



Loughborough
University

LEARNING AND TEACHING CONFERENCE 2019

.....
Excellence in Teaching
.....

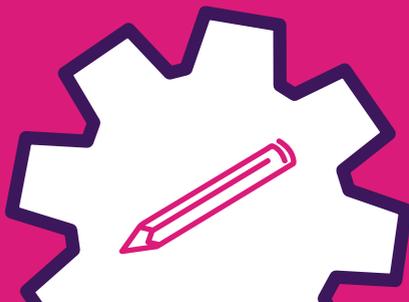
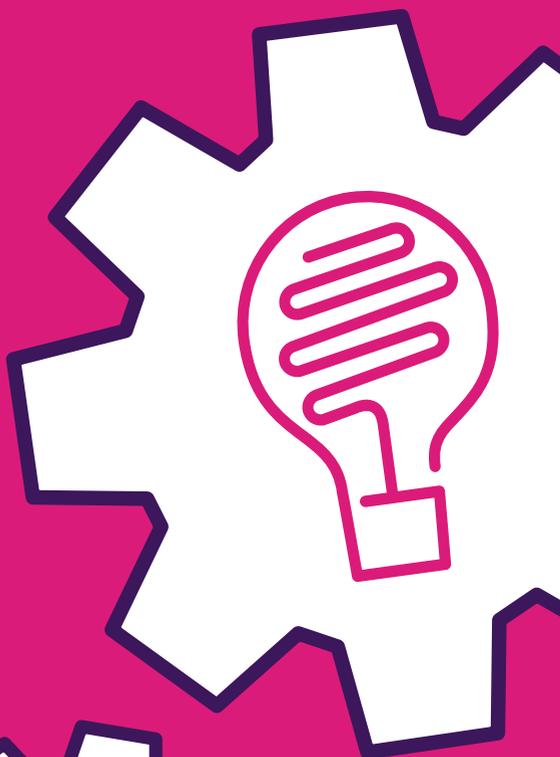
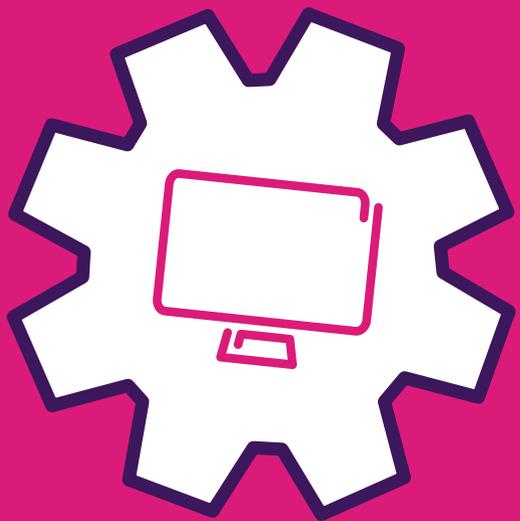
Conference Programme

.....
3 July 2019

9.30am - 4.30pm

West Park Teaching Hub
.....

www.lboro.ac.uk/ltc2019



Programme overview



Time	Activity	Location
9.30am – 10am	Registration and refreshments	Exhibition Area
10am – 10.30am	Keynote: Developments in the Academic Student Experience Professor Rachel Thomson Pro Vice-Chancellor (Teaching)	WPTH.0.02
10.30am – 12.30pm	Masterclass: Effective Learning Evidence in education Professor Matthew Inglis How we learn Dr Iro Xenidou-Dervou	WPTH.0.02
	15 min break	
	Effective learning Dr Camilla Gilmore Lecturing and learning Dr Lara Alcock	
12.30pm – 1.15pm	Lunch	Exhibition Area
1.15pm – 1.30pm	Practical applications of technology in teaching Dr Ash Casey	WPTH.0.02
1.30pm – 3.15pm	Masterclass: Implementing effective assessment practices: an integrated approach Dr Mike Waring	WPTH.0.02
3.15pm – 3.30pm	Break	Exhibition Area
3.30pm – 4.15pm	A choice of two parallel sessions (refer to pages 6 and 7 for overview) How to... Session A How to... Session B	WPTH.0.03 WPTH.0.02
4.15pm – 4.30pm	Presentation of the Teaching Innovation Awards and the Research-informed Teaching Awards	WPTH.0.02
4.30pm – 5pm	Optional networking	The 'Gin Bar' (Exhibition Area)

Masterclass overview

Masterclass: Effective learning

Evidence in education

Professor Matthew Inglis

What do we know about what works in education? More importantly, how do we know? Which claims should we believe and which should we be sceptical about? This session will help you to become more informed and constructively critical about evidence in educational research.

How we learn

Dr Iro Xenidou-Dervou

How do humans process information? What are their strengths and limitations? This crash course in cognitive psychology will provide the background necessary to think realistically about how learning works.

Effective learning

Dr Camilla Gilmore

What do people typically believe about how to learn effectively? Which of these beliefs are borne out by research and which are not? This session will highlight common erroneous beliefs and biases that influence study decisions, and review evidence suggesting what we should believe instead.

Lecturing and learning

Dr Lara Alcock

What does all of this information mean for lecturers and students? How can we structure lectures and independent study to maximise effective learning? Whose responsibility is that organisation? This facilitated discussion will explore these questions.

Masterclass overview

Masterclass: Implementing effective assessment practices – an integrated approach

Dr Mike Waring

Using an evidence-based holistic self-regulatory framework of inclusive assessment feedback, the session will show how students and staff can be supported in developing assessment literacy, feedback and design in partnership with each other as part of effective and sustainable assessment feedback practice.

Activities/discussions will include:

1. Review and agree assessment and feedback principles.
2. Explore facilitators and barriers impacting their own assessment practices.
3. Use the EAT Framework to identify priority areas of assessment that need development.
4. Explore what key actions need to take place to address priorities.

Learning outcomes

Delegates will be able to:

- Recognise effective research-informed assessment principles and practices.
- Review effective assessment and feedback principles underpinning their own assessment practices.
- Apply the EAT Framework to their own context.
- Develop an action plan to identify and action an integrated approach to assessment starting with a key priority.

How to... sessions

Practical applications of technology in teaching

Dr Ash Casey

This session will explore some practical applications of technology in different teaching situations. The aim is to provide some workable solutions to the challenges presented by the practice architectures of any given teaching space.

(15 mins)

How to... Session A

How to enhance learning with virtual reality

Samantha Chester

This short session will give an insight into current developments at Loughborough using VR in learning and teaching. It will also show examples of other practice and ideas around virtual/augmented reality to enable you to consider what might be possible in your area.

(15 mins)

Designing projects with resource constraints

Dr Matyas Gutai

This session will discuss the possibility of turning constraints of a design project into an asset for teaching and an inspiration for students. The presentation will introduce the 'Object' project taught for First Year Architecture Students. The exercise was designed to focus on design process, problem solving, critical reflection on available design options and efficiency of resources (materials, tools and time) instead of aesthetic impact of the object. It will briefly introduce the brief, assessment criteria, deliverables and final outcome to offer a strategy for devising similar problem-based coursework for any module.

(15 mins)

Flipped lecture CAD teaching

Scot Layton

An insight into teaching computer-aided drawing in laboratories, and the utilisation of flipped lectures, delivered through e-learning.

(15 mins)

How to... Session B

Engaging students with the In-Class Activity

Matt Hope

A practical introduction to Vevox polling software.

(15 mins)

Engaging students with the In-Class Activity – A selection of Vevox case studies from across the University

Professor Sara Lombardo and Dr David Maidment

To give minicase study on use.

(15 mins)

Development of guidelines and tools for peer review assessment in group coursework

Dr Jo Barnes

Presentation on the Teaching Innovation Award undertaken with Dr Vicky Haines.

(15 mins)

