

Presentations and Workshops

Monday 18 April 2011

Pre-conference Workshops 13.00 - 14.30

	<i>Room</i>	<i>Presenters</i>	<i>Title</i>	<i>Chair</i>
0.1		John Hilsdon	Reviewing journal articles – how to write constructively critical reviews of articles submitted for publication.	
0.2		Chris Keenan	Getting down to writing.	

Guest Workshop 15.00 - 16.30

	<i>Room</i>	<i>Presenters</i>	<i>Title</i>	<i>Chair</i>
0.3		Phil Race	Engaging students – making learning happen!	

Tuesday 19 April 2011 Parallel Sessions 1 11.15 - 12.15

	<i>Room</i>	<i>Presenters</i>	<i>Title</i>	<i>Chair</i>
1.1		Steve Rooney	“Do as you say, not as you do”: self-assessment as a tool for engaging learners in critical reflection.	
1.2		Deeba Parmar	Negotiating transitions: the vital contribution of learning technologies in supporting the first year experience.	
1.3		Sarah Johnson	Nottingham Trent University steams into the café culture.	
1.4		Emily Danvers	Engaging students by engaging academic staff in skills development	
1.5		Linda Barkas	Engaging engineering students in writing - a road less travelled?	
1.6		Monica Behrend	Facilitating engagement with online writing resources	
1.7		Ide O’Sullivan	Peer-tutoring in academic writing: the infectious nature of engagement	
1.8		Anna Seabourne	A critical thinking approach to negotiating academic discourse at Masters level.	
1.9		Linda Murray	Facilitating early engagement by students with non-traditional entrance qualifications: aims, developments and outcomes.	

Tuesday 19 April 2011 Parallel Sessions 2 13.30 - 14.30

	<i>Room</i>	<i>Presenters</i>	<i>Title</i>	<i>Chair</i>
2.1		Andy Hagyard	Student as producer: engaging students through research.	
2.2		Alys Henley-Einion	Blended learning to promote student engagement in an undergraduate midwifery programme.	
2.3		Gaynor Wood	Let's build a 14 th century tile kiln – using a problem based learning activity to engage and enthuse students in their learning.	
2.4		Ayhan Dogan	A comparative study of giving feedback: online or on paper?	
2.5		Colin Byson	In search of conceptual clarity about student engagement in order to deliver better policy and practice.	
2.6		Ellen Pope	Implementing a holistic approach to addressing plagiarism: how the formative use of Turnitin® and student writing mentors can improve students' confidence in academic writing.	
2.7		Janette Myers	What do new undergraduate students understand by the term feedback?	
2.8		Monika Foster	Engaging students in enhanced academic transitions – a case of two projects using student voice and technology to personalize the experience.	
2.9		Carol Elston	Developing a culture of student engagement.	

Tuesday 19 April 2011 Parallel Sessions 3 14.45 – 15.45

	<i>Room</i>	<i>Presenters</i>	<i>Title</i>	<i>Chair</i>
3.1		Rebecca Freeman	Collaborative working: engaging students and staff in learning and teaching development.	
3.2		Carina Buckley	Credit where it's due: an attribution model of student engagement and achievement.	
3.3		Helen Bowstead	Telling stories, naming names.	
3.4		Julie Prior	Redeeming failure: strategies for successful undergraduate repeat-year study.	
3.5		Peter Samuels & Michelle Reid	Promoting learning development as an academic discipline.	
3.6		Andrew Doig	Engaging blended learning students.	
3.7		Brian Whalley	Towards better education by integration of tasks, activities, achievements and feedback – with assistance from Masterchef and Tom (with Captain Najork)	
3,8		Barrie Cooper	Open STEM: transforming teaching in mathematics and biosciences.	
3.9		Jane Mullen	Constructive dialogue with students.	

Wednesday 20 April 2011 Parallel Sessions 4 9.30 - 10.30

	<i>Room</i>	<i>Presenters</i>	<i>Title</i>	<i>Chair</i>
4.1		Jan Jones & Anne Jelfs	Creating a critical mass: cluster group teaching at the Open University (UK).	
4.2		Maryann Kope	Developing a service delivery model that engages students and engages learning.	
4.3		Manuela Barz	Virtual sketchbooks: making sense of assessment.	
4.4		Maura O'Regan	She knew the answers and I wasn't exactly asking any questions: promoting engagement and learning through constructive dialogue.	
4.5		Carol Elston	Engaging students: a window of opportunity.	
4.6		Caroline Cash	Intellectual property rights (IPR) for educational environments: enhancing learning development resources for shifting pedagogies.	
4.7		Ed Foster	Here to stay?	
4.8		Eloise Sentito	Feedback on student writing by email: dialogue on a one-way street?	

Wednesday 20 April 2011 Parallel Sessions 5 10.45 – 11.45

	<i>Room</i>	<i>Presenters</i>	<i>Title</i>	<i>Chair</i>
5.1		Rebecca Strachan	Bringing the stakeholders' perspective to work-based online learning.	
5.2		Joannah O'Hatnick	Beyond bolt-on and built-in: working towards a program model that promotes student learning.	
5.3		Dale Lackeyram	Fostering a culture of learning: understanding the complexity of engagement for at-risk student athletes.	
5.4		Elisabeth Dunne	Engaging learners as change agents.	
5.5		Moira Petrie	Will you be my PAL?	
5.6		Sandra Sinfield	Engaging learning – engaging students: from theory to practice. A panel presentation.	
5.7		Louise Frith & Allia Wilson	Returning to learning: what are the academic development needs of mature and part-time students? What works to support and retain these students?	
5.8		Linda Murray	An engaging method for exploring the context within which we are trying to engage students in their learning: the "life-grid" approach.	

Wednesday 20 April 2011 Parallel Sessions 6 14.00 – 15.30

	<i>Room</i>	<i>Presenters</i>	<i>Title</i>	<i>Chair</i>
6.1		Yvon Appleby	Crossing the threshold: engaging conceptual learning with pots and pans.	
6.2		Kellie Cox & Helen Boswood	Putting the face on online learning.	
6.3		Simon Atkinson	Engaging learners with digital resources.	
6.4		Karen Strickland	Using podcasts to engage students in their learning.	
6.5		Ruth Coward	The empathy paradox.	
6.6		Marcia Ody	Academic peer support: who really benefits, and how?	
6.7		Pat Hill	“Embedding skills” – what does it mean to learning developers, lecturers and students?	
6.8		Julia Dawson & Eloise Sentito	Learning development closes the loop: staff-to-student feedback, student-to-staff feedback.	