

Nottingham Trent University

TILT Festival of Learning 2019

Abstract for the annual Festival of Learning



CADQ
25 June 2019

Keynote ▶

Professor Norman Jackson



“His work as an educator has formed around the challenge of enabling people to prepare themselves for the complexities of their future lives.”

Norman Jackson is Emeritus Professor, University of Surrey and Founder of two social educational enterprises - 'Creative Academic' and 'Lifewide Education'. His career in higher education led him from being a geology teacher/researcher, through roles with Her Majesty's Inspectorate, Higher Education Quality Council, Quality Assurance Agency, University for Industry, Learning and Teaching Support Network and Higher Education Academy, and several universities. As Director of the Surrey Centre for Excellence in Professional Training and Education (SCEPTre) at the University of Surrey, he developed and applied the idea of lifewide learning and education.

His work as an educator has formed around the challenge of enabling people to prepare themselves for the complexities of their future lives. He has a long-standing interest in the ideas of lifewide learning, learning ecologies and creativity in higher education. His books include 'Developing Creativity in Higher Education: an imaginative curriculum' Routledge, 'Learning for a Complex World: a lifewide concept of learning, education and personal development' Authorhouse, 'Tackling the Wicked Challenge of Strategic Change: the story of how a University changed itself' Authorhouse and 'Exploring Learning Ecologies, Lulu. His current book project with Ron Barnett, is concerned with developing the idea that learning and practice are ecological phenomenon.

<http://www.lifewideeducation.uk/>

<http://www.creativeacademic.uk/>

Session Abstracts ▼

Session 1 ▶

Georgia Stone
Arabella Flint
Carolyn Owen
Arts & Hums students
Alumni Fellows

Embedding NTU Alumni across the curriculum

This workshop will explore the possibilities created by embedding Alumni Fellows in the curriculum. Some quick-fire presentations will give examples of how they have been used in the school of Arts and Humanities. This will be followed by discussion of initiatives in other schools and the results will be disseminated to assist in applying the ideas in a number of curriculum areas.

A journey of student-employer engagement throughout an undergraduate degree

The overall aim of the presentation is to give a realistic impression of a packed schedule of opportunities that benefit students as they search for graduate employability in the buoyant area of IT. The session will take the attendees through the journey of an undergraduate student with the opportunity of engaging with discussions about their own priorities.

◀ **Session 2**
Jo Hartley

Session 3 ▶

Christopher Towers
Tina Burnett
Helen Puntha
Ricky Gee
Phil Wane

Reaching out: Innovative pedagogies for a diverse student group

Chris Towers, a VC Award winner in teaching, 2018, and his colleague Ricky Gee describe and discuss their diverse teaching methods from role play to poetry and use of music and other ways of reaching out to an increasingly diverse student group with different learning styles and expectations.

Using assessment matrices to evaluate course quality and inform materials design to meet the needs of all learners

This presentation shows how assessment criteria can provide rich data on course performance to evaluate course content, update teaching materials, and facilitate constructive alignment. Additionally, it examples how matrix analysis can reveal areas of a course that are biased against certain learner groups, allowing course designers to understand whether content functions differently for diverse learners.

◀ **Session 4: Pt 1**
Sam Barclay
Gianluca Fantoni

Engaging A Level students in University Research Culture

This session discusses as an outreach event that was facilitated by the psychology department. The event involved A-Level students from 3 secondary schools presenting a research project they have completed in their studies. The students received questions and feedback from the audience, which included a number of research active academic staff. The purpose of the event was to expose pre-university students to the research culture at NTU. Feedback from the staff and students involved indicated that they really valued the opportunity as it consolidated their learning of psychological research.

◀ **Session 4: Pt 2**
Palwinder Athwal-
Kooner

Session 5: Pt 1 ▶

**Cassie White
John Clarkson**

Development of Project Management Skills in students in preparation for Graduate Work: A Case Study

Students at ARES are exposed to the challenge of working in multi-disciplinary teams to provide industry-standard environmental enhancements project management proposals for local organisations. The students are grouped so that they draw on a broad range of skills, knowledge and attributes in an attempt to operate as a team greater than the sum of its parts. This talk will look at the development of project management skills in students and how the module has helped them in the workplace & through their transition to graduate work.

Session 5: Pt 2 ▶

Chris Heuvel

Practice without Guinea-Pigs – the Project Office as learning environment

This presentation considers the work of the School of Architecture Project Office, through which students learn through engagement (under the supervision of a qualified practitioner) in community-led design projects. It is found that the adoption of participative action-research techniques ensures that the public we work with also derive educational benefits.

Learning Through Practice: What? So What? Now What?

Within a review of trainee lawyer professionals' primary reflections immediately following a mock skills assessment, we will explore the interdependence of "learning by doing" and the practise of reflection in achieving the transfer of learning across contexts and students' comprehension of the need to engage in life-long professional development.

◀ **Session 6**

**Joy Davies
Jane Ching**

Session 7 ▶

**Chris Rolph
Charlie Davis
David Ellicott**

Creativity from Constraint

This session provides an exploration of what it means to be creative when teaching appears to be limited by environmental constraints, whether these are physical, temporal, real or abstract. We explore the relationships between teaching and learning and the part that engagement has to play.

Developing the digital: Helping students understand their digital capabilities

Just because someone can write with a pen doesn't mean they can use a keyboard, even though the building blocks of language are the same. Similarly, being able to use social media does not equate to digital literacies for learning. In this workshop we will explore and co-create a student digital capabilities self-assessment.

◀ **Session 8: Pt 1**

**Marcus Elliott
Gemma Stafford-Keal**

From stumbling blocks to building blocks: scaffolding learning through play!

Aligned with Nottingham Trent University's Success for All strategy, and to promote an inclusive learning environment, the Library Learning and Teaching Team recently piloted embedding play pedagogy into their teaching activities. This workshop will consider a range of theoretical perspectives, then showcase an interactive activity to demonstrate learning through play.

◀ **Session 8: Pt 2**

Sarah Johnson
Rachel Campbell
Matthew Davidson

Session 9 ▶

Ellie Howitt

What is SCALE-UP? (and what does it mean for Lifewide Learning)

Aimed at those new to SCALE-UP, this active collaborative session introduces the key components of SCALE-UP and explores their application in different practice contexts. This session will include facilitated discussion on how SCALE-UP pedagogy supports whole person development for lifewide learning. NTU colleagues who also attend the 'Consolidating SCALE-UP' session will be invited to complete a short top-up session in the coming months to complete their SCALE-UP induction.

Poster Session 10 ▼

Emily Hall - Developing teaching and learning strategies to prepare students for life-long professional practice in veterinary nursing.

Andrea Moneta - Engaging with site-specific design through experiential learning and case based learning

Dorothy Hardy - The Sustainability of Electronic Textiles.

Juliet Wakefield - Summary and evaluation of an initiative designed to develop students' growth mind-sets.

Lindsay Davies & Paul Wallis - Doing It for Real: a BAFTA albert case study on how to embed industry sustainable practices.

Angela Donaldson - Preaching what we practice! The wider benefits to be gained from using information ethically.

Erick Morataya – Drawing Up a More Inclusive Academic Experience: Understanding LGBT Student's Academic Experience.

Jenny Hambling - Understanding the experiences of mature and commuting students at NTU.

Nick Morton - Communicating assessment skills via YouTube videos

Student diversity – It is well known that students learn in different ways. They have different learning styles. They prefer different learning spaces. They access information and guidance in different ways. This talk will discuss the production and use of online assessment guidance videos and their utility as learning tools. It will demonstrate how supportive and focused advice videos

mounted on YouTube can reach out to students who might otherwise be unwilling or unable to access advice and support through conventional channels. In this way, these videos represent a positive tool enabling educators to support 'hard to reach' students.

Lifelong & Life wide Learning and Employability - theory to practice and defining what really matters

Government and the media talk skills and employers want competencies and behaviours, how do these areas align and what is the Higher Education sector and more specifically NTU doing about it?

The purpose of the workshop is to consider the current narrative around employability, taking into account previous academic research and reflecting on what areas of contextual learning are critical in the future to support students in developing the qualities and dispositions for a rapidly changing and complex world.

◀ **Session 11: Pt 1**

Doug Cole

Doing is Believing': Changing the boundaries of student career identity through reflection on performance and possibility

This session will seek to share insights into a students' learning journey at level 6, from initial reflection to successful final performance for employability.

Specifically, you will develop your understanding of the rationale and approaches used to teach and assess critical, deep reflection in the undergraduate curriculum, and critically reflect upon the value of this approach to support the academic, personal and professional development of your own students.

◀ **Session 11: Pt 2**

Angela Vesey

Anne Owen

Session 12: Pt 1 ▶

Jane Ching
Joanne Baggaley
Graham Ferris
Mark Chadwick

Practise what we preach: fostering our own lifelong learning

This session explores Nottingham Law School's PGCAP/APS support group as a context for our own lifelong learning in the "tension field" between the cognitive, emotional and social (Illeris, 2003) in first becoming expert teachers and later, avoiding stagnation of "the growing edge" of [our own] expertise" (Bereiter and Scardamalia, 1993, xi).

Session 12: Pt 2 ▶

James Leinster
Mike Coffey

Developing graduate 'durable' skills using game-based teaching and learning approaches

Developing graduate job-specific knowledge and skills for their chosen careers is a major focus in HE. However, the acknowledgment that job-specific knowledge is subject to continuous change a renewed focus on transferable 'durable skills' is vital, being highly valued by employers. We explore how game-based learning tools designed at NTU can help develop students' durable skills.

Experiential learning and non-vocational courses: the case of Politics and International Relations (in practice).

An NTU academic and a Nottingham-based entrepreneur come together to discuss different ways of engaging students with employability.

◀ **Session 13: Pt 1**

**Janka Lloyd
Darrell West (Octopus Intelligence)**

Collaborative Curriculum Co-Design: Developing Disruptive Cross-School Opportunities to Learn from Risk-Taking and Failure

Deliberately disruptive in our innovation, the School of Art & Design at Nottingham Trent University have redesigned the undergraduate learning journey through projects that are cross-disciplinary in design with risk-taking, failure and collaboration built within bounded parameters. Offering an immersive curriculum design sprint, this session challenges participants to engage in the participatory co-design of a collaborative, risk-taking activity as a cross-disciplinary learning experience. Participants will explore collaborative curriculum co-design through participation in a group curriculum co-design sprint.

◀ **Session 13: Pt 2**

**Kerry Gough
Ben Rostance
Ellis Freeman**

Session 14 ▶

**Louise Griffiths
Jenny Sanders
Dolores Ellidge
Richard Machin
Amy Allen
Louise Hunt**

The Development of the Health and Social Care Teaching and Lecturing Internship: Learning through Practice

This workshop discusses the development and implementation of the Health and Social Care Teaching and Lecturing internship, which supports students to learn through practice. The course team and one student will discuss their experiences of the course internship, and how this enables essential transferable skills for students.

Consolidating SCALE-UP for Lifewide Learning

Aimed at those with prior knowledge of SCALE-UP (including those who attended the 'What is SCALE-UP?' session), this active collaborative session will give participants the opportunity to take part in an authentic enquiry-based 'visible', 'ponderable' or 'tangible' activity from the disciplines. Public thinking and reflection are used to explore how enquiry-based learning can develop skills applicable to contexts outside of the classroom.

Please note: Session 15 and 20 are the same session repeated

◀ **Session 15**

Ellie Howitt

Session 16: Pt 1 ▶

David Hindley

A banana costume, Jenga, modelling clay, traditional Argentine music and beer pong: a seminar reimaged

What has a banana costume, Jenga, modelling clay, a cake with Mexican flag icing, traditional Argentine music, and beer pong all got in common?

All will be revealed in this workshop that aims to explore how by facilitating student-led forms of learning that emphasise play and creativity in an informal and inviting environment, students are able to engage in ways that are stifled by a more traditional academic seminar.

Session 16: Pt 2 ▶
Jacqueline Shorrocks

Developing Pedagogies for Creativity

The place of creativity is not well established within university education, but its need is. Teaching for creativity was found to reflect a limited view of creativity. limiting university systems and structures and, a lack of knowledge and discourse about creativity, produces limited and accidental teaching for creativity. This paper calls for management support and direction for teacher education about creativity and its teaching.

“On your marks. Get set. Write!”: introducing undergraduate students to writing retreat pedagogies

“On your marks. Get set. Write!”: introducing undergraduate students to writing retreat pedagogies.

Writing retreats at academic and postgraduate levels have become increasingly popular. But how might this success be emulated for undergraduate writers? This paper outlines a writing retreat model adapted for use with undergraduate students, with potential to contribute to students’ own repertoire of study habits and lifelong learning.

◀ Session 17: Pt 1
Verity Aiken

NTU Forever: 'Future You' Employability support for Graduates and Alumni

Find out more about Employability’s unique approach to engaging and providing learning opportunities for graduates. Consider challenges graduates face once they leave NTU, gain a practical insight into our lifelong ‘Future You-Online’ learning platform and understand how the dedicated ‘Future You’ team continue to support students after graduation.

◀ Session 17: Pt 2
Suzanne Kulk
Becci Hubbard

Session 18: Pt 1 ▶
Cassie White
Carla Lees Limb

Developing “self-efficacy” through Professional Practice awards: an overview of the changes in approach for the School of ARES

The School of ARES offer two professional practice awards for work placements across their UG suite of courses; Placement Certificate in Professional Practice (> 6 weeks work experience) and Placement Diploma in Professional Practice (> 36 weeks work experience) during a Sandwich year.

As part of curriculum refresh, the existing criteria for the awards were reviewed and revised to incorporate employer feedback (as placement provider), student evaluations and reflections and the new approach was based on recent employability research to include career development learning (CDL) with a particular focus on facilitating self-efficacy. This session will look at the reasons for the changes made, refer to recent employability related literature and talk through the reviewed award and its requirements.

Session 18: Pt 2 ▶
Vanessa Dodd

Work-related learning at NTU: A working typology for moving forward

NTU offers a variety of work-related learning (WRL) activities to students. A working typology of WRL at NTU was created through primary research and a literature review. This working typology is meant to establish a shared language of WRL that can be used in employability discussions across the institution.

Academic Integrity: Fostering a positive approach to lifelong learning

Academic integrity focuses on concepts such as honesty, fairness and responsibility. In this session members of the TILT Academic Integrity Group explore: 1) Fostering Academic Integrity through Poor Academic Practice notifications, 2) The use of translation software by HE students and 3) Pedagogic responses to custom essay writing services.

◀ **Session 19**
Mark Sergeant
Walter Nowlan
Joanne Marsden
Martin Seviour

Session 20 ▶
Helen Puntha

Consolidating SCALE-UP for Lifewide Learning

Aimed at those with prior knowledge of SCALE-UP (including those who attended the ‘What is SCALE-UP?’ session), this active collaborative session will give participants the opportunity to take part in an authentic enquiry-based ‘visible’, ‘ponderable’ or ‘tangible’ activity from the disciplines. Public thinking and reflection are used to explore how enquiry-based learning can develop skills applicable to contexts outside of the classroom.

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Degree Apprenticeships: A case study of working in partnership with local employers to address skills gaps

Degree Apprenticeships are seeing rapid expansion within UK Higher Education. Their flexible structure offers opportunities for collaboration on curriculum design, course development and delivery, enabling employers to meet their specific learning needs, as well as helping address local and national skills shortages. This case-study session emphasises a ‘stakeholder approach’, advocating a collaborative and partnership-based approach that includes employers, learning providers and learners themselves to deliver optimal outcomes for all involved.

◀ **Session 21**
Barry Gregory
David Walker

Session 22: Pt 1 ▶
Andy Coppins
Andrea Lyons-Lewis

Community Engaged Learning’ pedagogies at NTU

There is growing interest across the University in how NTU engages with our local community. ‘Community Engaged Learning’ is a curriculum based pedagogy that enables students to engage with the local community, gaining skills, while delivering community benefit. This session will give an overview, its relevance to NTU and some examples of existing practice.

Session 22: Pt 2 ▶

**Jazzmyn Lyons
Lisan Hemstock
Charlie Davis
Luke Parmenter**

Utilising participatory research approaches as part of a pedagogy of discomfort aimed at building an inclusive community of inquiry

This student-led session will explore how participatory research approaches can be mobilised to disrupt traditional staff/student power dynamics to facilitate opportunities to develop communication, inquiry and academic skills and knowledge for the academia and beyond.

Considering playful and intuitive pedagogies that incite motivation

This presentation offers lecturers an opportunity to reflect on the outcomes from a recent doctoral case study where students, lecturers and managers were asked to consider how today's students best learn. Student engagement, their motivations and how we facilitate autonomous learning through our use of pedagogy are discussed.

◀ Session 23: Pt 1

Jane Bartholomew

Piloting Team Based Learning: There is an 'I' in Team Based Learning

Team Based Learning (TBL) versus the traditional teaching model found students in the TBL group to have an appetite for flipped learning, with high engagement and greater confidence in their knowledge and skills. Barriers to TBL were found to be resource availability, however, the provision of SCALE-UP rooms at ARES will hopefully overcome this.

◀ Session 23: Pt 2

**Sarah Broadberry
Tim Suffield
Andre Koziello
Julia Davies**

Session 24: Pt 1 ▶

**Sharon Hutchings
Ricky Gee**

Service learning: reflections via the lens of career and lifewide learning

Service learning is the experiential offer for students on BA and MA sociology. They work on live projects determined by Nottingham's not-for-profit sector. A concern for social justice rather than employability is core to this offer however in developing notions of career and lifewide learning new appreciations are emerging and we hope to share these through recent video evaluations.

Session 24: Pt 2 ▶

**Craig Bickerton
Dean Garratt (Aston
University)**

Communication Breakdown? Economics in the classroom and the workplace

We address an aspect of the post-financial crisis debate: how economists communicate. The ability to clearly communicate what economists do is an important requirement of employers of economists. We discuss our attempts to use curriculum and assessment design to engage economics students with this challenge. These ideas may resonate with other disciplines.

Lifewide Learning: the student perspective

The BME attainment gap in reference to race refers to the fact that there is a 'gap' in achievement between BME and White students. BME students are less likely to achieve a 1st class or 2:1 degree compared to their white counterparts. (Equality Information Report Jan 2016)

Afua has been actively working this year to tackle the BME attainment gap at NTU as it is larger when compared against the sector. In the session, she will be reflecting on her research into the BME Attainment Gap at NTU. This includes an analysis of student perspectives into the gaps and in-depth discussions with BME students about their educational journeys. The initial conclusions show how unaware students are of inequality in higher education and how comfortable students are in regards to conversations on race and culture.

◀ **Session 25**
Afua Acheampong