

Academic Development Programme

January & February Workshops 2019



Your Teaching Philosophy: is there room for improvement?

23/01/19, 14:00-16:00, OC0.05; Leanne Williams

The aim of this workshop is to explore how first impressions and our own experiences inform our perspectives, practice and teaching philosophy. Our daily roles are often multi-faceted and our interaction and communication strategies have to change depending on who we are engaging with and why. However, this is not always easy to do and if not done well can have a significant, long lasting impact on our students and colleagues.

I will share with you the experiences that have helped to inform my own teaching philosophy and why I think the role of educator/facilitator/tutor is the most important job one can embrace. And why the challenge and pursuit of success in academia should be embedded within a frame work of civility.

Blended Learning

30/01/19, 13:00-17:00, OC0.05; Vikki Abusidualghoul

During this workshop, we will explore five aspects of blended learning: interaction, engagement, group work, content selection and materials design. This is a practical and participative workshop full of examples and with lots of opportunities to discuss our experiences and share our ideas about synchronous and asynchronous face-to-face and online learning and their juxtapositions. The workshop is aimed at the broad audience of colleagues from those who are early in their teaching careers looking for answers and ideas, all the way to those with many years of classroom practice who are looking for consolidation and reinvigoration.

Facilitating Problem/Case-based Learning: an Introduction

13/02/19, 14:00-16:30, OC0.05; Catherine Bennett

Problem or Case-based learning (P/CBL) is a pedagogical approach used in many disciplines to promote active student engagement and enhance learning. It is student-centred and inquiry-based. Application and integration of knowledge are key to workplace success and the role of the facilitator is crucial in helping students make the most of the learning opportunity and achieve the desired curriculum outcomes.

This interactive workshop will explore the use of P/CBL and the role of the facilitator. We will then explore the skills and attributes of good facilitators and consider how these can be developed in participants' own contexts.

The Academic Development Programme is organized by the Learning and Development Centre. It comprises a series of workshops for staff who teach, at any stage of their career.

The workshops are led by skilled academics who have researched and implemented innovative techniques in their own teaching practice. The workshops are intended to spark discussion and provide inspiration by spreading ideas and sharing examples of successful teaching practice.

Workshops will be taking place later in the spring, early in the summer term, and early in the vacation period, on the following topics (dates tbc):

- Lecturing with an iPad – using a split screen, annotation, saving and sharing, and useful apps
- Ethics – supporting students' development of ethical decision-making, engagement in ethical debate, and coping with uncertainty
- Inclusivity – context across the sector and at Warwick, and special focus on module design and assessment

View all sessions and book your place at warwick.ac.uk/ldccourses

Student as Researcher

20/02/19, 14:00-16:00, OC0.05; Jane Bryan

There has been a strong focus at Warwick on Student as Researcher for some time: it forms a key part of the Education Strategy and there are several University-based funding and dissemination opportunities designed to encourage students to undertake their own research and share their findings.

This workshop is aimed at staff across the University who are interested in developing or enhancing learning through a 'student as researchers' pedagogy. This workshop will provide evidence of the benefits of adopting a 'student as researchers' approach, outline the various funding and dissemination opportunities available and will look at examples from across Warwick and beyond where student research has been embedded within the student experience – both through curricular and co-curricular activity.

Efficient and Effective Feedback

27/02/19, 14:00-16:00, OC0.05; Peter Fossey

On the one hand, providing written and verbal feedback on students' work is a key element in the learning process. It is the point at which we are able to engage in the most detailed way with a student's arguments, evaluate their demonstrated abilities, and provide direct, constructive advice. It is also a crucial moment in the student experience: receiving careful and considered evaluation from someone they respect and recognize as an expert in their chosen field. On the other hand, providing feedback can be time-consuming, laborious and uninteresting for the marker; receiving limited, cryptic or critical feedback can be demoralizing for the student, and cause them to disengage. Worse yet, there is a suspicion (backed by some evidence) that most students do not read the feedback they are given, at all.

The aim of this workshop is to develop a way of thinking about providing feedback less as a transaction between marker and student, and more as an intervention in the student's learning process. Drawing on up-to-date research, we will discuss presenting feedback in a way that is easily internalised by the recipient, minimizes negative emotional responses, promotes constructive behavioural change, and makes the best use of the marker's time.

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