ADA
teachinglearningconference2013
Celebrating innovation in teaching and learning

9th Jan 2013

Programme details

8.30	9.00	Coffee & Registration	BS: The Street	30 mins
9.00	9.10	Conference Opening: Jess Power	BS1/01	10 mins
9.10	9.30	Welcome and introduction: Emma Hunt	BS1/01	20 mins
9.30	10.15	Key Note Speaker: Susan Orr	BS1/01	45 mins
10.15	10.50	Morning Break	BS: The Street	35 mins
10.50	11.20	Guest Speaker: Carolyn Bew	BS1/01	30 mins
11.20	12.00	Parallel Sessions A	BSG: 17, 19 & 20	40 mins
12.00	13.00	Lunch and Networking	Quayside	60 mins
13.00	13.40	Parallel Sessions B	BSG: 17, 19 & 20	40 mins
13.40	14.20	Parallel Sessions C	BSG: 17, 19 & 20	40 mins
14.20	14.50	Afternoon Break	BS: The Street	30 mins
14.50	15.30	TALI: Applying for T&L funding	BS1/01	40 mins
15.30	16.10	Where now?: led by Martin Plant	BS1/01	40 mins
16.10	16.30	Summary: Emma Hunt & Jess Power	BS1/01	20 mins
16.30		Close		

Speakers on the day

Keynote Speaker – Susan Orr

Professor Susan Orr is Assistant Dean in the Faculty of Arts, Computing, Engineering and Science at Sheffield Hallam University. She holds a chair in Creative Practice Pedagogy and was awarded a National Teaching Fellowship in 2010. Susan's doctoral thesis was entitled 'Making marks: the artful practice of assessment in fine art'. Susan researches pedagogy in art and design with a particular focus on the assessment of creative practice. Her recent publications have explored issues of identity, subjectivity and objectivity in relation to the assessment of art and design and the studio Crit. Susan is currently carrying out research that is exploring art and design students' experiences of the National Student Survey. This is a GLAD and HEA funded research project and her co researchers are Professor Mantz Yorke and Professor Bernadette Blair. Susan has been researching art and design pedagogy for over a decade and is still as passionate about this subject as she was when she wrote her first research paper.

Guest Speaker

"After the end of the world (if the Mayans got it right)." by Carolyn Bew

Carolyn joined the Higher Education Academy in August 2012 as lead for Art and Design following her role as Academic Developer for art and design at the Art, Design and Media Subject Centre based at the University of Brighton. She has a broad experience in the teaching of art and design across both HE and FE sectors including ten years at Chelsea College of Art. Carolyn's research interest lies in drawing as a tool for learning and she is currently studying for a PhD examining the relationship between in drawing and gesture at Kingston University. Carolyn is an alumna of Central Saint Martin's School of Art, she is also a member of the Group for Learning in Art and Design (GLAD) and on the executive board of the Council for Higher Education in Art and Design (CHEAD).

TALI: 'Applying for T&L funding' by Lisa Ward

The Teaching and Learning Institute was formed in May 2010 on the initiative of Professor Tim Thornton (Pro Vice-chancellor, Learning and Teaching). It has key responsibilities and priorities to support and further the development of inspiring and innovative teaching and learning. We aim to do this by ensuring the coordination, evaluation and dissemination of best practice in teaching and learning across disciplinary and School boundaries, and by raising the profile of the university externally.

'Where now?' by Martin Plant

The Staff Development Unit, located on Level 7 of the Central services Building (CSB) provides professional development support to circa 1800 members of staff via individual, teams, and Schools or Service interventions. The Unit is responsible for retention of the IiP award (held since 1999 and re-assessed every 3 years). The range of central programmes covers Leadership, Teaching & Learning, Research & Enterprise, Professional Development, Health and Safety, IT and University Processes. The Unit also brokers mentor and coach support for staff. In 2011/12 staff development provided 456 centrally commissioned events.

Workshop Details:

Parallel Sessions A 11:20 – 12:00

Session A1 **BSG/17** **Digital and Web technologies in Assessment and Feedback** Presenter: **Adrian Evans**	***Abstract:*** The session will look at recent developments on the BA(Hons) Architecture, aimed at bringing breadth, variety, efficiency and robustness in feedback. These include the use of tablet computers with Onenote and sharepoint to log tutorial feedback and share it between tutors, and the use of 'cloud' matrices; Use of Issuu for electronic submission, presentation, staff and student feedback; The use of Skype for design tutorial; the use of Google calendar for appointment booking. These are combined with varied non electronic approaches to assessment and feedback, like the multi-layered group review, attempting to provide a rich and robust learning environment. There will be an opportunity to explore the use of ISSUU for submission and presentation.
Session A2 **BSG/19** **Beyond UniLearn** Presenter: **Derek Hales**	***Abstract***: Those born in 1993 will soon become our graduates – the first graduates to have been born into and growing with a world wide web. This web, now unrecognisable as that popularised when the web browser Mosaic was launched in 1993 is today spilling out from the digital virtual in a messy melding of databases and physical structures revealing the hidden materiality of media. This workshop will discuss a particular academic-industry nexus across this period by drawing on the experiences of a group of academics and practitioners together with some of their former students. What is it that was sensed in the possibilities for practice relating to computing and what compelled these artists, architects and designers who felt the need to make computers an integral part of their work in Art and Design education? The workshop suggests that an engagement with virtual learning environments is now a given, maybe even risks missing the point entirely, but that a question *beyond* Unilearn remains: What happens now that all studies are media studies? What does this mean for practice across the Arts and Humanities?
Session A3 **BSG/20** **The Second Year Blues: capturing perceptions and perspectives** Presenters: **Dr Amanda Tinker and Dr Rowan Bailey**	***Abstract:*** What is commonly known as the 'sophomore slump' or 'second year blues' can be attributed to several stress related factors: fears surrounding increased levels of independent learning and self-directed study, social group cohesion with peers, personal development issues with pressures to cope with new life challenges, such as housing and finance issues (Schreiner, 2010). Evidence suggests that due to the amalgamation of these factors, students often experience a loss of engagement, struggle to manage a smooth transition into year two and, consequently, to get the best out of their intermediate level of undergraduate study (Grump, 2007). At the University of Huddersfield, we have found that fewer students access academic skills provision in their second year and that this pattern is mirrored in taught academic skills session delivery, with sessions being 'front-loaded' at foundation level. Our role as facilitators for the learning journey of a student requires that we engage with the progression levels of a degree programme holistically, but, are we successfully identifying and implementing relevant 'progression points' for each level? This workshop will involve staff in a mapping exercise to generate a discussion around pedagogical methods and strategies that might better embed progressive learning into intermediate level curricula.

References:

Grump, S. (2007) 'Classroom Research in a General Education Course: Exploring Implications through an Investigation of the Sophomore Slump' *The Journal of General Education*, Vol.56, No.2, pp.105-125.

Schreiner, (2010) 'Factors that Contribute to Sophomore Success and Satisfaction' IN. Hunter, M. Tobolansky, B., Gardner, J., Evenbeck, S., Pattensgale, J., Schaller, M., and Schriver, L., *Helping Sophomores Succeed: Understanding and Improving Second-Year Experiences*. San Francisco: John Wiley and Sons, pp.43-65.

University of Huddersfield (2011) *Embedding skills project website* [online] Available at: http://embeddingskills.hud.ac.uk [Accessed 30 October 2012].

Parallel Sessions B 13.00 – 13:30

Session B1 **BSG/17** **Moving students fluidly between digital and physical dimensions: the impact of tutor intervention** Presenter: **Claire Evans**	*Abstract:* The session will present the 'My Suitcase' Garment Research Resource - the resources intention is to engage students and move them beyond the 'attentional' gate of surface learning to guide students to greater depth of investigation, research and analysis of objects. The resource is intended to be an innovative link between the digital based investigation and physical object investigation. It is intended to make a richly layered resource bringing together product representation with other information, signposting and pinpointing key product related items that can be interacted with intuitively. Research findings will be discussed focusing on understanding the impact of tutor intervention points and introduces the learning pendulum (Evans,C., Allen,C. 2012). ' We should not be afraid of the students' digital wisdom but if we co-work with them as their preference is for collaboration and co-working, then we can guide and develop their enquiring mind as they can digitally educate us the tutor.' (Evans,C., Allen,C. 2012) *References:* The university repository would provide useful reading for anyone attending the session. Allen, C., & Evans, C. (2011). Going beyond the obvious: Engaging fashion design and reflection and self motivated investigation. *3rd Global Conference Fashion Exploring Critical Issues*. Retrieved from http://eprints.hud.ac.uk/11168/2/Allenpdf.pdf Evans,C., Allen,C. (2012) *Undergraduate student research skills for the 21st century: Pedagogical investigation for engaging the millennials beyond surface learning.*, ICED 12, Bangkok

Session B2 **BSG/19** **Research x Destroy:** **Crim Collective one year on** Presenters: **Paul Heys and** **CRIM Collective**	***Abstract***: One year on from presenting at the 2011 teaching and learning conference, the Crim Collective have created new work in Dutch design agencies, art spaces, hipster hotspots in Manchester and Leeds and are about to launch a fully exhaustive website which tracks the seven year history of the collective's projects, members and record the experience through interviews with past and present members, organisations and institutions connected to Crim. This year BA(Hons) Graphic Design Alumnus and Project Manager: Jonathan Lindley, Year Two BA(Hons) Graphic Design undergraduate Benjamin Bostock and Project Director, Paul Heys discuss new recruits, working overseas and the launch of the new website designed by Art Director, BA(Hons) Graphic Design Alumnus and Crim Co-Founder Robert Loeber.
Session B3 **BSG/20** **Designing in un-familiar culture: Huddersfield architectural students' learning experience in China** Presenter: **Dr Yun Gao**	***Abstract:*** This project will contribute to the better understanding of how International Architectural Course can develop global citizens. As part of the International Architecture programme for academic year 2012-13, 25 architectural students from Huddersfield will work with Chinese students on joint projects in China during November and December 2012. Built upon our previous experience on developing teaching methods for the International Architectural Course, this project will investigate the reflections of learning experience of the students from Huddersfield. This study aims to actively seek understanding regarding the learning experience of students from University of Huddersfield when they work with Chinese students in joint architecture design projects in China and to explore key aspects with them relating to staff development needs. The specific objectives include an investigation of the following questions: 1. What are the common issues and difficulties most Huddersfield students are facing in their learning experience in an un-familiar environment? Do you have any similar experience in the overseas study trips in your courses? 2. What staff development needs arise for staff teaching International Architectural programme?

Parallel Sessions C 13.40 – 14:10

Session C1 **BSG/17** **Technology enhanced learning in the creative arts and humanities** Presenters: **Dr Jess Power and Vidya Kannara**	*Abstract:* In recent years there have been large investments made by universities to support technology enhanced learning and the development of virtual learning environments (VLE) (Knight, 2011; Sharpe, 2010; Holly, 2009; Evans, 2008). E/M-learning offers significant opportunities in Higher Education as there is a general trend to move to an anywhere anytime learning model in which the VLE must be developed to support the diverse needs of the learner. Technology offers many opportunities to transform the student learning experience and prepare students for future employment if combined and supported with effective andragogy and metacognition (Knight, 2011; Wilkinson, 2011; Garrison and Anderson, 2003). However, in order to maximise the benefits, mechanisms needs to be explored regarding how to effectively engage students and how to embed technology within the curriculum. One important feature of e-learning is to understand why you are doing it and how this contributes to the learning experience. This workshop will explore the e-learning opportunities provided across a range of modules in creative art and humanities. It will identify areas of good practice in relation to blending technology to enhance teaching and learning within the VLE. ***References:*** Evans, C. (2008) The Effectiveness of m-learning in the form of podcast revision lectures in higher education, Science Direct, 50 pp.491-498. Garrison, R. and Anderson, T. (2003) E-learning in the 21st century: a framework for research and practice. London: Routledge. Knight, S. (2011) Emerging Practice in a Digital Age. UK: HEFCE: JISC Holley, D. (2009) *Spaces and places: negotiated learning in the context of new technology,* Doctor of Philosophy, Institute of Education, London. Sharpe, R. (2010) Conceptualizing differences in learners' experiences of e-learning: a review of contextual models, Report of the Higher Education Academy Learner Difference, (HEALD) synthesis project. July 2010 Wilkinson, S. C. (2011) Using socially constructed technology to enhance learning in higher education.
Session C2 **BSG/19** **Experiential learning of 3D digital technologies: A presentation of reflective student narratives** Presenter: **Andrew Taylor**	*Abstract*: The session will present the final phase of a teaching and learning funded research project. *'Experiential learning of 3D digital technologies: A presentation of reflective student narratives.'* The aim of the session is to share my experiences of doing practitioner research in art and design education and the importance of being open to the *emergence of things*. A research practitioner approach has been applied to explore the value of 3D digital technologies for Textiles/Surface Design courses, through understanding how a small group of BA Textiles/Surface design students experienced beginning to learn and use 3D technologies for the first time. A student -focused collection of documented data: virtual and physical learning materials, artefacts, prototypes, and experiences have been gathered through a series of workshops and exhibitions and will be presented and reflected upon during the session.

Session C3 BSG/20 Managing the Masses: The Highs and Lows of Large Lecture Delivery Presenter: Dr Karen Dennis	Abstract content

Session C3

BSG/20

Managing the Masses: The Highs and Lows of Large Lecture Delivery

Presenter:
Dr Karen Dennis

Abstract: The aim of this presentation is to explore, how as tutors we can engage students within a large lecture theatre and how we can keep their motivation and momentum going through the development of innovative teaching and assessment methods.

The presentation will draw on work undertaken in the development of a history and context module delivered to approx 220 1st year design students in which they worked towards an essay and presentation. Feedback collected from students will monitor their experiences of learning and their engagement with the subject matter.

Innovation in delivery will be explored with the view to developing transferable models applicable to other subject areas and pathe the way for discussion into the advantages and disadvantages of teaching on this scale.

Of key importance will be the evaluation of student experiences of group work where they were asked to produce a book. This was done as a way of engaging students with physical materials and as a way of breaking down their fear towards books and reading. It was also done as a way of making the numbers more manageable and as a way of encouraging self and peer directed learning. For assessment they have been asked to present in front of a video camera for ease of assessment and these efforts will be similarly evaluated.

Also up for exploration will be personal reflections on how modules of this scale can be managed and effective tutoring put in place. This will consider the role and importance of email and virtual learning environments for keeping in touch and transferring key information.

Reflections on social and political issues as they relate to 'mass' teaching and 'mass' education will also be reviewed. It is hoped that examples of work will be presented in the form of student presentations and examples of effective feedback will be highlighted showing ways in which students have effectively learnt within this environment. Recommendations for future development the module will be presented.

In essence, the presentation hopes to highlight how, with appropriate support mechanisms and technological back-up, large group teaching can be exhilarating and worth while. Initial evaluation has concluded that it can provide a unique platform for collaboration and if carried out correctly should not diminish the student experience.

Key discussion points will include:

Student and Staff Experiences of :
- Large scale Teaching (Mass Education)
- Virtual Learning Environments and the Use of the Web
- Marrying the Old with the New (Books versus Videos)
- Group and Collaborative Work
- Sharing the Assessment Load