

NTU Annual Learning and Teaching Conference 2022 - Tuesday 21st June
Creating Opportunity

Welcome to this year's Annual Learning and Teaching Conference. We hope you all have an informative and exciting day! You will see below we have some additional activities for you to engage with in our Hub @ Pavilion space. Please see below for details.

All sessions will take place in the Teaching and Learning building (except from those noted as Hub @ Pavilion below).

****Please click on the session title for the session abstract and presenter biographies.**

Remember to tweet throughout the day if you are on twitter using **#creatingopportunityNTU**

We also ask you to consider **The #bigquestionsNTU** of the day and share these with us.

Theme 1 – Flexible Access Post Pandemic

Theme 2 – Whole Person Development

Theme 3 – Person Centred Design

Full Programme

8:45 – 9:10	Registration Hub @ Pavillion					
9:10 – 9:35	Introduction & Welcome Jane McNeil (Pro Vice-Chancellor, Education) and Dr Kathy Charles (Executive Dean of Learning and Teaching) Lecture Theatre 3					
9.35 – 10.15	Keynote - Professor Momodou Sallah, De Montfort University Lecture Theatre 3					
Session 1	Theme 1	Theme 2	Theme 2	Theme 2	Theme 3	Theme 3
Allocated Room	LT2	Scale Up Room 1	LT4	LT3	Scale Up Room 2	PO8
10.20 – 11.00	<u>Fostering engagement and peer-support through flexible collaborative learning activities</u> Rosemary Pearce, Bethany Witham and Joseph Kenney (AAH)	<u>Joining the dots for success: connecting employability into your teaching practice</u> Chris Jones (PS), Zena Rashid (A+D) and Helen Armitage (PS)	<u>It should not just be a "thank you" : a case study of how innovative collaborative teaching activities should impact on the development of all the staff involved</u> Sarah Rayment and Michael Loughlin (SST)	<u>Persuading undergraduate students that they can and should read academic journal articles: a case study in scaffolding</u> Lauran Doak (SSS)	<u>Creating opportunities for life-relevant learning through Design Thinking mindset, process and tools</u> Dr Lia Blaj-Ward (AAH) and Dr Bo Kelestyn	<u>Mind the attainment gap: Changing the dominant discourse for Black students</u> Errol Hemans (NBS)
11.05 – 11.30	Break/Networking Hub @ Pavilion <i>Please see Hub @ Pavillion details below for what is on offer</i>					

Session 2	Theme 1	Theme 2	Theme 2	Theme 2	Theme 3	Theme 3
Allocated Room	LT2	Scale Up Room 1	LT4	LT3	Scale Up Room 2	PO8
11.30 – 12.10		<p>Becoming NTFS.....Dream Big, develop your profile and Nail the Impact.....Stories to inspire the next National Teaching Fellows at NTU</p> <p>Dr Kate Cuthbert, Rob Ackrill, Dr Sue Dymoke, Dr Mark Sergeant, Kerry Truman, Kevin Love and Rachel Challen</p>	<p>Save the planet by making fashion last longer with the Clothing Durability Dozen Toolkit: a participatory action-based workshop for engaging higher education students in sustainable clothing consumption</p> <p>Anne Peirson-Smith, Stella Claxton and Sajida Gordon (A+D)</p>	<p>Higher Education on the Move: Embedding Mindful Movement into the Curriculum</p> <p>Lisa Clughen, Borna Loncar and Dr. Amanda Edmondson (AAH)</p>	<p>A Journey into the Unknown. Cultural identity and academic performance: a study of Chinese overseas students at NTU</p> <p>Aldo Gutierrez Marcenaro and Dr Ishwinder Kaur (SST)</p>	<p>Education as 'welcome', or how to turn the university inside-out</p> <p>Kevin Love (SSS)</p>
12.15 – 1.15	<p>Lunch/Networking</p> <p>Hub @ Pavilion <i>(Please see Hub @ Pavillion details below for what is on offer)</i></p>					
Session 3	Theme 2	Theme 2	Theme 2	Theme 2	Theme 3	Theme 3
Allocated Room	Outdoor Classroom	LT2	LT4	LT3	Scale Up Room 2	PO8
1.15 – 1.55	<p>Sustainable Self: Sustainable Practitioner</p> <p>Helen Puntha , Jasmine Ranson, Katalin Butt-Bethlendy and Vanessa Odell (PS)</p>	<p>Creating and using collaborative opportunities for whole person development during Covid-19 Pandemic: An exploration of MA TESOL (Teaching English to Speakers of Other Languages) students' perspectives</p> <p>Sarah Khan and Amy Wang (AAH)</p>	<p>Creative Changemakers Competition: Generating belonging through valuing lived experiences</p> <p>Natalie Brown, Zena Rashid and Max Kandhola (A&D)</p>	<p>Learning to tell a powerful graduate story</p> <p>Angela Vesey and Anne Owen (SSS)</p>	<p>Who's a naughty cowboy?</p> <p>James Hind, Laurence Shaw and Ruby Platt (SST)</p>	<p>Improving assessments for inclusivity: The impact of course-wide implementation of four initiatives to improve assessment literacy on a BA Health and Social Care course</p> <p>Amy Allen (SSS)</p>

Session 4	Theme 1	Theme 2	Theme 2	Theme 2	Theme 3	Lightning Presentations
Allocated Room	LT2	Scale Up Room 1	LT4	LT3	Scale Up Room 2	PO8
2 – 2.40	Online Flexible Research Methods Learning Environment Benachir Medjdoub (ADBE)	Expanding Horizons – growing academic and professional skills for life-long success Jo Hartley, Beverley Cook and Magdalena Williams (SST)	Stitch: a path to Repair, Recuperate and Possibly Build Resilience Sharon Bainbridge (A&D)	1968 - A Gateway for Change Chris Reynolds and Ellie Wild (AAH)	Wading through toolkits, health checks, and staff guides to take some tentative first steps towards curricula decolonisation: a practitioner's reflections David Hindley (SST)	Anita Love and Caroline Travell (A&D) - Theme 3 NTU x BIFT x Xiamen University X ZFIT - COIL / CoLab 2 - Teaching collaboratively, online and internationally with NTU students and students from three Chinese Universities simultaneously - what could possibly go wrong! Peter Williams (PS) - Theme 3 Making H5P more access-able for busy Academics. (PRE REC) Chris Rolph (IOE) - Theme 1 Covid keepers: engaging digital content in a post-pandemic world. (PRE REC)
2.45 – 3.20	Break/Networking Hub @ Pavilion <i>(Please see Hub @ Pavillion details below for what is on offer)</i>					
Session 5	Lightning Presentation Theme 1	Theme 2	Theme 2	Theme 2	Theme 3	Theme 3
Allocated Room	LT2	Scale Up Room 1	LT4	LT3	Scale Up Room 2	PO8
3.20 – 4.00	Ana Souto Galvan (ADBE) Green spaces and wellbeing: Reinforcing awareness as part of the curriculum in architecture and beyond Marion Snow (A+D) Ready, Set, Go! A New Approach and a Simple Language to Engage Students in Literature Reviews Sheri Scott (SST) Using Teams to facilitate apprenticeship and employer tri-partite reviews and student progress	Authenticity in assessment – beyond professionalisation to whole-person development Ellie Kennedy (PS)	A Risk Worth Taking Natalie Brown, Liz Watson, Zena Rashid and Hannah Halliday (A+D)	Digital, Digital, Digital! Developing digital skills for teaching and learning (an NTU Psychology pilot) Sarah Buglass and Lucy Justice (SSS)	Creating opportunities for staff on Teaching and Scholarship and Teaching and Practice pathways through the design of a Success for All plan aimed at improving student outcomes Mary McAlinden (SST)	
4.05 – 4.45	Plenary – The Big Questions <i>Panel – Professor Momodou Sallah, Dr Kathy Charles, Dr Lia Blaj-Ward, Dr Rose Gann and Ed Foster</i> Lecture Theatre 3					

HUB @ Pavilion

Other Activities	Have a Break. Have a Brain Break!: Qigong Taster Sessions for Active Rest	Lisa Clughen	12.40-12.50pm, 1-1.10pm and 3-3.10pm - Outdoor space
	Technicians Maker Session – Willow Weaving	Kerry Truman and Jenny Savage	ALL Networking times – Outdoor space
	World Café Session – Active Learning, Student Transition, Innovation, Work Based and Vocational Education, Collaborative Online International Learning (COIL)	Bianca Fox, Sarah Broadberry, Ben McCarthy, Andy King and Chris Cabor and Nicki Carroll	2.45 – 3.20pm
	Game Jam	Helen Puntha	All Networking Times
Poster Showcase	Conference Poster - Ready? BTEC, Go! A student-centred intervention offering personalised advice and guidance to NTU students from a vocational background	Sarah Johnson	All Networking times
	Students as changemakers	Zena Rashid and students	All Networking times
	APA/PGCLTHE	Bianca Fox and Adam Tate	All Networking times
Development Hub	NTU Professional Recognition Scheme (Fellowships)	Kate Cuthbert	All Networking times
	Educational Development Team	Beck McCarter	All Networking times
	Flexible Learning Team	Stuart Samuels	All Networking times
	Quality Team	Caroline Pickering	All Networking times
	Building your Associate Prof Profile	Sandy Cope	All Networking times
	Educational Research Team	Erick Morataya Gatica and Sarah Lawther	All Networking times
	APA/PGCLTHE	Bianca Fox and Adam Tate	All Networking times
	Collaborative Online International Learning (COIL)	Chris Cabot and Nicki Carroll	All Networking Times
	Library	Lois Woods	All Networking times



Keynote Speaker - Professor Momodou Sallah

Professor Momodou Sallah is the Director of the Centre for Academic Innovation and a Professor of Teaching and Learning at De Montfort University.

Momodou considers himself a scholar-activist engaged in disruptive pedagogy, interested in both bringing real life learning into the classroom and transformative learning within communities. He has numerous publications, including six books, in the fields of teaching and learning, poetry, and diversity (race and religion). His research interests include diversity, participatory methodologies, globalisation in relation especially to young people, and public engagement.

In June 2013, he was awarded a National Teaching Fellowship by the UK Higher Education Academy. In November 2015, he was named the Most Innovative Teacher by Times Higher. He has more than 25 years' experience working with young people at local, national, and international levels.

Keynote Abstract

Bringing the real-world into the classroom and taking the classroom into the real- world: how do we engender transformative learning?

The presentation will focus on bringing the real-world into the classroom and taking the classroom into the real-world, and how this symbiotic relationship can generate real-life learning in a third space. Drawing on examples from his praxis, Prof. Sallah will explore how transformative learning can shift from surface to deep learning; how *students can learn beyond the subject specific content of their courses*; and how the process of de-centring and re-centring is essential in learning with both the head and the heart.

Session Abstracts

Name	Session Title	Biographies	Abstract
Dr Lauran Doak	Persuading undergraduate students that they can and should read academic journal articles: a case study in scaffolding.	Dr Lauran Doak is a Senior Lecturer in Education. Her research interests include learning disability, autism and inclusion of non-verbal research participants. Lauran convenes the CBRM Reading Group (an academic reading group for colleagues and PGRs) and is committed to enabling students (and colleagues!) to find time to read.	This study reports on a small-scale reading intervention with thirty-seven Year 2 undergraduate students in Education at an English post-1992 university. A scaffolded reading 'frame' was created to support students with reading challenging peer-reviewed academic journal articles. Findings indicated that students felt positively about effects on their confidence and motivation.
Sheri Scott	Using Teams to facilitate apprenticeship and employer tri-partite reviews and student progress	Sheri Scott is a Senior Lecturer and course leader for the IBMS accredited BSc Applied Biomedical Science at Nottingham Trent University. Sheri joined NTU in January 2018 after a career covering 22 years working in Clinical Biochemistry in NHS laboratories. She is an advocate for continual professional development and sustainability.	A ten minute case presentation on how Teams facilitated a sustainable method for student, university and employer meetings and a tool for monitoring student progress.
Chris Rolph	Covid keepers: engaging digital content in a post-pandemic world.	Chris Rolph is the Director of Nottingham Institute of Education. He has been a teacher in various guises for over 30 years and continues to delight in the relationships that underpin great teaching and learning. Current teaching is mostly confined to PG and doctoral students.	This lightning presentation shares some of the findings of the TILT DELITE group. We looked for "covid keepers": teaching and learning activities that we discovered during enforced lockdowns, but which worked well and merit a life beyond the pandemic. The presentations shares some tips and suggestions for online delivery.

<p>Lisa Clughen and Aleksandra Domanska</p>	<p>“Have a Break. Have a Brain Break!”: Mindful Movement Taster Sessions for Active Rest</p>	<p>Lisa Clughen is a Senior lecturer in Spanish in the School of Arts and Humanities at NTU. Having written on embodiment in various contexts throughout her academic career (such as embodiment in literature, in writing support and in learning and teaching), she recently qualified as an embodiment and mindful movement practitioner.</p> <p>Aleksandra Domanska, BA (Hons) Primary Education, Second Year student, Nottingham Institute of Education, NTU.</p>	<p>In this session, we will head outdoors for some 10 minute mindful movement taster sessions. The movements are adapted from Qigong, an ancient Chinese movement practice that cultivates ‘qi’ (energy) for wellbeing. We’ll briefly introduce the teaching technique of a ‘brain break’ and then enjoy a variety of movements stemming from Thai Chi Qigong Shibashi so participants can experience the potential use of mindful movement for learning and wellbeing. Hopefully, attendees will share the experience of my Spanish student: ‘Well, it felt like my stress was just leaving!’</p>
<p>Lisa Clughen, Borna Loncar and Dr Amanda Edmonson</p>	<p>Higher Education on the Move: Embedding Mindful Movement into the Curriculum</p>	<p>Lisa Clughen is a Senior lecturer in Spanish in the School of Arts and Humanities at NTU. Having written on embodiment in various contexts throughout her academic career (such as literary representations of embodiment and embodiment in writing support and in learning and teaching), she recently qualified as an embodiment and mindful movement practitioner.</p> <p>Borna Loncar is a Masters student and is studying psychological mental health and well-being in the Division of Psychology at Nottingham Trent University. She is the research assistant on the Mindful Movement in the Classroom project presented in this paper and her research interests include mental illness, psychopathology and personality.</p> <p>Amanda is a Senior Lecturer in Psychology and a member of the Department of Psychology in the School of Social Sciences at NTU. Her research lies in the area of mental health and wellbeing and, as module leader for modules such as ‘Contemporary Issues in Mental Health’ and ‘Contesting Mental Illness’, her primary teaching activities are within the area of mental health and illness.</p>	<p>Delegates will be introduced to the risks of sedentariness, the case for moving more in education and the links between movement and learning. We will present the results of our TILT mini-sabbatical research on Mindful Movement in the Classroom. Finally, we’ll experience and discuss the ways movement can be embedded within the curriculum for educational purposes.</p>

David Hindley	Wading through toolkits, health checks, and staff guides to take some tentative first steps towards curricula decolonisation: a practitioner's reflections	David is a Principal Lecturer based in the Department of Sport Science. His long-standing interests in higher education surround the use and development of inclusive and non-conventional approaches to the classroom and assessment. Regular TILT event attendees may know David as an advocate for blogging and zine-making as alternative genres of academic writing, having presented and published work in this area.	This workshop is intended to act as a safe, inclusive space for colleagues to think through, individually and collectively, what 'decolonising' learning and teaching might entail. Its aim is to stimulate reflection, dialogue, and ideas, drawing upon the presenter's experiences of taking some tentative steps towards reimagining a final year sport sociology module.
Dr Ana Souto and Dr Tom Hughes	GREEN SPACES AND WELLBEING: REINFORCING AWARENESS AS PART OF THE CURRICULUM IN ARCHITECTURE AND BEYOND	<p>Dr Ana Souto is a Senior Lecturer at the School of ADBE. Ana plays a key role in the development and leadership of the research modules on undergraduate and postgraduate courses in Architecture, and is supporting doctoral candidates with her role as Post Graduate Research Tutor at School level.</p> <p>Dr Tom Hughes is a Senior Lecturer at the School of ADBE. He is leader for 2nd Year studio design and 3rd year technology modules on the BArch course and works part time as Director of 2hD Architecture Workshop based in Sneinton, Nottingham.</p>	This presentation showcases our interconnected interest in green spaces, which permeates both our teaching and research practice. Our aim is to encourage a better engagement with the use of green spaces for our students, using the curriculum to promote awareness within the student population in Architecture. This approach could be applied to a variety of other non-Architecture courses as well.
Aldo Gutierrez and Dr Ishwinder Kaur	A Journey into the Unknown. Cultural identity and academic performance: a study of Chinese overseas students at NTU.	<p>Dr Aldo Gutierrez is originally from south América (Nicaragua). He did his post-graduate studies in Japan (MRes and PhD, Kyoto University). His field of expertise is biochemistry, specifically enzyme catalysis. Aldo worked for 10 years at University of Leicester and University College London before joining NTU in 2008.</p> <p>Dr Ishwinder Kaur obtained her master's in pharmaceutical sciences from Panjab University, Chandigarh in India. She completed her PhD and post-doctoral research at University of Nottingham. Ishwinder also held industrial positions as Drug regulatory affairs scientist at Boots, UK. Ishwinder is now Lecturer in biosciences at NTU from September 2019.</p>	Chinese students are the third biggest overseas group at NTU (approximately 900 students). Owing to culture and language, as well as early pedagogical experience, their academic performance is strongly affected by cross-cultural issues. We will discuss main findings of a two-year study and compare with similar data from two European universities.
Dr Sarah Buglass and Lucy Justice	Digital, Digital, Digital! Developing digital skills for	Dr Sarah Buglass is a Principal Lecturer in Psychology, where she leads on departmental initiatives related to	What type of digital learner are you? This presentation will report progress from our TILT

	teaching and learning (an NTU Psychology pilot).	<p>online teaching, digital skills development, and curriculum enhancement. Sarah's published research spans the domains of social and cyber psychology, where her work explores the psycho-social motivations and outcomes of engaging with online environments.</p> <p>Lucy Justice (PhD) is a Principal Lecturer in the Psychology where she teaches statistics and research methods to undergraduate students. Her academic interests include using statistical models to explore human behaviour and developing pedagogically informed teaching. Dr Justice has a PhD in Cognitive Psychology from the University of Leeds and spent a number of years working in the private sector as a statistician.</p>	sabbatical looking at digital skills development for teaching and learning. The session will feature a demonstration of our newly developed digital skills platform and findings from quantitative research modelling digital learner profiles.
James Hind with Laurence Shaw and Ruby Platt	Who's a naughty cowboy?	<p>Laurence Shaw is a Senior Lecturer in mathematics and year tutor for Level 5 students. He is a former VCTA winner, recent graduate of the Academic Professional Apprenticeship (now PGCert) and chair of the TILT maths & stats for non-mathematicians group.</p> <p>James Hind is a senior lecturer in statistics and is the mathematics admissions officer as well as working on outreach, employability and placement projects. He is a former VCTA winner.</p>	The Sheriff's cat has been stolen. The only way to find out who committed this heinous crime is for us to come together in a SCALE-UP inspired session to whittle down the suspects. Can we solve the mystery and develop an active and collaborative learning environment that can be adapted to almost any setting?
Dr Kate Cuthbert, Rob Ackrill, Dr Sue Dymoke, Dr Mark Sergeant, Kerry Truman, Kevin Love and Rachel Challen	Becoming NTFS.....Dream Big, develop your profile and Nail the Impact.....Stories to inspire the next National Teaching Fellows at NTU	<p>Dr Kate Cuthbert (PFHEA) leads the Professional Recognition Scheme. Kate holds PFHEA based on cross institutional work and a sustained record of strategic national and international leadership whilst working at the Higher Education Academy and the NHS Institute of Innovation and Improvement. Kate has supported the current NTFS nominees and has previously acted as an NTFS reviewer.</p> <p>Rob Ackrill is Professor of European Economics and Policy in the Department of Economics, Nottingham Business School and has been at NTU for nearly 20 years. He is an experienced multi-award winning lecturer, with research</p>	The National Teaching Fellow Scheme is the pre-eminent award celebrating individuals working in UK higher education making an outstanding impact on student outcomes. This workshop will introduce the Scheme, unpack the criteria and help colleagues think through how their own practice could be developed and recognised with this award.

interests in applied economics and public policy analysis. In 2014, Rob was awarded a National Teaching Fellowship by the Higher Education Academy.

Dr Sue Dymoke is an Associate Professor in the Nottingham Institute of Education, School of Social Sciences at Nottingham Trent University (NTU) where she leads the PhD programme and works with Early Career Researchers. She is a National Teaching Fellow, Senior Fellow of the Higher Education Academy, Fellow of the Royal Society for the Arts and a published poet.

Dr Mark Sergeant (FHEA) is a Senior Lecturer in Psychology and School Learning and Teaching Manager. Mark is the Academic Integrity Coordinator, Chair of the NTU TILT Academic Integrity Group and a member of the Midlands Academic Integrity Group. Mark is a current NTU candidate for NTFS.

Kerry Truman (SFHEA) is a Technical Specialist in AD BE. Kerry has introduced a number of innovative practices to support students including online inductions and the NTU Maker Club. Recently Kerry has convened a national technician's community #TechsConnect. Kerry was shortlisted for Times Higher Technician of the Year and is a current NTU candidate for NTFS.

Kevin Love (SFHEA) is the Interim Head of Learning and Teaching and has taught in the School of Social Sciences for a number of years, across a number of different departments. Most recently, he facilitated the award-winning, Free University Nottingham participatory community education project at NTU, and also co-chairs the TILT Decolonisation group.

Rachel Challen (PFHEA) is a Principal Lecturer (Learning, Teaching and Staff Development Manager) heading up the

		Learning and Teaching Support Unit and Athena Swan Champion. Rachel is a Senior Certified Member of the Association for Learning Technology, Leadership Foundation Auroran and Senior Fellow of SEDTA. This year Rachel is acting as a reviewer for the NTFS.	
Angela Vesey and Anne Owen	Learning to tell a powerful graduate story	<p>Anne Owen is Student Outcomes Manager in the School of Social Sciences at Nottingham Trent University. Anne has responsibility for the strategic direction of work focused on 'Success for All' Students. Anne teaches on the MA Career Development at NTU, with a previous history supporting development of careers education as a consultant to secondary schools and colleges, later as Course Leader for the Diploma in Career Education nationally. Anne has contributed to several national conferences and symposia on employability.</p> <p>Angela Vesey is Employability Manager in the School of Social Sciences at Nottingham Trent University, leading on employability strategy and practice. She is currently an External Examiner for a suite of courses in Youth and Community Work. Angela has worked as a career guidance practitioner in schools, colleges, and universities. Angela also has an interest in enhancing student employability prospects and mobility across international communities and is involved in developing partnership approaches to employability with CETYS University in Mexico.</p>	<p>Oral communication skills have been identified as "one of the most desired graduate employability skills" (Jackson 2014, p. 22 in Heron, 2019). Opportunities for students to develop oracy skills through their higher education experience are critical, to enable them to articulate their learning and to further lifelong personal and professional development. The ability to tell a powerful graduate story demands the application of effective self- presentation skills to a personal synthesis of relevant knowledge, skills and attributes tailored to specific audiences, yet many of our students find this challenging. We will demonstrate that such learning has the most value when it is firmly rooted within subject discipline, with student immersion resulting in a fostering of individual self-belief and self-efficacy for employability.</p> <p>Heron, M. (2019). Making the case for oracy skills in higher education: practices and opportunities. <i>Journal of University Teaching & Learning Practice</i>, 16(2).</p> <p>Jackson, D. 2014, 'Business graduate performance in oral communication skills and strategies for improvement', <i>International Journal of Management Education</i>, vol. 12, no. 1, pp. 22- 34</p>
Amy Allen	Improving assessment practices for inclusivity: The impact of course wide implementation of five initiatives to improve	Amy Allen is a Senior lecturer and course leader on the BA Health and Social Care course at NTU. With 15 years of experience in education, she has a range of experience in delivering vocational and academic subjects in schools, colleges and higher education settings.	In this presentation, four initiatives aimed at improving assessment literacy for all learners will be discussed. The presentation follows a three year project investigating ways to reduce the disparities in achievement between students

	assessment literacy and equity of opportunity for students.		entering the course from BTEC qualifications and those entering from A-levels. With NTU accepting a high percentage of its student body from BTEC or vocational backgrounds, the findings of this project could be really valuable to any lecturer with a role in designing assessments or supporting students to achieve in their assessments.
Dr Lia Blaj-Ward and Dr Bo Kelestyn	Creating opportunities for life-relevant learning through Design Thinking mindset, process and tools	<p>Dr Bo Kelestyn (SFHEA) is an Associate Professor at the Warwick Business School. She is one of Warwick's leading experts on design thinking with a portfolio of design thinking and innovation modules. She is The Guardian Design Thinking Masterclass Tutor and holds Fellowship of EEUK.</p> <p>Dr Lia Blaj-Ward (SFHEA) is an Associate Professor on the Teaching and Scholarship pathway. She facilitates international student engagement with academic texts and practices at NTU, writes about climate change education and assessment, and is a keen supporter of student-staff co-creation of learning experiences at university.</p>	The workshop introduces NTU colleagues to Design Thinking insights that have been used successfully to enhance learning and teaching at university and unpacks the mindset, process and tools associated with this approach. Colleagues will be signposted to NTU-internal networks that can support further reflection and development and to opportunities for external collaboration.
Kevin Love	Education as 'welcome', or how to turn the university inside-out.	Kevin Love is the Interim Head of Teaching and Learning in the School of Social Sciences at NTU. He has taught and researched in higher education for several years and is currently pursuing research interests that explore the civic role of the modern university.	<p>This paper brings to the consideration of the role of the modern civic university a theoretical position derived from 20th Century Continental thought. Developing these perspectives in the context of education, the then paper applies itself to recent initiatives in Nottingham and elsewhere, which have sought to welcome marginalised communities into the university through programmes of educational outreach.</p> <p>Approached via a critical consideration of Paulo Freire's Pedagogy of the Oppressed and Jacques Rancière's Ignorant Schoolmaster, the paper first explores notions of hospitality, welcome and naivety (in conversation with Emmanuel Levinas, Jacques Derrida and other commentators from this tradition). The 'e' of education (e-ducare), it</p>

suggests, does not designate to an educator the task of 'leading students' (broadly, out of ignorance and into truth). More fundamentally, this 'e' signals a radical exteriority that first opens the educational space. In Freire this moment is recognised embryonically through notions of dialogue; in Rancière through the externality of a particular text. In both Freire and Rancière, however, the figure of 'the educator' ultimately limits and restricts exteriority by subtly reasserting their own superiority as educator. In contrast, recognising the educational space more primordially as a space of 'welcome', free from prior pedagogical constraint, leads both educated and educator (both paidos and agōgos) beyond the persistent subject-object divide such terms enact, and offers a more fundamental perspective on the nature of education. In the naivety of the welcome, and in the continuous act of welcoming, the paper suggests one is able to sight a more fundamental ontological moment, and with it an educational space, relation and practice which challenge systematised notions of pedagogy. This is not an appeal to some abstract liberal principle of 'education for education's sake', but concretely informs the role of the modern university in terms of educational efficacy as well as educational ethics.

The paper then moves to contemplate contemporary HE structures (physical, economic, pedagogical and cultural) that serve to limit exteriority and, far from offering a welcome, instead project exclusion and elitism. To turn the university inside-out, it is argued, we first need to welcome the outside-in. Welcoming does not constrain exteriority, demand conformity or assert

			positional superiority. Rather, we need to be willing to be affected and altered by that which disrupts our interiorities. The paper concludes by describing past and projected initiatives that attempt to realise this understanding, by engaging marginalised communities through educational outreach.
Natalie Brown and Max Kandhola	Creative Changemakers Competition: Generating belonging through valuing lived experiences.	<p>Natalie Brown is the Deputy Dean of the Nottingham School of Art & Design at Nottingham Trent University. Natalie has responsibility for the implementation of key initiatives which impact on the continuous improvement of the student's academic experience and attainment across the School's diverse range of art and design subject areas.</p> <p>Max Kandhola is a Principal Lecturer and researcher at NTU, he teaches across theory and practice in photography. Max Kandhola is a member of FACE formed to challenge the lack of Black and Brown academics in the system, which directly impacts the experience of all young creatives but especially Black and Brown students.</p>	<p>The Changemakers Competition is a Nottingham School of Art & Design initiative which aims to inspire students to celebrate their heritage, explore diverse perspectives and incorporate social justice into their projects.</p> <p>The session will cover the competition design, how the impact was measured, student voices and discussion to build best practice.</p>
Natalie Brown, Liz Watson, Zena Rashid and Hannah Halliday	A risk worth taking	<p>Natalie Brown is the Deputy Dean of the Nottingham School of Art & Design at Nottingham Trent University. Natalie has responsibility for the implementation of key initiatives which impact on the continuous improvement of the student's academic experience and attainment across the School's diverse range of art and design subject areas.</p> <p>Liz Watson is Principal Lecturer, Nottingham School of Art and Design, responsible for the planning and delivery of the cross School collaborative module. An experienced academic and marketing professional who has worked in the public and private sector. Graduated from University of Leeds and De Montfort University. Chartered Institute of Marketing MCIM member.</p>	<p>The Nottingham School of Art and Design has implemented a module offering opportunity for trans-disciplinary exchange and collaboration. Students focus on taking risks and learning from failure. Exposed to new ways of thinking and working, staff and students have been challenged to work together to solve complex problems and generate innovative solutions.</p>

		<p>Zena Rashid is the LTM in Nottingham School of Art & Design and joined NTU in 2015. She was the Educational Consultant for the SCALE-UP approach, which aims to address student attainment disparities and improve student engagement. Zena has held leadership roles over the last 35 years in diverse educational settings.</p> <p>Hannah Halliday joined NTU direct from industry in 2016, with over 15 years experience in immersive design experiences, working through a mixture of media and disciplines. She is the BA (hons) Graphic Design Course Leader and is the module leader for Co Lab 2, leading seven BA courses to deliver a trans-disciplinary learning experience.</p>	
Sarah Rayment with Michael Loughlin	It should not just be a "thank you" : a case study of how innovative collaborative teaching activities should impact on the development of all the staff involved.	<p>Sarah is a senior lecturer in molecular sciences with a keen interest in the use of technology in supporting lab learning, student transition to university and the development of professional identity. She sees collaboration with colleagues as key to success in these areas.</p> <p>Michael is a microbiologist whose interest in teaching led him to be Learning and Teaching Manager for SST. He has a strong interest in inclusive assessment practices allowing students to recognise the qualities they develop. He is happy to be in a School with such a strong co-operation between teams.</p>	Academic and technical staff from the Biosciences department prepared home-lab material for the 20/21 L4 cohort when lock-down prevented campus access. This session reviews what actions continued into 21/22 to support our current cohort and how can the staff involved use this work and co-operation as evidence for career development.
Benachir Medjdoub	Online Flexible Research Methods Learning Environment	Benachir is professor in digital architectural design. His research agenda focuses on the role advanced digital and media technologies can play to support the design of more economically viable and more sustainable buildings and cities that simultaneously meet the user expectations. Benachir has also an interest in the use of digital technologies to enhance our teaching and learning.	The aim of this project is to design and develop an online Flexible Research Methods Teaching and Learning Environment. The aim of the project translates and can be measured against the following objectives: (1) to reach a consensus for the development of a core module in research methods for the undergraduate and postgraduate students; (2) to enhance the students experience; and (3) to contribute to achieving the School FlexNTU initiative's KPI 1 target for 2022/2023. This project includes three main stages: (stage1)

			<p>The review of the existing research methods teaching and learning cross the School; (Stage2) The development of the module content using Delphi method; and (Stage3) The development of the online resources.</p>
Errol Hemans	Mind the attainment gap: Changing the dominant discourse for Black students	Errol is a senior lecturer teaching on postgraduate and undergraduate programmes in management and entrepreneurship. As an academic mentor, he engenders whole person development, helping students navigate the practical and emotional journey on BA, MSc Business Management, and the new generation of black students on the NTU Black leadership programme.	In a multicultural higher education context, active learning pedagogy infuses a discourse around designing quality student experiences which help to narrow the attainment gap. Whilst literature on dominant university discourses are vast, less is known about how transformational person-centred design can help to guide a shift in the university's paradigm.
Mary McAlinden	Creating opportunities for staff on Teaching and Scholarship and Teaching and Practice pathways through the design of a Success for All plan aimed at improving student outcomes	Mary McAlinden is Deputy Dean and a Professor within the School of Science and Technology. She leads on Success for All work in the School and has a particular interest in improving the opportunities for career progression for colleagues on Teaching and Scholarship and Teaching and Practice pathways.	The School of Science and Technology Success for All plan is designed to improve student outcomes and create opportunities for colleagues on Teaching and Scholarship and Teaching and Practice pathways, to undertake pedagogic projects. This session will discuss the approach and the wider support needs of colleagues on these pathways.
Chris Jones, Zena Rashid and Helen Armitage	Joining the dots for success: connecting employability into your teaching practice	<p>Chris Jones is Employability Manager for the School of Architecture, Design and the Built Environment where he leads on employability development within the school and supports academic colleagues with the integration of employability within the curriculum. A qualified career adviser, Chris has over 10 years' experience of working in Higher Education Careers and Employability at different levels.</p> <p>Zena Rashid is the Learning and Teaching Manager in Nottingham School of Art & Design and joined NTU in 2015. She was the Educational Consultant for the SCALE-UP approach, which aims to address student attainment disparities and improve student engagement. Zena has held leadership roles over the last 35 years in diverse educational settings.</p>	This interactive workshop will explore how effective active and collaborative teaching approaches can support the themes outlined in NTU's Employability Redefined Taxonomy, contributing to 'whole person' development and student employability as well as academic success. Participants will share and discuss best practice and uncover the connections between pedagogy and employability.

		<p>Helen Armitage is School Employability Manager for Art and Design. She has over ten years' experience within education and specifically careers education and guidance practice, which has encompassed working with academics and professional services colleagues within Secondary, Further and Higher Education to interweave and embed employability within the fabric of the curriculum.</p>	
Sharon Bainbridge	<p>Stitch: a path to Repair, Recuperate and Possibly Build Resilience</p>	<p>Sharon Bainbridge is the Course Leader of Costume Design & Construction, within Nottingham School of Art & Design. A course which develops designers and makers for the film, TV and theatre industries and much more. Sharon trained in law and worked in business before retraining as a milliner and textile artist in her 30's. Her previous research and practice have explored how we collaborate with student, practitioner, industry, the University and Museums. Creating many exhibitions in Yorkshire and the North West. She was awarded a Winston Churchill Scholarship to research across Europe, focussing on Hat Museums and industry and how to cope with the challenges of the 21st Century on a niche industry.</p>	<p>The Slow Movement has become part of the vernacular of all our lives, initially as we moved from globalisation to navigating the pandemic, to our reemerging into the world. Slow stitch or resilient stitch are part of this movement and have been shown to create new neural pathways and calming stress reactions (Wellesey-Smith 2015). This workshop that we offer to our Costume Students will let you test the premis that stitch can assist being in the now and affect stress levels.</p>
Peter Williams	<p>Making H5P more access-able for busy Academics.</p>	<p>A Learning Designer at NTU with 12 years of teaching experience from primary school children to undergraduates.</p>	<p>Do you struggle to choose an appropriate H5P? Do you always use the same H5P? Do you not know what a H5P is? Do you want to make interactive elements for your online teaching within NOW?</p> <p>If you answered yes to any of those questions then this lightening presentation is for you.</p>
Jo Hartley, Beverley Cook and Magdalena Williams	<p>Expanding Horizons – growing academic and professional skills for life-long success</p>	<p>Jo Hartley is Deputy Head of Department of Computer Science. Her particular interest is personal tutoring. She has introduced various "student experience" initiatives over the years. Her ambition is to encourage students from all backgrounds to achieve their own personal goals through academic leadership and personalised support.</p>	<p>In this session, you will hear how we are encouraging students to engage in life-long learning by the inclusion of CPD activities in the curriculum. There will also be discussion of how Continuing Professional Development (CPD) activities can be integrated within the Work Like Experience provision. The session will culminate in</p>

		<p>Beverley Cook is a Principal Lecturer in the Department of Computer Science. Her roles within this are Business Lead Manager, and Apprenticeship Courses Manager. Her particular interests are practice-led and work-like learning, and she received a VC's Outstanding Practice Award in 2020 for her work in this area.</p> <p>Magdalena Williams is an Academic Support Tutor in the Department of Computer Science. Her interests are developing students' academic and research skills and embedding employability in the curriculum. She is a Senior Fellow of the HEA advising universities in eastern Europe how to improve their language curriculum at doctoral level.</p>	<p>the first stages of designing a bespoke WLE framework.</p>
<p>Anita Love and Caroline Travell</p>	<p>NTU x BIFT x Xiamen University X ZFIT - COIL / CoLab 2 - Teaching collaboratively, online and internationally with NTU students and students from three Chinese Universities simultaneously - what could possibly go wrong!</p>	<p>Anita Love - Senior Lecturer, Fashion Management, FMMC, Nottingham School of Art and Design, module leader responsible for the planning and delivery of the FM collaborative module, FM level 4 leader. An experienced academic who has worked in the public and private sector. Graduated from Huddersfield University and Nottingham Trent University.</p> <p>Caroline Travell - Senior Lecturer, Fashion Management, FMMC, Nottingham School of Art and Design, Tutor on the FM collaborative module, FM Level 5 leader and senior lecturer across all years. An experienced academic who has worked in the public and private sector. Graduated from Leeds University.</p>	<p>The Nottingham School of Art and Design has implemented a module offering opportunity for trans-disciplinary exchange and collaboration namely Co Lab 2. Students focus on taking risks and learning from failure. Exposed to new ways of thinking and working, staff and students have been challenged to work together to solve complex problems and generate innovative solutions.</p> <p>The Co Lab 2 cross School module offered an opportunity for cross-discipline collaboration to occur across our School or with industry and or with strategic HE partners.</p> <p>The Fashion Management course chose to work with three Chinese strategic partner universities through a COIL - (collaborative online international learning) project around wearable technology and marketing aligning to the NTU key strategies of creating opportunity, enriching society and connecting globally.</p>

			<p>The aim of this session is to share the research, learning and impact on students of implementing a new way of learning and teaching, whilst simultaneously showcasing the possibilities of cross partnership international collaboration and online learning.</p>
<p>Sarah Khan and Amy Wang</p>	<p>Creating and using collaborative opportunities for whole person development during Covid-19 Pandemic: An exploration of MA TESOL (Teaching English to Speakers of Other Languages) students' perspectives</p>	<p>Dr Amy Wang is the Course Leader of MA TESOL and MA ELT. As an applied linguist and MA course leader for more than ten years, she passionately believes in the role of education in bringing about positive change for our future generations. She takes a keen interest in collaborative learning, whole person education, and transformative education.</p> <p>Dr Sarah Khan is a Senior Lecturer in NILIC. She teaches on the MA TESOL and ELT courses and coordinates the longer pre-sessional English for Academic Purposes courses. Sarah is interested in promoting interactivity, engagement and collaboration in classrooms, blended learning, and students' and staff motivation.</p> <p>Ivana graduated from MA TESOL in 2021. She was a Course Representative and managed to contribute to a highly collaborative environment. Ivana is originally from Slovakia, and before MA TESOL, she studied English at the University of Presov in Slovakia. She is currently working with refugees as an ESOL teacher and supporting children with Special Education Needs.</p> <p>Maria Amor Cana Estrada, born Spanish, graduated from MA TESOL in 2021. She was Course Representative that year and it allowed her to polish her leadership skills and realise the importance of collaborative learning. She is currently working as an ESOL teacher in Catch22, Nottingham helping Refugees and Immigrants enhance their English Language and overcome barriers.</p>	<p>Demonstrating an example of creating opportunities for collaboration, Sarah and Amy from the MA TESOL course will present with two recent graduates. They will share students' whole person development of creating new opportunities during the pandemic and using available opportunities for collaborative learning in online and face-to-face environments.</p>

		<p>"Tri Thien Nguyen is a graduate of the MA TESOL course at Nottingham Trent University. He contributed to collaborative learning with practical ideas while he studied in MA TESOL, such as rehearsing Teaching Practice in peer groups before actual Teaching Practice. Thien is currently working as an ESOL teacher in Teaching Personnel, Nottingham."</p>	
Marion Snow	Ready, Set, Go! A New Approach and a Simple Language to Engage Students in Literature Reviews	Marion Snow is a senior lecturer on Fashion Marketing and Branding. She is an HEA fellow and came to academia from an industry background in sales and marketing. Her broad experience in coaching, line management and mentoring forms the basis for a passion for creating a humanised approach to teaching.	Green is go, amber all good, red, stay clear... in 2021/22 a new approach to secondary research and literature reviews was adopted on Fashion Marketing and Branding. This presentation introduces a framework that empowered students to engage in literature and provided a shared language enabling deeper analysis and higher attainment.
Helen Puntha, Jasmine Ranson, Katalin Butt-Bethlendy and Vanessa Odell	Sustainable Self: Sustainable Practitioner	<p>Jasmine Ranson is an ESD Assistant in the NTU Green Academy. She is an NBS student currently on her placement year. Throughout her placement she is focusing on game-based learning and looking how to incorporate the UN Sustainable Development Goals (SDGs) in new ways across the curriculum.</p> <p>Helen Puntha leads the Green Academy. Her specialisms include assessment and active learning pedagogies. Helen co-founded TILT SPUR, Sustainability in Practice (SiP) and was instrumental in the development of SCALE-UP. She is excited about the potential of Sustainability Education to bring about transformation at the individual, local and global level.</p> <p>Katalin Butt-Bethlendy is an ESD Coordinator for Green Academy. She believes that students should be given the opportunity to understand and practically address complex contemporary sustainable development challenges that need fresh thinking and new ways of working together.</p>	This workshop facilitated in the Clifton outdoor classroom, is an opportunity for you to explore what sustainability means to you as an individual and an HE educator. We will investigate the lifewide concept of 'Sustainability mindsets' using the lens of the UN Sustainable Development Goals . BYOD where possible.

		<p>Vanessa Odell is an ESD Coordinator in Green Academy. She is interested in developing sustainability related education for transformation. Vanessa has worked in sustainability for the last 7 years both in HE and industry, for example with multi-stakeholder groups for an Environmental Communication Social Enterprise.</p>	
Ellie Kennedy	Authenticity in assessment – beyond professionalisation to whole-person development	<p>Dr Ellie Kennedy has been a Senior/Educational Developer in CADQ since 2012. During this time she has made instrumental contributions to NTU strategic projects including Design Sprints; Success for All; and Curriculum Refresh. Her specialisms include inclusive learning, teaching and assessment. She is currently supporting course design and enhancement across the Mansfield hub. Before joining CADQ Ellie held academic roles in German Studies and English for Academic Purposes.</p> <p>Angela Vesey leads on employability strategy and practice in SSS. Her practice in teaching, learning and quality management has been developed through her work as Course and Module Leader. Prior to teaching, Angela worked as a career guidance practitioner in schools, colleges, and universities. She has contributed to a number of national conferences and symposia on employability.</p>	<p>In this hands-on session, colleagues will explore concepts and limits of authenticity in relation to assessment. Activities will challenge colleagues to think beyond professionalization to a whole-person approach. In addition, we will explore strategic ways in which a relatively short period of Work-like Experience – such as the NTU-required 8 weeks – can provide a wealth of authentic assessment across a students’ course experience as a whole.</p>
Rosemary Pearce, Bethany Witham and Joseph Kenney	Fostering engagement and peer-support through flexible collaborative learning activities.	<p>Rosemary Pearce is the Learning Development Manager in the Learning and Teaching Support Unit, School of Arts and Humanities. Rosemary has worked in a variety of Higher Education roles for over a decade and completed an Arts and Humanities PhD at the University of Nottingham. Fellow of the HEA.</p> <p>Bethany Witham is a Learning Technologist in the Learning and Teaching Support Unit (LTSU), School of Arts and Humanities at Nottingham Trent University. Bethany works as a specialist in the team giving expert advice on learning and teaching with technology.</p>	<p>This workshop will give attendees the opportunity to explore ways of facilitating collaborative learning activities that are flexible enough to be used in face to face and online environments and adapt to changing circumstances. We will share examples of effective practice from the School of Arts and Humanities; in particular how we have found that these activities encourage student collaboration and peer support that extends beyond the taught session. We will also provide space for attendees to share successful examples of their own collaborative learning activities, and collaborate on a live learning activity, in hopes that</p>

		Joseph Kenney is a Learning Technologist in the Learning and Teaching Support Unit (LTSU), School of Arts and Humanities at Nottingham Trent University. Joseph works as a specialist in the team giving expert advice on learning and teaching with technology.	a variety of perspectives will inspire and help us all to reflect.
Anne Peirson-Smith, Stella Claxton and Sajida Gordon	Save the planet by making fashion last longer with the Clothing Durability Dozen Toolkit: a participatory action-based workshop for engaging higher education students in sustainable clothing consumption	<p>Anne Peirson-Smith, PhD is Senior Lecturer in Fashion Management, Marketing and Communication, School of Art & Design, Nottingham Trent University and Course Leader Masters International Fashion Management. Anne is the Co-lead of the Clothing & Sustainability Research Group (CSRG) at NTU and researches and publishes on sustainable fashion and pedagogy.</p> <p>Stella Claxton is a lecturer in fashion management, marketing and communication at NTU. Prior to this, she worked in the fashion industry for retail and manufacturing organisations in design and technical product development. She is a member of the NTU Clothing Sustainability Research Group, with research interests in clothing durability / longevity.</p> <p>Sajida Gordon is a Lecturer in Fashion Management delivering on modules, Sustainability, Global sourcing, and product development. She is a member of Clothing Sustainability research Group at NTU. Prior to this she has worked within the fashion industry with all market levels in Product development, garment technology and manufacturing.</p>	Aligned with education for sustainable development (ESD) principles, this participatory, action-based workshop uses the Clothing Durability Dozen Toolkit to engage participants in collaborative and individual exercises and role-play, exploring circular solutions to the physical and emotional durability of garments for practical and effective approaches to clothing longevity for whole person development.
Dr Chris Reynolds and Ellie Wild	1968 - A Gateway for Change	<p>Dr Chris Reynolds teaches French and European studies in History, Heritage and Global Cultures. Main research interests are in relation to the events of 1968. Having initially focussed on the French events of Mai 68, he has widened his analysis to examine the period from a European perspective.</p> <p>Ellie Wild is the course leader on BA Illustration. Ellie has been an educator for over 20 years teaching graphic</p>	In Autumn 2021 History and Illustration brought students together to pilot a term-long project exploring how 1968 inspired global and local change through activism and protest. Supported by colleagues from Culture and Strategic Partnerships the result was a celebrated immersive installation in Nottingham Castle and engagement with the general public.

		design and illustration, and specialising in image making and printmaking. Ellie researches the relationship between analogue and digital practice within the context of printmaking.	
Sarah Johnson	Ready? BTEC, Go! A student-centred intervention offering personalised advice and guidance to NTU students from a vocational background.	Sarah Johnson is a Learning and Teaching Adviser, based within NTU Libraries and Learning Resources.	The aim of the poster presentation is to outline the pilot Ready? BTEC, Go! scheme, which is a three-part intervention, delivered over academic year 2021/22, and which forms part of the Library Learning and Teaching Team Success for All plan. The main objective of the session is to demonstrate how the scheme, designed to increase confidence in relation to academic skills of students who have entered NTU as BTEC background students, provides an opportunity for participants to: 1. Complete a diagnostic to identify specified areas of their studies where they feel least confident 2. Engage in 3 appointments with School specific Library Student Mentors 3. Complete an evaluation to identify whether confidence had increased The intervention was designed and delivered collaboratively by The Learning and Teaching Team and Library Student Mentors. Although making claims relating to impact from small-scale pilots is problematic, the evaluation tentatively suggests that participants felt more confident about academic skills and university study having engaged with the intervention.
The Green Academy	Game Jam		Game-based learning project - student creators working for you Are you considering how to integrate sustainability into your curriculum? We have an exciting opportunity for you to receive a bespoke game-based teaching tool created by some of our amazing students! Confetti and NTU Green Academy recently ran their second 'Green Game Jam' where multidisciplinary groups of students worked for 36 hours to create prototypes

			<p>of substantiality-themed games, apps and virtual reality experiences.</p> <p>We have four prototypes which are ready to be tailored to the needs and context of a specific module, course or subject area for use as teaching resources and we are looking for colleagues to trial these. Would you like to give your students opportunities to exercise decision-making, systems thinking or simply gain a better understanding of sustainability in line with the green skills agenda? Would you like to explore using a new stimulus for debate and discussion in the classroom? Come along to our stand and speak to Katalin Butt-Bethlendy from NTU Green Academy about how we could work with you to tailor a prototype for your students.</p>
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