

# Student Education Conference: Thursday 8 and Friday 9 January 2015

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## Workshops – 11.50am to 12.50pm, Friday 9 January

Please choose **ONE** workshop from the following options to attend.

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### **Workshop 1: Discovery themes – creating multidisciplinary journeys with students**

*Alison McKay (School of Mechanical Engineering, Faculty of Engineering)*

This workshop will engage staff in reflecting on early experiences from the delivery of Discovery Themes to new Level 1 students as part of the University's Broadening agenda with a view to informing ways in which student experiences and journeys might be evaluated (ie. going beyond modules), and improved for future years. Content will relate to ways in which possible routes for students on multi-disciplinary journeys are communicated including the visualisation of discovery pathways; early experiences of student module selection and module delivery; and potential roles for digital learning technologies to accommodate wider ranges of students in discovery modules.

The workshop will focus on at least one Discovery Theme (Enterprise & Innovation) and is likely to include more. Learning from the workshop could inform the development of all Discovery Themes.

**Transferability:** The workshop will cover issues in module design, development and delivery that are applicable to many kinds of module and learning experience.

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### **Workshop 2: Distinctive students for a competitive workplace**

*Nancy Davies, Gareth Frith, Viktoria Joynes (School of Medicine, FMH)*

From the moment of acceptance to graduation and beyond, our students are supported by innovative technology which enhances both face-to-face teaching and self-directed learning, and encourages students to make the most of every learning opportunity. By providing our students with the tools to learn in the moment, wherever they are, whatever time of day or night, we prepare them to both make the most of the learning opportunities that this technology provides, and also for lifelong learning and professional revalidation.

Integrating bought content with a series of content developed in-house for use across a range of technological platforms, this range of resources helps support and enhance every aspect of our students' time at University and on placement. Students are provided with mobile learning content and technology for learning on the go, which is particularly important in supporting them while they are away from the University setting on placement. Decision-making software enables students to make considered decisions about choosing the right career path, while a 'virtual community' of patients allows them to practice their diagnostic skills at a level appropriate to their stage of the curriculum.

**Transferability:** Any course involving an element of work-based learning will benefit from exploring the options for content to support students away from the University. Additionally, much of our content has been developed by students, and the method to do this could be applied by any discipline.

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### **Workshop 3: Instructional Design – how to manage cognitive load**

*James Pickering (School of Medicine, FMH)*

Anatomy drawing screencasts have proven to be a great success across numerous MBChB modules within the School of Medicine. These are simple anatomical structures that are simultaneously drawn and narrated to describe the relevant structures. These drawings are captured with screen-capture software and provided to the student group for consolidation and revision.

This session will highlight the comparison of teaching in this format compared to a more traditional textbook approach to consolidating and revising material. Each of these approaches will be scrutinised against the cognitive theory of multimedia learning.

**Transferability:** As screencasting can be used across any discipline, this approach to instructional design, and being aware of cognitive load, is an important consideration when constructing learning materials. This workshop will provide an insight into cognitive load theory and aims to provide colleagues with ideas for creating their own informative learning resources.

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### **Workshop 4: Course Rep conversations**

*Kath Owen, LUU*

Leeds University Union instigated a new system of student representation in 2010. Student feedback demonstrated that students were most likely to approach their peers first when finding out information or trying to tackle a problem. Agreed at institutional and school level, systems of course reps were developed to ensure that students on every programme could find a local rep who would be someone known to them, either within seminars, labs or other teaching groups. Four years on, this system will be refreshed as part of LUU's strategic planning cycle.

Findings of an audit of current practice and sector-wide approaches will be presented. This workshop will contribute to the conversations of the review so participants will be invited to share their insights. There will be an opportunity to hear from

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students involved, understand the developmental opportunities experienced by course reps and their subsequent roles and hear about the impact of local representation on student education.

**Transferability:** The workshop seeks to share experiences from a range of schools and faculties, from both the student perspective and colleagues both locally and in the centre. There will be opportunities to explore the benefits and challenges of micro-level representation. This interactive session will be of interest to all those involved in student representation and engagement.”

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#### **Workshop 5: Visualising the Curriculum – Discovery Themes and the student experience**

*Nick Robinson (POLIS)*

A key challenge for the Discovery Themes is to aid student navigation to elements of the curriculum that may be alien to them. To meet this challenge, we have worked with LSTV to produce a series of short films designed to introduce the Discovery Themes to students and to aid their navigation to (and within) them.

The workshop provides a space for participants to engage with the curriculum website, offer feedback to Discovery Theme leaders in terms of the value of the videos and, crucially, to speak to students from LSTV about next steps in the visual curriculum. Going forward, the plan is to produce more visual aids to help both staff and students build a culture of a visual curriculum – offering a space to explore what that might entail is central to the ethos of the workshop.

**Transferability:** Visualising the curriculum is potentially universal. As I write (June 2014) all of the Discovery Themes have had one film made which is designed to introduce that Theme. The plan is to drill into the curriculum making increasingly specialist (maybe even module-level) films.

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#### **Workshop 6: Adding value through training and development**

*Rachel Walls and Sandra Ng (Student Education Service Programme Training & Development Team)*

The aim of this workshop is to highlight the importance of creating a distinctive culture of continuous improvement, equipping participants with a practical tool to help them do this in their own roles. It will do this by sharing the journey of producing a training and development programme for the Student Education Service, with a specific focus on continuous improvement. It is suitable for anyone with an interest in improving the service provided for students and academic staff.

We begin by briefly sharing our journey so far, from conducting a training needs analysis to developing a training programme to support the realisation of a high quality, responsive and sustainable service.

The main section of the workshop will involve participants sampling an extract from one of the new workshops developed for SES, namely a model for continuous improvement, to enable colleagues to improve and develop the Service to meet the changing needs of students and academics. We will introduce a group exercise using the Kano model of service development and enable participants to explore how a student education service adds value to the student and academic experience. This tool can be adapted to participants' own day to day responsibilities, processes or working practices.

The concluding section of the workshop summarises its key messages: how training impacts on the service, and how the service impacts on the distinctive student journey.

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#### **Workshop 7: Becoming a local expert**

*Mel Prideaux (Theology & Religious Studies)*

The Community Religions Project at the University of Leeds has been contributing to a distinctive student experience for nearly forty years. Students, from their first semester, are encouraged to think of themselves as becoming experts in religion in public life in Britain, preparing them for a range of careers in which their subject knowledge will be valuable – from human resources to teaching, from public policy to CSR. The Religious Mapping of Leeds is a final-year undergraduate group-research project that has been running for twenty years as a key component of the Community Religions Project (<https://arts.leeds.ac.uk/crp>). The reports provide an archive which is of local significance and benefit as well as evidencing high-quality level-three independent research. Students work with a community partner to build their local links and knowledge and also to deliver a community presentation, which from 2012-2013 has formed part of the assessment. The module continues to be innovative and to be of interest to colleagues interested in local studies, both nationally and internationally. This presentation will provide an overview of the key features of the Religious Mapping of Leeds and identify the value to Leeds and to the students of high quality, original, student-led research.

**Tranferability:** The materials for this module, including fieldwork and ethics guides, can be used in any area where local studies are being considered. The development of the assessed community presentation, a recent innovation, is a model that could be used in many other areas to support student learning and community engagement.

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**Workshop 8: Moving from evaluating support for transition for a research-based approach**

*Rebecca Dearden, plus co-authors: The Research Methods Special Interest Group of the Leeds Enhancing Educational Practice Network (Helen Bradbury, Rebecca O'Rourke, Mitch Waterman [LEEP chair], Samantha Pugh [LEEP deputy chair])*

An interdisciplinary network (Leeds Enhancing Educational Practice Network) of academic and professional staff is developing within the University of Leeds. One of the aims of the Network is to provide staff with support and develop their confidence so they can undertake pedagogic research on HE practice.

This session will be led by the Research Methods Special Interest Group of the Network. Presenters will invite colleagues to explore the research potential of ideas and themes drawn from their own practice as an educator and encourage colleagues to 'get started' in pedagogic research and access ongoing support.

**Transferability:** This session encourages staff to engage in pedagogic research whatever their discipline or practice area. It also encourages development of inter-disciplinary perspectives on practice and the sharing of ideas.

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**Workshop 9: Accessible Academia: innovative approach supporting students' transition to university**

*Emilee Simmons, Sally Jones, Sarah Underwood (LUBS)*

This workshop introduces the Leeds Enterprise Centre's MOOC and how we have used this type of active participation method to develop our research into bridging the gap between FE and HE enterprise education. Participants will have the opportunity to try the MOOC for themselves, using its innovative participation methods through voting on solutions to real-world, new venture issues, and interacting with the use of alumni, external and internal expertise found throughout the interactive learning experience. The workshop will then introduce participants to how this type of interaction and engagement with FE schools and colleges can lead to fruitful research and development. By researching our consumer base, ie. FE teachers and students, and by building those links we can develop substantial research and help to support students and educators in the transition from FE to HE learning in addition to better informing our own teaching methods.

**Transferability:** The format of the MOOC and participation model could be used regardless of its subject content as a way to interact with and support FE schools and students, whilst building the proper literature and research around the effectiveness of this type of learning.

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**Workshop 10: Speaking Skills: teaching students to talk as well as they write**

*Stephen Coleman (School of Media & Communication, PVAC)*

In the past four years I have been leading workshops across the University aimed at helping students feel more confident about speaking in public. Graduates are likely to be judged as much by how they speak as by how well they can write essays or reports. I am now leading a new University-wide module – *Introduction to Communication Skills* – which encourages students to understand qualities associated with effective communication; develop the confidence and practical skills needed to communicate effectively in a range of situations; think critically about the cultural construction of effective communication; discover connections between their thoughts, expressions and bodily actions; and apply communication skills and techniques to a range of academic, social and workplace contexts.

This workshop will introduce delegates to the skills being taught and invite them to participate actively in some of the exercises students have been undertaking. The aim of the workshop will be to provide practical and innovative ideas that educators can introduce to their teaching with a view to enhancing students' speaking skills.

**Transferability:** I have delivered these workshops in several schools of the University (and beyond), but not enough within the STEM disciplines, where there is a lot of scope for this kind of teaching amongst those students.

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**Workshop 11: Travelling the whole journey: perspectives from Lifelong Learning**

*Tony Ellis (Lifelong Learning Centre)*

The Lifelong Learning Centre (LLC) works with students from constituencies that are under-represented at Leeds – part-time and mature learners and those from widening participation backgrounds that need the support of an intensive foundation year. To do this effectively, we have developed ways of working that bring together three key elements:

- sustained engagement across the whole of the student's journey, from the point of our first contact with a potential applicant through to graduation;
- willingness to support learners in all facets of their experience, recognising that academic success is not achieved in isolation, but is part of a student's broader personal development and effective management of a range of challenges; and
- closely integrated partnership-working that draws on the complementary skills and perspectives of teaching, support and administrative staff as well as students themselves.

During the workshop, we shall illustrate the LLC's integrated approach to student support at different points in the learning journey and use this as a stimulus for discussion in which participants will reflect on their own settings and identify the qualities that engender a positive and distinctive learning journey for Leeds students.

**Transferability:** The approaches taken by the LLC with mature, part-time and widening participation learners are relevant across the University: we are all responsible for ensuring that students have appropriate support to achieve their full potential and can benefit from staff – and students – with different roles and skills.

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## **Workshop 12: There and Back Again – how graduates are helping students prepare for their own journey**

*Phil Steel, Emma McKeown (Alumni Office)*

As we prepare students for thinking about their graduate journey, the University has undertaken a programme of engagement with more than 220,000 who are already on their journey. A programme of engagement and communications is helping us find out about our alumni and where their journeys from Leeds have taken them – whether recent graduates beginning a career, those in senior positions in the or organisations, or those at later life stages. All of this can tell us about how we can equip students for life after Leeds and give an 'external' view of the journey from the perspective of our alumni themselves.

Crucially we are able to make use of this experience to help students prepare for life after graduation. Cross-campus initiatives, such as the Leeds Network (online career networking – part of LeedsforLife), or school- or faculty-led initiatives (such as networking events or mentoring programmes) are directly linking graduates to students, to the benefit of both. In time, we are not just benefitting students and alumni (who are continuing to develop as volunteers and advisors), we are creating a sustainable 'virtuous circle' where students who have benefited from the experience and guidance of graduates can, in turn, do the same for the next generation of students.

**Transferability:** Feedback from graduates will help generate thought, plans and ideas across all disciplines for how we equip students for their journey and the impact their student experience will have on their future life. Cross-campus initiatives such as the Leeds Network can add value to local activity, and other ideas of existing initiatives could be adapted (or adopted) across other faculties and schools.

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## **Workshop 13: Our students in the workplace**

*Chaired by Emily Timson (Employability Team, Engineering)*

This workshop will focus on the achievements of our students on placements and/or internships. It takes the form of a symposium and will feature contributions from a total of six students from a variety of disciplines who are currently undertaking or have just completed internships or placements in a variety of internal and external settings, including Ben Hetherington (Civil Engineering student on external placement) and Helen Davies (Sport & Exercise Science student undertaking year-long LeedsforLife internship). The session will be chaired by Emily Timson, who is part of the Employability Team at the Faculty of Engineering.

**Transferability:** Enhancing the employability of our students, whatever discipline they have studied, is a University-wide priority.

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## **Workshop 14: Our students as UGRL scholars**

*Chaired by Norma Martin Clement (Law, ESSL)*

This workshop will focus on the achievements of our students in research environments. It takes the form of a symposium and will feature contributions from a total of six students from a variety of disciplines who are currently undertaking or have just completed research projects in a variety of settings, including Jo Merrygold (Arts, RSA EB winner). Students will describe how they have been able direct their learning by conducting their own research projects. The session will be chaired by Norma Martin Clement (Pro Dean for Student Education, ESSL) from the School of Law.

**Transferability:** Enhancing the research skills of our students, whatever their discipline, is a University-wide priority.

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## **Workshop 15: Evaluating mock interviews**

*Tim Goodall (FBS)*

The University has received feedback from employers stating that our students are not necessarily the best prepared for interviews so, after a small pilot with one degree programme in 2012/13, the Faculty of Biological Sciences rolled out the offer of mock interviews for jobs / PhDs to all Level 2 students in 2013/14.

Programmes chose different methods for conducting the interviews, for example, group or individual interviews, formatively or summatively assessed, compulsory or voluntary. We aimed to have a member of academic staff plus a Careers Centre / Employability representative on each interview panel. Flexibility of practice allowed the mock interviews to fit into existing modules and has also allowed us to evaluate the varying methods. Feedback from students has been very positive, particularly for the compulsory interviews.

**Transferability:** Other faculties, if not doing so already, could conduct mock interviews with students, learning from our evaluation of the various methods.

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**This list of abstracts is correct at the time of publishing, but workshop content and provision may be subject to change for reasons beyond the control of the Conference organisers. Every effort to inform delegates will be made should any such changes occur.**

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