this way.** Delegates will then be supported to explore potential opportunities to try something similar in their areas.

Room B: CHR 2702
(Facilitator: Kerry Gough)

World Café table 6

Students co-designing, co-delivering to support and inspire the next generation – a case studies from NTU and Birmingham City University

Kerry Gough, Learning and Teaching Consultant, CPLD, Lucy Judd, Outreach Coordinator, SCCO, and students

This session will offer an opportunity to learn about the benefits of staff-student partnership working. Kerry will be discussing how the collaborative approach to student partnership working changed her academic life infinitely for the better. Sharing a case study about the positive impacts that such working relationships can offer for students, staff and the institution alike. Lucy will share the challenges and benefits that the Schools, Colleges and Community Outreach (SCCO) Team faced as they adopted a collaborative approach to student development, and will present student perspectives on the opportunities that this kind of approach offers. This session will challenge you to consider how you might build student and staff collaboration into your own working practice.

World Café table 7

Developing and supporting academic societies

Rebecca Rock, Senior Standards and Quality Officer, CADQ, and NTSU officers

Academic Societies create a student community around their academic studies. Societies are student led but supported by an academic link member. The positive benefits for students and staff of an academic society have already been realised across a number of courses, subjects and Schools. This world café table will share ideas and experiences for supporting students to establish and run an Academic Society.

World Café table 8

Creative learning spaces

Ann Liggett, Learning and Teaching Coordinator, Kevin Love, Senior Lecturer, Politics and International Relations, School of Social Sciences, and student

This session presents a **model of collaboration with students as 'co-producers' whereby 'Co-production emphasises active engagement, mutual learning and collaborative knowledge creation' (Maunder 2015). Ann will outline the work of the School's Student Forum and its development from a model of student consultation to one of co-production.** The forum, led by a student executive, has designed a range of projects designed to enhance the student learning experience. Projects range from policy formulation (School Engagement and Attendance), enhanced course induction practices and promotion of positive role models for students with specific learning differences.

Kevin will share a new initiative within the Department of Politics and International Relations. A partnership between NTSU and the department has led to the formation of a **'student parliament', designed to provide a democratic forum for the elicitation of a robust student voice, and space to host a series of academic enrichment events.** The parliament is student-led and offers considerable potential for co-curricular learning. This initiative has also demonstrated the benefit of using academic societies to enrich the student learning experience.

Maunder, R. 2015. "Working with Students as Partners in Pedagogic Research: Staff and Student Experiences of Participating in an Institutional Bursary Scheme." *Journal of Educational Innovation, Partnership and Change* 1 (1).

World Café table 9

Using technology in course and content creation – how can we make it viable with limited time and facilities?

Ben Williams, E-Learning Team Leader, CADQ

Technology can be very effective in helping create more flexible, varied and engaging **learning experiences, but a lack of time and facilities means this often doesn't get past the idea stage.** This session will present examples and recommendations for more rapid online course and content creation and highlight the fit with the new Elearning Production service from the CADQ

World Café table 10

Can you get your students involved in the course report?

Jane Ching, Professor of Professional Legal Education, Nottingham Law School

Clearly the answer is yes, yes you *can*. If you can make time, and circulate it in sufficient time, you can make it (or at least parts of it) available to students to comment as well as staff. *Should* you? Advantages, especially on part-time and distance learning courses for small numbers of mature students: a sense of trust, a sense of belonging? The possibility of an insight that you wouldn't pick up from any other source? A matter of principle about transparency? Disadvantages: in practice only a few of those students will engage and you may have to redact sensitive parts of the report.

World Café table 11

How do you integrate alumni more fully into curriculum development and assessments?

Neville Stankley, Principal Lecturer, and Duncan Grewcock, Principal Lecturer, School of Arts and Humanities

This session will share good practice in integrating alumni more fully into course development and curricular activities. It will also discuss how to develop assessments to create scholar-practitioner graduates.

World Café table 12

Fostering a community of practice

John Clarkson, Senior Lecturer, School of Animal Rural & Environmental Sciences

The FdSc Wildlife Conservation and BSc(Hons)Wildlife Conservation Management courses were commended for the deliberate and multiple interventions to connecting students, employers, staff and alumni as a community of practice. A number of activities and opportunities were undertaken, which of themselves were each good practice, for example: a Facebook page which connects students, staff, alumni and employers; an embedded employability skills module; individual student learning plans discussed in tutorial sessions; promotion of work and placement opportunities, etc. These activities are planned and connected together in such a way as to deliberately foster a community of practice in which students, staff, alumni and employers work together to support one another's **development** and the development of the sector.

Room C: CHR 2703
(Facilitator: Jalpa Ruparelia)

World Café table 13

A closer look at the (new) NSS questions

Jenny Hambling, Educational Developer, CADQ

This session will look at this year's (new) NSS questions and will share some insights and good practice from NTU courses on how course teams have enhanced their courses. Good practice from previous years' NSS outcomes will also be discussed.

World Café table 14

Creating Communities of Learning

Kerry Truman, Senior Technician ADBE; Arjun Singh Sewak Assa, student mentor; Rebecca Gamble, Course Leader BA (Hons) Furniture & Product Design

In this session we look to share case studies from recent workshops and events led by the School of Architecture, Design and the Built Environment, around engaging communities of **learning, through craft and practical 'making' activities. We will consider how group-based practical activity, student-student mentoring, 'less formal' working relationships (between all peer groups)** add value to the student experience and create inclusive communities of learning. We will also discuss ways of addressing the challenges around low-engaged students.

World Café table 15

Creative and inclusive practice to enhance the learning experience

James Walker, Senior Lecturer in Digital Humanities, School of Arts and Humanities, Richard Weare, Student, School of Arts and Humanities

ENGL30512 (English and Creative Industries) is a new module that is being offered as an alternative to the traditional dissertation. The aim of the module is to give experiences of

working on a real-life digital literature project with the hope that it will equip students with the skills to do similar on graduation. The module has explored different ways of communicating with students (such as Twitter, GoogleDrive); adapting traditional assessments so that they can act as part of a digital portfolio (YouTube photo-essay) and help with employability; as well as applying a broad range of approaches to the subject matter that include literary walks, stakeholder theory, UX Methodology, and applying for an Arts Council grant.

This talk will be useful for staff **who want to see how 'sustainability', 'curriculum refresh', 'employability' and the 'digital framework' have been applied to a module, as well as ways of approaching the synoptic portfolio.** In addition, these approaches fit in with the Success for All agenda in offering students diverse ways of learning and engagement. James Walker will share the good, the bad and the ugly from his first year of trialling this module.

World Café table 16

Embedding a personalisation approach: Three pathways for UG dissertation

Daniel Shin, Senior Lecturer, School of Architecture, Design, and the Built Environment

This session will introduce a case of implementing personalised teaching in a final year dissertation module. It will share a way of allocating large number of students to supervisory team based on their initial proposal and expertise of lecturers. Students are able to choose three options as dissertation, i.e. traditional dissertation, conference paper, conceptual project. Selection of these options are guided by allocated supervisor, but also it is affected **by students' communication skill. It will also share a method used in the assessment process to increase the efficiency of double blind marking system.**