**Annual Learning & Teaching Network Event 2016**

***Student Engagement: Fresh Thinking, Fresh Approaches***

Wednesday 16th November 14:00-16:30

MR613 MacRobert Building, King’s College, Old Aberdeen

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| 13:45 – 14:00 | **Registration & Refreshments** |
| 14:00 – 14:10 | **Welcome & Introduction**  **Professor Kath Shennan, Dean for Quality Assurance and Enhancement** |
| 14:10 – 15:00 | **Keynote Presentation: Engaging the Unengaged Student**  **Dr Debbi Marais SFHEA, Principal Teaching Fellow, University of Warwick**  *This presentation will explore some of the factors associated with engaging teaching in order to enhance the student experience. How can we as educators encourage demotivated and unengaged students to enjoy learning? The session will review engagement activities linked to transitions across the student lifecycle, starting with the admission process and continuing to graduation, meeting physiological, psychological and self-fulfilment needs. Opportunities related to community-building, collaboration, support, incentives, tailored development and learning spaces will also be discussed.*  [Image result for debbi marais](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwi0_K_lvrTPAhXEvRQKHXGPC_EQjRwIBw&url=http://www.zoeleefoundation.org.uk/Supporters.html&psig=AFQjCNHrgb2Xy3W5eJUDGtlFvxfG9OYC0g&ust=1475235541553437)***Keynote Biography***  *Dr Debbi Marais has over 20 years of experience in lecturing and research and has worked for a number of universities both in the UK and overseas. A graduate of the Stellenbosch University in South Africa, Debbi’s background is in nutrition. Debbi is a qualified Dietitian and is the current lead at Warwick Medical School for the MSc programmes in Advanced Clinical Practice, Advanced Critical Care Practice and Health Sciences. She has wide ranging research interests including: Technology-Enhanced Teaching, Employability & Professionalism, Nutrition Transition & Global Health. She is committed to supporting and promoting innovative teaching, reflective practice and enhancing the student experience.* |
| 15:00 – 15:30 | **Poster Presentations: Tea/Coffee & Cake** |
| 15:30 – 16:30 | **Parallel Sessions: Hosted by the Feedback & Assessment Task Force Group (overleaf).** |
| **Group A**  **(MR266, MacRobert Building)**  **Facilitated by Dr Tim Baker, Convener of the Feedback & Assessment Task Force** | ***Formative Feedback: A Neglected Opportunity?***  **Dr Martin Barker, School of Biological Sciences; Professor Patience Schell, School of Language, Literature, Music & Visual Culture & Professor Marco Thiel, School of Natural & Computing Sciences**  *Formative feedback is both provided to students and received from them whilst courses are running. Summative feedback (such as SCEF, NSS, and SSLC) can be invaluable but it can occur too late to benefit students or staff in real time.*  *This session will focus on the particular features of formative feedback that are effective in promoting learning and review the ways to receive and provide formative feedback.*  *In this interactive session, we will explore some important opportunities of formative feedback. These include: informal interactions, body language, mid-term polls and surveys, social media, peer review, feedforward, praise, and random acts of kindness.*  *For each of these, we will collect responses, anecdotes and examples from the audience.* |
| **Group B**  **(MR268, MacRobert Building)**  **Facilitated by Dr David Muirhead, Lecturer, School of Geosciences** | ***“To Flip or Not to Flip – That’s the Question”***  **Dr Mirjam Brady-Van Den Bos, School of Psychology & Dr Agni Connor, School of Language, Literature, Music & Visual Culture**  *The session will explore the ‘nuts and bolts’ of an innovative and increasingly popular approach to teaching, ‘Flipping the Classroom’. The flipped classroom is a teaching model in which the typical lecture and post-lecture elements of a course are reversed (compared to traditional lectures), leaving class time free for more active engagement with the learning material and interaction with peers and the lecturer.*  *The presenters will share their experiences (empirical and personal) with implementing the Flipped Classroom in their courses. The questions this approach has raised will be explored with the audience in an interactive session.* |