

# 2015 Festival of Teaching and Learning:

Building on ten inspiring years

The Business School  
Friday 12 June



2006 -2015: 10 inspiring years



# Programme

## Timings and Sessions

- 9:00 - 9.30am Registration
- 9:35 - 9:45am Housekeeping and Welcome
- 9:45 - 10:25am Professor Janet Hargreaves - An inspiring 10 years (See pages 3-4)
- 10:30 - 11:30am **Teach Meets (A1-A5) (See pages 5-11)**
- 11:35 - 11:50am Short Tea /coffee break
- 11:55 - 12:25pm **Student-led sessions and PechaKuchas (B1-B5) (See pages 12 -16)**
- 12:30 - 1:00pm **Student-led sessions and PechaKuchas (C1-C5) (See page 17-21)**
- 1:05 - 2:00pm Lunch
- 2:05 - 3:05pm Catherine Cronin: Openness in Higher Education: Choosing Our Paths
- 3:10 - 4:00pm Tea and cake and informal networking

## Teach Meets / PechaKucha / Student-led Sessions

There are three sets of parallel sessions to choose from (A, B, C). Please choose one session from each timeslot. Before you open the booking link please make sure that you have chosen your sessions from the programme information.

## Book your chosen sessions online

## Photography and filming

Please be aware that photographs and filmed recording will be being taken at this conference and your image may be used for any of the University's non-commercial purposes in all and any media, including without limitation, publicity brochures, websites, leaflets and any other marketing activity in its original format or edited or altered in any way which the University deems appropriate. You have the right to ask for your image to be removed and, after such request, the University will not use it in any new material.

# Welcome and Introduction

This year we are celebrating ten inspiring years of teaching and learning here at the University of Huddersfield. As an institution we aim to deliver an outstanding University experience, to enhance student achievement and develop enterprising and employable graduates. We will reflect on the last 10 years of teaching and learning and consider what developments are likely to be crucial in continuing to provide the best possible experience for our students.

## Keynotes: Janet Hargreaves & Catherine Cronin



The opening keynote will be given by Professor Janet Hargreaves, National Teaching Fellow and Associate Dean (Learning and Teaching), in the School of Human and Health Sciences. Janet will look back on our achievements and memorable moments from the last ten years before moving on to consider what challenges and opportunities lie ahead.

In the afternoon, Catherine Cronin, educator and researcher in the Centre for Excellence in Learning and Teaching at the National University of Ireland, Galway, will explore what the future might hold for teaching and learning in HE.



Catherine’s background is in both Engineering (BSc in Mechanical Engineering, MEng in Systems Engineering) and Arts (MA in Women’s Studies) and she has a long record of teaching in higher education as well as in the community in Ireland, Scotland and the USA. Catherine’s work focuses on openness and open education, networked learning, and digital identities. She is currently working towards a PhD in the area of open educational practices in higher education. Last year, Catherine delivered a keynote at the Association of Learning Technology conference and more recently was asked to write the foreword for the **The Really Useful #EdTechBook**; a collaborative authoring project.

**Openness in Higher Education: Choosing Our Paths** by Catherine Cronin  
Higher education takes place within a wider sociotechnological context that is changing rapidly and globally: ubiquitous connectivity, a shift from knowledge scarcity to knowledge abundance, a move from hierarchical toward networked forms of social organization, and increasing openness. For our students, to be in higher education is to learn in two worlds: the open world of informal and connected learning and the predominantly closed world of the institution. Likewise, as educators we face numerous challenges with respect to our own learning, teaching, and research: whether and how to e.g. publish openly, engage with social media, manage our privacy, become networked scholars.

- To what extent is combining scholarship, digitality, and openness an “impossible triangle” (Goodfellow, 2014)?
- Is education becoming a “process of establishing oneself as a node in a broad network of distributed creativity” (Ito, 2011)?
- How will, and how might, we in higher education prepare ourselves and our students for a future which is increasingly networked, distributed, and open?

Goodfellow, R. (2014). **Scholarly, digital, open: an impossible triangle?** *Research in Learning Technology* 2014, 21

Ito, J. (2011). **In an open-source society, innovating by the seat of our pants.** *The New York Times*, 6 December 2011.

## Teach Meet Sessions A Overview

### Presenters / Titles

A1	<p><b>Christine Jarvis:</b> The Inspire Module for 2015  <b>Helen Martin:</b> Using games to enhance student engagement  <b>Pat Cullum:</b> Using lego to teach concepts in a first year History seminar</p>
A2	<p><b>Bianca Mitu:</b> Integrating Mobile Phones into Teaching: Socrative.com  <b>Paul Ward:</b> Digital Victorians: Second year History students make past and present collide using digital media  <b>Brendan Canavan:</b> Teaching Marketing: Kardashian Analysis. How celebrities, social media and original research can involve first years  <b>Carlo Fabricatore:</b> Gameful teaching at edge of chaos</p>
A3	<p><b>Kelly Smith:</b> Over to you: Using heutagogy principles with first year Enterprise Development degree students.  <b>Tatyana Karpenko-Sercombe:</b> Quicksteps to Concordancing  <b>James McDowell:</b> Who want to be a Millionaire? Using Voting Technologies to Enhance Learners’ Confidence in Self and Peer-assessment</p>
A4	<p><b>Kate McGuinn &amp; Penelope Dunn:</b> 10 reasons to use MyReading  <b>Zoe Mitton:</b> CollabHub Graduate Profiles - developing employability and student networks  <b>Jess Power:</b> ICE / Honey Pot</p>
A5	<p><b>Megan Beech, Bryony Ramsden &amp; Kathrine Jensen:</b> Mapping Learning Landscapes  <b>Sue Folley:</b> What do International Students think of UniLearn?  <b>Antony Osborne:</b> Circles of Context  <b>Liz Bennett:</b> Using the Peer Review Tool in Grademark</p>

Please note **each** Teach Meet Session contains **3 or 4 presentations**



## Teach Meet Session Details A1-A5

Please note **each** Teach Meet session contains **3 or 4 presentations**

### Teach Meet Session A1 -10.30-11.30

**Title: The Inspire Module for 2015: a development opportunity for University staff**

**Presenter: Christine Jarvis**

In this Teach Meet presentation Christine Jarvis will be discussing and introducing the new Inspire Module. It is a 20 credit module, built around a one day conference at which participants (known as delegates) present a paper (3,500 words) which discusses an experimental teaching session they have developed. Delegates, who must already possess HEA accreditation, will receive 40 APL credits towards the PG Cert (HE) on the basis of this accreditation. The 20 credit module will complete this, so you will have a 60 credit PG Cert HE if you successfully complete the module. If you have already done the PG Cert (HE) (the module that new staff without teaching qualifications take when they join the University) you may still take the Inspire module and receive the credits, but you will not get an additional award.

**Further information is available on the University website**

**Title: Using games to enhance student engagement**

**Presenter: Helen Martin**

All science subjects involve maths. There's no getting away from it! Many students love it and relish equations and formulae which underpin scientific methods and principles, while others struggle. The teaching activity that I will discuss in the Teach Meet is a game used when teaching introductory microbiology to a first year cohort of Food and Nutrition, and Biology students. The session involved using an equation to calculate numbers of bacteria, linking this with practical work done in the laboratory. The aim was to help students explore some of the figures used, and give them more confidence in using the equation. It was paper-based and involved the students working in pairs, which encouraged peer interaction.

**Title: Using Lego to teach concepts in a first year History seminar**

**Presenter: Pat Cullum**

This session will explore the use of Lego as a tool to assist students' understanding of conceptual issues and as a tool for engagement. Lego Serious Play has been adopted as a tool in Education and some creative disciplines as a means to help students understand and articulate concepts but has not previously been used in a Humanities discipline. Come and hear what happened when I used Lego to explore gender with a slightly reluctant group of students.

### Teach Meet Session A2 – 10.30-11.30

**Title: Integrating Mobile phones into teaching: Socrative.com**

**Presenter: Bianca Mitu**

Recent research findings on the use of mobile phones in education show that they can provide new opportunities for teaching and learning. Even though the educational potential of mobile phones is now recognized, the lack of teachers' confidence is still a barrier in exploiting this potential (Scrimshaw, 2004). This session explores some of the opportunities brought by the use of mobile phones into teaching by sharing the advantages and outcomes of integrating socrative.com into teaching.

**Title: Digital Victorians: Second year History students make past and present collide using digital media**

**Presenter: Paul Ward**

A new second year History module called Digital Victorians makes use of our department's brand new collaborative learning suite. This has four tables with their own screens, PCs and cables to link tablets, smart phones and laptops. The module isn't intended solely to develop digital skills. We wanted the students to think like historians. We wanted them to undertake research and make historical interpretations. At the same time, we wanted the students to move beyond texts, using the digital technologies as tools for learning and dissemination of their interpretations. We therefore encouraged the collision of past and present by using Huddersfield town centre's Victorian heritage as a key component of the module. The students used digital technologies and stepping off campus into the town to think about and design their own assessments - they had to combine written history with the production of digital outputs. In this session, I explain how the module worked and showcase some of the students' digital outputs, including for example, the use of Vine to create 6-second videos.



## Teach Meet Session A2 Continued – 10.30-11.30

**Title: Teaching Marketing: Kardashian Analysis. How celebrities, social media and original research can involve first years.**

**Presenter: Brendan Canavan**

How do we engage students for a 2 hour seminar? How do we build their abilities to review the surrounding environment? How do we build critical analysis? How do we sneak learning in? I will be looking at using the pioneering work of celebrities in the classroom to try and offer a partial answer these questions. Presented are examples of techniques I use in my marketing classes, the intended outputs of these and student feedback regarding. TMZ and Heat Magazine are required reading before this talk.

**Title: Gameful teaching at edge of chaos**

**Presenter: Carlo Fabricatore**

This presentation introduces a ‘complexivist’ perspective on education, highlighting how adaptive educational strategies informed by complexity science and game theories allow wielding complexity as a valuable instrument, rather than succumbing to the chaos that it inevitably engenders. Educational systems are complex systems, characterised by a large number of elements (including learners and educators) which interact in large numbers of ways that are changing, often unpredictable and non-fully-controllable. Altogether, these elements and the dynamics of their semi-chaotic interactions define the nature and outcomes of the learners’ experiences. In this context, learning in itself can be regarded as a complex, interpersonal phenomenon, stemming from learners’ engagement in challenging activities requiring collaboration, confrontation, change and adaptation, in the pursuit of meaningful objectives, and within authentic contexts. Complexity science suggests that the facilitation of complex learning processes requires promoting students’ collaboration, creativity, specialisation, and self-organisation. This presentation explores how this can be achieved through integrating core perspectives from complexity science and game theories to design adaptive educational strategies based on the iterative definition and adaptation of learning goals, activities, challenges and rewards, informed by the continuous monitoring of the student experience.

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## Teach Meet Session A3 – 10.30-11.30

**Title: Over to you: Using heutagogy principles with first year Enterprise Development degree students.**

**Presenter: Kelly Smith**

Heutagogy is a form of self-determined learning which is highly autonomous and self-determined and where emphasis is placed on development of learner capacity and capability (Blaschke, 2012). The goal is to produce learners who are well-prepared for the complexities of today’s workplace by giving them control over the task, how they choose to complete it, and even how they choose to be assessed. The session will describe my first attempts at using heutagogy principles with a small group of students for formative assessment. I’ll share my fears, excitement, and student feedback - and explain why it’s something I’ll definitely be using again.

**Title: Quicksteps to Concordancing: Using Concordancers in teaching academic writing to international PhD students**

**Presenter: Tatyana Karpenko-Seccombe**

This presentation is an introduction to Concordancers – software that allows writers to browse large volumes of expert-written texts and to explore how particular words and phrases are used in authentic texts in their field in order to make the best choices in their own writing.

**Title: Who Wants to Be a Millionaire?: Using Voting Technologies to Enhance Learners’ Confidence in Self- and Peer-Assessment**

**Presenter: James McDowell**

This session discusses the deployment and impact of a technology-enhanced learning intervention designed to improve confidence in self- and peer-assessment through the use of voting technology. An experimental teaching session, designed as part of the INSPIRE Conference PGCHE programme, included phases of familiarisation, assessment, comparison and evaluation with thirty undergraduate students. Participants assessed four project report scripts against published marking criteria in both individual and group scenarios, subsequently comparing their assessments with the final moderated marks. The findings suggest that the exercise contributed to an improvement in students’ confidence in self- and peer-assessment improved, while indicating enthusiasm for voting technology in learning activities.



## Teach Meet Session A4 – 10.30-11.30

### **Title: 10 reasons to use MyReading**

**Presenters: Kate McGuinn & Penelope Dunn**

Statistical and anecdotal evidence show that many lecturers remain unaware of the benefits of using MyReading. If you are still not sure how MyReading can help you, come along and hear about the advantages, both practical and pedagogical, of using this essential resource.

### **Title: CollabHub Graduate Profiles - developing employability and student networks**

**Presenter: Zoe Mitton**

Student and graduate profiles are an ideal platform from which to showcase success and creative practice, and also to retain the engagement of alumni. In itself, that's good practice, we've gone one step further and linked our university profiles to CollabHub, the brainchild of Dr Liz Dobson (MHM), a social enterprise which fosters cross-disciplinary projects between students, graduates and local business. Find out in the 10 minute session how this innovative idea works to develop student employability skills and personal and professional networks.

### **Title: ICE / Honey pot**

**Presenter: Jess Power**

The primary objectives of ICE and Honeypot are to bring the best of innovative design and industry thinking into the undergraduate curriculum for Engineering, Art and Design students. The two schemes are designed to bridge the gap between design and engineering through the creation of a network of exchange to develop a legacy of learning that promotes: innovation, design thinking, new product development and taking products through to market. We are now exploring how to expand these opportunities to involve all schools and provide multi-disciplinary networking opportunities for University staff. The presentation will highlight successes and challenges of integrating multidisciplinary enterprising opportunities into the curriculum and explore best practice in terms of promoting multidisciplinary enterprise opportunities within ADA, engineering and the business school. **For further information visit [honeypotandice](#)**

## Teach Meet Session A5 – 10.30-11.30

### **Title: Mapping Learning Landscapes: using cognitive mapping to explore how students use spaces for academic work**

**Presenters: Megan Beech, Bryony Ramsden and Kathrine Jensen**

This presentation will introduce the method of cognitive mapping as a research tool and highlight its benefits. Preliminary findings from a small scale study of how students use spaces for academic work will be explored.

### **Title: What do International Students think of UniLearn?**

**Presenter: Sue Folley**

This session will disseminate the findings of a series of focus groups that took place in November 2014 on what international students thought of UniLearn. The results of the focus groups will be shared, and the practical considerations will be identified. Recommendations will be made as to how academic staff can make better use of UniLearn to improve the experience of international (and all) students. Observational data will also be shared in terms of how international students prefer to study and what is important to them.

### **Title: Circles of Context: Broadening the information landscapes of visual learners**

**Presenter: Antony Osborne**

This approach was developed for Art/Design students and attempts to engage them through physical as opposed to textual objects, on the basis that many are visual/kinaesthetic as opposed to textual learners. Its core premise is to consider physical objects and ask the students to think about a number of questions around it (Who, what, where, when, why and how). In doing so, they relate the object to its social, political, historical and cultural context in a way that makes it more meaningful to them. This provides them with new avenues to explore when searching for information and enables them to link to a wide variety of resources that they may not have otherwise considered. Evaluations from students showed that this way of working appeared to engage them more effectively than a more traditional "chalk and talk" approach.

### **Title: Using the Peer Review Tool in Grademark**

**Presenter: Liz Bennett**

The presentation reports on the use of Grademark's Peer Reviewing tool to help develop students' autonomous learning and critical thinking skills. This presentation will include feedback from students on using the tool and suggestions for incorporating peer review into the feedback process.



# Student-led & PechaKucha Sessions B Overview

Presenters / Titles	
B1	<b>Chelsea Cull:</b> Creating university and life skills through extra-curricula activities
B2	<b>Karolis Pantelejevas, Michal Czerniak, Sebastian Lehmann, Abeey Kat, &amp; Dex Hannon:</b> There is no I in Collaboration
B3	<b>Samantha Stewart:</b> Deep Teaching Deep Learning
B4	<b>Zulekha Yousaf:</b> A Humanities Student's Experience of the New Placement Module: Language in the Workplace
B5	PechaKucha x 3 <b>Jo Mitchell &amp; Joanna Brown:</b> Inclusive learning - minimising barriers to learning <b>Paul Dagg:</b> Gauging success: the evaluation of an online tool for placement preparation <b>Michael O'Grady:</b> One year of a Flipped Classroom: awesome benefits for students and staff

## Student-led Sessions / PechaKuchas B1-B5

### Student-led Session B1 11.55-12.25

**Title:** Creating University and life skills through extra-curricular activities  
**Presenter:** Chelsea Cull

**Details:** Being the leader of the Student Committee team for the Huddersfield Literature Festival (HLF) has had a direct impact on my learning. Through this experience I have learnt the importance of time management, delegation of tasks through co-ordinating a team, the importance of excellent note taking, how to lead meetings and work in a professional environment. This has prepared me for meetings within my role as course rep, a member of the school council and student representative of the school board. These skills have been directly involved in my role as supervisor within group projects in both setting deadlines, organising my group and taking care of the little details that I have learnt are of utmost importance. Writing blogs and running social media for the HLF has also helped me hone my writing skills. The session will focus on the importance of being involved with activities and how these help you mature as a student and fine-tune the skills necessary to excel at university while preparing for the world beyond.

### Student-led Session B2 11.55-12.25

**Title:** There is no I in Collaboration  
**Presenters:** Karolis Pantelejevas, Michal Czerniak, Sebastian Lehmann, Abeey Kat, & Dex Hannon

**Details:** The interdisciplinary collaboration hub is now fostering a diverse community of people to work together on new projects. In this presentation members of this community talk about their personal experiences of working with the CollabHub. Presenters include Michal a first year student and Sebastian, alumni who is now co-directing his own audio production company Banana Audio. Also presenting will be local artist Dex Hannon (The Broken Toy Company) who has been working on a new audio-visual installation with students, Reuben and Alex, for two years and Karolis, who is a placement student and has been working in support of CollabHub for TALI. In this presentation each member will stress the importance of collaboration for their degree and future life. Participants will be invited to offer questions, and thoughts about this situation of mentoring and messy education outside the curriculum.



## Student-led Session B3 11.55-12.25

**Title: Deep Teaching Deep Learning**

**Presenter: Samantha Stewart**

**Details:** As a Teacher, Leader, Facilitator, Coach and Mentor within the Secondary Education sector for 22 years I have practised engaging learners from a wide variety of standpoints e.g. multiple intelligences, reading abilities, CATs Non-Verbal scores, YELLIS scores, FFT D and Jesson data to name but a few. However, the strategy that harnessed the most success came from employing deep learning in group situations, using the peer group to extend the thinking, consolidating knowledge and making new connections. Now, as an MA student, I continually sense that my peer group (from a range of age, cultural, ability and socio-economic groups) extensively need this strategy. In this session an activity common to all educators will be used to explore how deep learning in group situations can be used in everyday practise to support learners from a range of backgrounds.

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## Student-led Session B4 11.55-12.25

**Title: A Humanities Student's Experience of the New Placement Module: Language in the Workplace**

**Presenter: Zulekha Yousaf**

**Details:** I will summarise my own and my peer's opinions regarding the new placement module for Linguistics students, Language in the Workplace. This module is unique in that students are required to analyse the communication practices in their workplace, directly applying what we learn in our degree to real life work environments. Having completed 180 hours working with special needs children in a mainstream school, I will outline what I have enjoyed about the placement experience and what I have learnt. Drawing from my own experiences, I will evaluate the process of applying linguistic theory, as well as newly acquired employability skills, to my work environment.

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## PechaKucha Session B5 11.55-12.25 (PechaKuchas x 3)

**Title: Inclusive learning - minimising barriers to learning**

**Presenters: Jo Mitchell & Joanna Brown**

“Students don't want to stand out as different yet want to be recognised as individuals,” (Hockings, C. 2010).

It is often the case that adjustments to teaching and learning are recommended and made for disabled students at University. Whilst this can improve access, it can also lead to a 'singling out' of disabled students or inconsistencies in the practice of making the adjustments across an institution or the sector. Also, it does not tend to impact on the general provision of teaching and learning at the institution. There will remain a need to make alterations for individual or small groups of students. However, if we integrate some of the adjustments we make for disabled students in our teaching and learning, this can improve accessibility for all students to a greater extent. This presentation takes a look at some of those adjustments and the potential impact.

**Title: Gauging success: the evaluation of an online tool for placement preparation**

**Presenter: Paul Dagg**

Vocational placements are of increasing importance both to the competitiveness of universities and to the employability of students. Yet the quality of the experience often suffers because students have insufficiently prepared and are unaware of all the issues they need to address before undertaking a placement.

This presentation will report on the evaluation of a self-assessment tool for placement preparation, highlighting some emerging issues around expectation, usage and embedding of online initiatives in teaching and learning.





PechaKucha Session B5 Continued 11.55-12.25 (PechaKuchas x 3)

**Title:** One year of a Flipped Classroom: awesome benefits for students and staff  
**Presenter:** Michael O’Grady

This presentation reviews a concerted effort to improve learning and engagement on a difficult module with circa 100 first year students. They range from show-me-the-audience BA Popular Music Production to I-dream-in-code BSc Music Technology & Audio Systems courses. Using the Flipped Classroom approach, teaching materials were accessed via Adaptive Release in UniLearn and included a combination of my own text articles, publically accessible videos, links to web-based articles and pdfs plus more traditional PowerPoint and screencasts of PowerPoint shows; a real mix.

The relatively low weekly contact time of 90 minutes, in a computer lab Workshop setting, was spent guiding and helping individual students; the onus on them being to have read &/or viewed the weekly materials prior to class. One-to-one contact time was maximised, addressing previous concerns. Analysis of results include the effort and impact on myself as module leader, what the students say they got from the experience and a review of the actual data, including:

- Attendance database;
- UniLearn engagement reports;
- Assignment marks (two, equally weighted);
- Module evaluation results; and
- Results from a custom questionnaire.

At the time of writing this, none of the above five data sets are available. What I can tell you is that it has been a life-changing experience, not least because the students tell me they really liked the module. I look forward to sharing the results with you... whatever that may be.

# Student-led & PechaKucha Sessions C Overview

Presenters / Titles	
C1	<b>Tevin Nyansimera, Liberty Baxter-Cox, Frances Roebuck, Harriet Slater, Jonathan Stephen, Karolis Pantelejevas:</b> Being a peer mentor
C2	<b>Dorota Hajdukiewicz:</b> Exposure to sustainability and its positive impact
C3	<b>Co-ordinated by Disability Services:</b> Students living and studying with autism
C4	<p>PechaKucha x 3</p> <p><b>Geoff Hinds:</b> Using photography to explore ‘community’ with first year Community Development students</p> <p><b>Ruth Neville:</b> Using digital storytelling for assessments in social work</p> <p><b>Ruth Stoker:</b> Work experience through blogging - how journalism students engage with experiential learning through blog management, and how this model of learning can be transferred to other subject areas</p>
C5	<p>PechaKucha x 3</p> <p><b>Lindsay Ince:</b> Placing the Past in the Present: Learning and Technology in Heritage Quay</p> <p><b>Chris Harris:</b> MyCareer - an online careers resource tool for our students</p> <p><b>Ola Aiyegbayo:</b> Academics’ use of iPads for academic practices (animation)</p>



2006 -2015: 10 inspiring years

## Student-led sessions / Pechakuchas C1-C5

### Student-led Session C1 12.30-13.00

**Title:** Being a peer mentor

**Presenters:** Tevin Nyansimera, Liberty Baxter-Cox, Frances Roebuck, Harriet Slater, Jonathan Stephen, Karolis Pantelejevas

**Details:** In this session year two students who have taken part in a pilot peer mentoring programme will discuss their experiences. They will talk about:

- Motivations to become a peer mentor;
- Training to be a peer mentor;
- Shifting understandings of peer mentoring;
- Actually being a peer mentor;
- Reflections on shifting identity as a student.

The session will focus on individual stories and the experiences of participation. The final part of the presentation will outline recommendations from the student mentors for staff and students who want to set up a peer mentoring scheme or be involved in a peer mentoring scheme.

### Student-led Session C2 12.30-13.00

**Title:** Exposure to sustainability and its positive impact

**Presenter:** Dorota Hajdukiewicz

**Details:** The session will present the students' need and expectation in terms of our exposure on sustainability. It will be an attempt to prove that said exposure is inspiring and motivates students to broaden their knowledge on this matter. I will talk about possibilities as well as challenges and solutions that follow this idea. There are modules that contain a sustainability aspect, however, there is much more that can be done. I also want to introduce students' idea of how this can be achieved. I will be representing students' perspective, but also as next year's Business School representative. My aim is to engage and develop close cooperation with Academic Staff on this subject – as well as any students.



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### Student-led Session C3 12.30-13.00

**Title:** Students living and studying with autism

**Co-ordinated by** Disability Services

**Details:** Students from a range of courses will speak about the issues they encounter as a result of Asperger syndrome or autism. Public speaking is not usually something a student with Asperger syndrome would volunteer to do, but this group of students have taken up this challenge for the conference. Their accounts of the impact of Asperger syndrome or autism on their lives and their studies are sometimes funny, sometimes sad and sometimes inspirational.

The session not only highlights the very different ways in which each person can be affected by the condition, but offers an opportunity to learn about the strategies students adopt to navigate their way through their studies and a chance to find out what more we can do to make their university experience easier to manage. There will be an opportunity to ask questions at the end of the session.

This session is a must for anyone supporting students with asperger syndrome or autism.



## PechaKucha Session C4 12.30-13.00 (PechaKuchas x 3)

**Title: Using photography to explore 'community' with first year Community Development students**  
**Presenter: Geoff Hinds**

There is increased use of photography and other visual methods in community based research. We have adopted and adapted this approach by asking our first year community development students to take photographs as part of a community profile exercise in which they assess the needs and assets of a community. We think it provides an accessible and engaging teaching method for completing the exercise, generating discussion and exploring concepts in community development practice. The session will describe our approach.

**Title: Using digital storytelling for assessments in social work**  
**Presenter: Ruth Neville**

From the times when human beings sat around fires in caves, we have told stories that help us to communicate with others; to identify and share things we have in common, things that are different, things we don't understand – stories help us to grapple with and make sense of the fears, hopes, uncertainties, commonalities, differences, challenges of life. Today we will be looking at how we have used stories and story-telling on our social work courses, to support and assess students' development of their understanding and awareness of their own and other people's experiences.

**Title: Work experience through blogging - how journalism students engage with experiential learning through blog management, and how this model of learning can be transferred to other subject areas**  
**Presenter: Ruth Stoker**

Ruth Stoker is Director of Teaching and Learning for the School of Music, Humanities and Media. She conducts research into how journalists learn.

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Her PechaKucha looks at journalism and work-integrated learning, where she explores alternatives to the traditional work placement, and argues that the online environment now offers students legitimate work integrated learning opportunities through blogging.

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## PechaKucha Session C5 12.30-13.00 (PechaKuchas x 3)

**Title: Placing the Past in the Present: Learning and Technology in Heritage Quay**  
**Presenter: Lindsay Ince**

This presentation will discuss the different types of audiences using Heritage Quay, and the levels in which they engage with archives through technology and in person. It will also look at the successes and challenges involved in the initial work of the University Links programme, which aims to embed archives into teaching programmes across the university.

**Title: MyCareer - an online careers resource tool for our students**  
**Presenter: Chris Harris**

MyCareer is a Careers tool from the Careers and Employability Service that students can access from the Student Portal when they log into campus based IT services and we have recently added a link to it from the Staff homepage to enable everyone to see the resource for themselves. Amongst its many features it allows our students to create a CV, take interactive assessment tests, practice their interview technique and access local, national and international job vacancies. During this short presentation we'll view examples of its benefits whilst suggesting how staff can take advantage of it to enhance their teaching and student engagement.

**Title: Academics' use of iPads for academic practices (animation)**  
**Presenter: Ola Aiyegbayo**

This short animation is based on the key findings of a British Educational Research Association (BERA) funded research study which examined how academics at the University of Huddersfield used their iPads for academic practices (teaching, research and administration)

