Innovations in Teaching Symposium
March 2\textsuperscript{nd} 12:30-5pm
Programme

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| 12.30-13.00 | Welcome & Networking – with Light Lunch  
Hosted by LEEN – Dr Emilee L Simmons |
| 13.00-13.20 | Introduction to the Institute for Teaching Excellence and Innovation  
By Dr Raphael Hallett |

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| 13:30-14:00 | Room LUBS 1.05  
Alice Shepherd  
Considering Student Habits, Needs & Preferences in using Technology |
| Room LUBS 1.44 | Julie Peacock  
Developing Online Professional Identity (OPI) in Students |

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| 14.00-14:30 | Meadows* Room 3  
Lydia Bleasdale Hill  
Enhancing Student Resilience & Wellbeing |
| LUBS 1.04 | Bronwin Patrickson  
Innovations |
| LUBS 1.44 | Rachel Robinson  
Pecha Kucha Presentations |
| 14.30-15.00 | Meadows Room 3  
Alison Voice  
Professional Skills |
| Meadows 5 | Terry McAndrew  
JISC/HEA Digital Literacy |
| Meadows 6 | Eric Atwell  
PhD Supervision Managed as a Group Project |
| 1.09 | 1.01 |
| 15.00-15.30 | Jessica Johnson  
Taught ‘Skills’ Masters Module |
| Jane Templeton  
Online Resource for International Students |
| Larissa Bdzola et al.  
Leaders in Residence |
| Darren Shickle  
Discovery Modules |
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Reflective Writing |

From 15:35 Move Freely in-between the Workshops until 17:00

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| 15.30-17.00 | Meadows Room 3  
Mike Reynolds  
Using Nearpod in the Classroom |
| Bragg A | Emilee et al.  
Global Classrooms & Using Simulations |
| Bragg B | Jacqueline Houghton  
Virtual Worlds – Can We Crowdsource? |

*The Meadows is the wooden portable teaching cabin situated next to LUBS and behind the Innovation Centre. If you are unsure of where it is, please go to LUBS Reception for directions.
**Aims of the Symposium:**

The Innovations in Teaching Symposium will bring together colleagues from across the university to discuss, engage and inform our teaching practice. Its ethos is to be built around informal discussions & debates as well as illustrations of what we do now or would like to do in the future.

I do hope that you enjoy the symposium, and we look forward to welcoming you on the day!

*Dr Emilee L Simmons*
Director of Enhancement, Leeds University Business School (LUBS)
Teaching Fellow, the Centre for Enterprise & Entrepreneurship (CEES)
Head of the Leeds Enterprise Educators Network (LEEN)

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**Programme Content:**

*Please note:* participants can chose which sessions they would like to attend, and are not expected to attend the entire symposium. Though we do hope you enjoy the breadth of programme!

**12:30 – 13:00 in LUBS 1.44: Welcome & Light Lunch**
Hosted: by Emilee L Simmons, Head of the LEEN Network

All are welcome to join us for light food and refreshments and a chance to network before we kick-off the teaching event. This is the only time we do encourage you to get in touch with the organisers if you plan to attend, so that way we can order the right amount of refreshments.

If you do plan to attend the lunch, please email Emilee: e.l.simmons@leeds.ac.uk

**13:00 – 13:20 in LUBS 1.44: About the Institute for Teaching Excellence and Innovation**
Hosted: by Raphael Hallett, Director of the Institute

This will be a brief presentation to discuss the new centre and its strategy for Teaching and Learning at the University
Session A: ‘Lets Chat’ Roundtables

These sessions were designed to continue the ability to network and discuss current topics. Each roundtable will introduce a particular topic, whereby participants can discuss and debate particular approaches.

13:30 – 14:00 in LUBS 1.05: Considering Student Habits, Needs & Preferences in using Technology
Roundtable Lead by: Alice Shepherd, Accounting and Finance LUBS

This roundtable discussion centres on Understanding students habits, needs, preferences with regard to technologies for study. A project I have recently completed involved a survey and focus groups of students (UG and MSc) about how they use technologies to support their studies. The focus groups identified diverse needs, habits, preferences and an evolution in use of tools and devices for educational purposes over time at university. There is a willingness to experiment if it is low cost/low risk, and some demand for educators to provide more leadership in this area.

Potential Questions to be Considered:
- What approach is taken in different disciplines to supporting students' use of technologies for study - at programme level, at module level?
- How can we provide more tailored approaches to respond to the diverse needs of our cohort, given constraints on time and resources?
- Is peer support (e.g. LUBS iPad champions) a model worth exploring further?

13:30 – 14:00 in LUBS 1.44: Developing Online Professional Identity (OPI) in Students
Roundtable Lead by: Julie Peacock, School of Geography

This roundtable discussion centres on whether or not we should be encouraging our students to develop their OPI and if so, how?

Questions being considered include:
- Should this be assessed or just encouraged?
- How do you ensure all students are included?
- When guiding students in developing their OPI how do we ensure they maintain unique profiles?
- Students could use Twitter, Facebook, LinkedIn, WordPress, etc. which are the most appropriate (i.e. for making contacts, respected by employers) and most accessible for students?
Session B: ‘Show n’ Tell’ Presentations

These sessions are intended to be presentations of innovations and/or best practice in teaching. The presenters will discuss what types of approaches they’ve done, with time to ask questions, discuss and reflect upon these techniques.

14:00-14:30 in The Meadows Room 3: Enhancing Student Resilience & Wellbeing
Presentation by: Lydia Bleasdale-Hill, School of Law

In the beginning of the session, I will reflect upon initial results of two research projects I am conducting within the School of Law, both of which relate to student wellbeing. Themes to emerge from those projects will be shared with participants, alongside my initial conclusions regarding how best to support students in this area. Participants will then be asked to share their experiences of supporting student wellbeing within their Schools/Faculties/Services.

My intention would be for participants to leave with ideas of how to test the wellbeing of their students and/or ideas of how best to support it. I would like to make contact with individuals interested in potentially collaborating on my University Student Education Fellowship (which will focus on this same issue), and to learn more about existing approaches to support student wellbeing across different disciplines.

14:00-14:30 in LUBS 1.04: Innovations
Presentation by: Bronwin Patrickson, Lifelong Learning Centre

This presentation will illustrate a few instances of teaching innovations tried over the years. This includes:

- Gamified review sessions, using a dice game
- A twittrip group icebreaker exercise...groups are tasked with sending each other suggested locations on campus to discover and write about in a short twitter post
- Co-writing. Once a week outside of class time I run a free writing hour. This is an optional session that students can join in, or not and do whatever they want...but the idea is to motivate each other to write. For me, as a writer it is also extra motivation for me.

14:00-14:30 in LUBS 1.04: Pecha Kucha Presentations
Presentation by: Rachel Robinson, The Language Centre

Giving a presentation can often be one of the more challenging tasks asked of our students and even the most confident of speakers can sometimes give a presentation which lacks clarity and focus. Add to this the additional challenge of presenting in a language other than their mother tongue and some students may well begin to feel overwhelmed. This can lead to a tendency to over prepare, with students adopting a number of strategies such as making detailed notes which can ultimately distract...
them when they present, learning (parts of) their presentation by heart, and focusing almost completely on the content of their presentation as they try to include as much information as possible. Presentation delivery often comes as an afterthought with little consideration being given to pace and timing. Recent research has suggested that by using the Pecha Kucha presentation format with students, many of these issues can be addressed. Introducing students to this format on EAP (English for Academic Purposes) courses helps to raise their awareness of the importance of timing, delivery and visual aids when giving a presentation. In addition, it can help to build confidence, particularly with non-native speakers of English preparing to present in another language. It would also appear to be a more engaging style of presentation for the audience.

This presentation will begin with a Pecha Kucha outlining some of the affordances of using the format with international students, and will report on some of the experiences of both staff and students on pre-sessional EAP courses who have adopted this presentation approach in the Language Centre here at Leeds.

14:30-15:00 in The Meadows Room 3: Professional Skills
Presentation by: Alison Voice, School of Physics and Astronomy

This presentation will be about an activity I have run twice, which gets students engaged in developing a variety of professional skills, namely:

- teamwork
- communication to layperson and expert (written and video)
- pitching for funding
- short-listing
- peer assessment

It is the novelty of the activity and the fact that it involves peer marking that gets them most engaged, along with the fact that these are skills they will use in their future career. The activity and skills are highly transferable to all disciplines.

The activity itself is to work in groups to write a proposal for funding (in our discipline we use the example of alternative energy) and then to make a short video to pitch these ideas. Both written and video components are peer-marked in a group session according to predefined criteria. It’s fun and informative.

I will show the slides I use to introduce the activity to the students, the criteria proformas we use for peer-marking, and the system used to weight individual contributions within each group. I can also show examples of the videos and written proposals they create. This would then be a ready-made template for other staff to adapt to their discipline as appropriate.
14:30-15:00 in LUBS 1.04: Developing [Discipline] Digital Literacies with JISC & HEA  
Presentation by: Terry McAndrew, Visiting Researcher, HEA and JISC

Terry McAndrew has been working in the HEA and JISC after over 30 years at the University of Leeds. In this session he will highlight some of the different approaches encountered in HEA and JISC projects, and how these might be utilised. We will discuss different approaches, barriers and enablers for developing digital literacies for students and staff.

Participants will find it useful to bring smartphones and/or tablets to the session.

14:30-15:00 in LUBS 1.44: PhD student supervision as a managed group research project  
Presentation by: Eric Atwell, School of Computing

Current practice in PhD student supervision, particularly in Humanities, is to manage each student individually, so Supervisors need to keep track of a range of separate projects. This limits the number of PhD students we can recruit and supervise to c6 per academic: the main bottleneck in PGR research results and PGR fees income faced by Leeds University is that we have many more funded PGR applicants but can only recruit per academic under current supervision practices.

A more efficient and effective way of managing research is to treat PGRs under each academic as a coherent, well-planned research team project managed and steered by the group manager. Under this model, an academic draws up a 3-4 year research programme proposal involving 6-12 work packages, along the lines of an EPSRC/RCUK/EU research grant proposal; and then recruits PhD students to undertake each of the work packages. The 6-12 PGRs work as a team, each contributing part of the overall research programme. They benefit from mutual support. And the academic benefits from lower supervision workload: the team can have weekly group meetings, but supervisor need only meet individual monthly (unless special circumstances arise).

15:00-15:30 in The Meadows Room 3: Developing a Taught Master’s ‘Skills’ Programme  
Presentation by: Jessica Johnson, Accounting & Finance, LUBS

Over the past 3 years I have been running a non-credit-bearing ‘Skills’ module for PGT Finance students. This is a largely international cohort. I have been developing this over time and the course will become a credit-bearing compulsory module for our PGT Finance students from 201617. With the delegates we will discuss: why it is needed; how it has developed; the problems I have faced; etc.

**Audience takeaways:** these might include:
- Ideas for how to incorporate skills sessions into a programme.
- Ideas for how to engage students with skills development.
- Ideas for how to design skills sessions which are relevant to cohorts with a variety of different backgrounds and experiences.
15:00-15:30 in The Meadows Room 5: Online Resource for International Students
Presentation by: Jane Templeton, The Language Centre

This presentation will introduce an online resource that I have created, designed to train international students to become autonomous language researchers. It is intended to support a language teaching method which uses a free website to highlight fundamental features of lexis and grammar, and deepen students’ understanding of the relationship between these and meaning. I have been using it in the Language Centre, with very promising results, and would like to make it available to a wider range of international students. The method is innovative and promotes critical evaluation and decision-making, as well as having benefits in terms of second language acquisition and learner autonomy.

Colleagues will take away a resource which they can recommend to international students who are experiencing issues. I believe it could help address some of the key difficulties that international students face as a result of issues with English.

15:00-15:30 in The Meadows Room 6: Leaders in Residence
Presentation Lead by: Larissa Bdzola, Management, LUBS

Julia Braham, Jo Lumb and I would like to showcase the Leaders in Residence initiative - working in partnership with alumni within the curriculum in order to enhance student employability.

Leaders in Residence consists of 70 chief executives, partners, managing directors and entrepreneurs, many of whom are alumni (60%), share their ‘war stories’ and top tips, and are asked to be open, honest and challenging in their discussions with our Management students. They help to connect the theory we teach with real world practice; our Leaders interact with students through Conference Days which are held as part of compulsory core modules. Much of the activity centres on mini mentoring round table discussions which help the students improve their commercial awareness, understand leadership and management (and the differences) and support personal development.

In this presentation we will be essentially sharing good practice and inviting questions.

15:00-15:30 in Room 1.09: My Journey Developing Discovery Modules
Presentation by: Darren Shickle, Public Health, Faculty of Medicine and Health

This presentation will explore my experience with Discovery modules and in particular addressing issues around timetabling. What I realised during the (late) planning phase was that I had no idea when potential students would have spaces in their timetables, as I was aiming to attract students from across a wide range of Faculties.

Therefore, instead of delivering face to face lectures I made videos for students to watch at a time convenient to them (we can also tell who has downloaded the lecture). We have also replaced some of the face to face tutorials with on line discussion boards to again get around the timetabling issue.
However, I have kept a few face to face tutorials so that I get to know the students and vice versa. It seems to be working Ok so far. I have also been giving some thought to how to increase take up of the modules next year as going to the Discovery Module fair was only partially successful.

15:00-15:30 in Room 1.01: Reflective Writing
Presentation by: Alice Shepherd, Accounting & Finance, LUBS

This presentation is an overview of the LUBS 2215 Business Skills module, and specifically how we prepare and assess the students on reflective writing. This module uses an online business simulation which students play in groups, competing against each other. 40% of the assessment is a group business plan, 30% a group presentation on how their 'business' performed against the plan, and the final 30% is a reflective assignment for which students identify 3 critical incidents and have to write about them using a suggested structure and prompt questions. A number of our students have secured jobs using this module as their discussion topic for a presentation at an assessment day or a final interview. We also use this assignment to assess AoL - group work, having developed our own rubric for this last year.

Takeaways for participants:
Suggested methodology and resources to help students develop their reflective writing skills, including an assessment that is flexible enough to be applicable to other disciplines and levels.

Session C: Live! Workshops

These sessions are intended to be 'live' case studies of particular teaching techniques for participants to explore freely from 15:30-17:00. So feel free to walk around, ask questions and see these teaching approaches in action!

15:30-17:00 in The Meadows Room 3: Using Nearpod in Seminars
Workshop Lead by: Mike Reynolds, Economics, LUBS

Nearpod is a multi-device application that can be used to create and share presentations with connected users. The 'app' can also provide instantly accessible feedback from quizzes and questions. The workshop will demonstrate Nearpod and will, in itself, act as an example of how to integrate the app into a seminars to encourage interactivity and engage participants. A wider focus of the session will be to consider how to successfully integrate the app into a module and this will be done using a case study from Leeds University Business School. During the workshop participants will take part in a quiz, resulting in the production of a 'live' league table of results.

Aims:
- Explain and demonstrate how to use Nearpod.
- Underline the advantages of using Nearpod
- Use a case study to highlight how Nearpod can be integrated into a module.
This workshop will illustrate two experiential approaches to teaching rolled into one: the use of simulations and opening the classroom to become a ‘global classroom’. Simulations are nothing new in education, but something that can be underutilised. This particular session will illustrate how students from across the business school, studying various degrees, can come together to ‘put their knowledge into practice’ using this business start-up simulator.

The students will also demonstrate how they are working in a global classroom. In addition to using the simulation, the Leeds students are competing against other teams of students at Drexel University (USA). The Drexel and Leeds classes are simultaneously broadcasted, thus everyone is learning in one single ‘global’ classroom.

During this workshop, participants will have the opportunity to see the students in action, playing this simulator. They will also have the opportunity to speak to our Blended Learning staff to speak about the logistics of this type of set-up. Likewise, participants will be able to speak to the USA and UK educators about their experience, whilst also learning about how they can set up global classrooms, across any discipline.

Drop in for a walk in the countryside...

White, fluffy clouds sail across the sunlit blue sky. Birds sing, sheep graze and the rivers burble as they flow to the sea. The RAF fly low overhead, seagulls bounce off the beach (!) and flies buzz round the dead sheep...

Come and join us in our virtual field area to see how we are providing an environment where geoscience students can learn essential field skills before heading out into the wild.
If the mood takes you, you can also walk around our 3D virtual topographic and geological maps, or perhaps take to the air and view them from above.

The Virtual Worlds Project uses the Unity 3D game engine to create virtual game-based training environments, in which to learn basic geoscience field skills, develop 3D visualisation skills and provide field skills training and assessment for students unable to access the field due to mobility/health issues.

We would like to continue the development of these virtual realities beyond the geosciences by “crowdsourcing” skills within the University (it costs tens of thousands to use outside companies) and hope to meet anyone already using, or who would like to use virtual reality in their teaching, to join us in creating these unique and cutting-edge educational resources.