

WORKSHOP DETAILS

1. AGORAPHOBIA EXHIBITION : (SARAH EYRE)

This workshop will provide an overview of the site specific themed exhibition "Agoraphobia" which was an SRDS funded research project here at the college. The aim was to develop professional practice with colleagues in the School of Creative Arts and to illustrate through experiential learning the creative process for students. This was a highly successful project and exhibition with many benefits for all those who engaged and participated. The value of collaborative subject specialist projects for staff and students will be discussed along with how the Scholarship and Research Development Scheme (SRDS) can be used to support the development of both subject and pedagogic practice.

2. DIGITAL AND ACADEMIC LITERACY (EILEEN NORRIS AND MARIE WHISTON)

This workshop aims to highlight the key components of the successful integration of the Digital and Academic Literacy module into the Foundation Degree in Construction Management and Sustainable Practice.

Participants will

- Explore the features of successful cross service collaborative working between the School of Construction, Higher Education Learning Mentor Service and Learning Resources Service
- Recognise the importance of placing students at the heart of planning and delivery
- Identify the promotion of features which enhance the employability skills of students

Gain student perspective of learning and teaching including assessment strategies

Examples of contextualisation of content will be provided together with recognition of the positive outcomes for students and staff of such a collaborative approach.

3. ENGAGING LEARNERS AND ACTIVE PARTICIPATION (EMMA TEAGUE AND TINA STOTT)

This session will provide colleagues with three strategies that can be utilised in the classroom to engage learners of all levels. Fundamental to these strategies are the idea that students are active participants in the learning process and they are not passive recipients of knowledge. During the session staff will be required to attempt the strategies from the learners' perspective, followed by an opportunity for dialogue and reflection. The strategies will be assessed, developed and adapted by colleagues and can be utilised as a tool for engaging learners.

4. 'STAFF AS STUDENTS IN THEIR OWN CPD': (JANE LORD)

This workshop will raise a discussion around the CPD activities of staff working in the sector both FE and HE. Local and current research in this context will provide useful insights into the possible effective strategies for engaging all staff in developing teaching and learning and engaging students in learning. This session will give an over view of the research findings and provide an opportunity for further discussion about staff as students in their own CPD.

5. UTILISING COLLABORATIVE TECHNOLOGY IN THE CLASSROOM (CHRIS WILLITTS)

This workshop will look to introduce the concept of collaborative learning in classrooms through a digital medium. The focal point will be on Google Drive and its associated (cost-free) applications, and how they have been implemented within sessions in the Computing & Engineering Department and have enhanced student participation and engagement within the sessions.

The motive for this improvement in participation may be outlined through Suler's (2004) work "The Online Disinhibition Effect" which includes reasoning behind a change in behaviour while acting solely online; meaning that students who are less likely to contribute to a class task in a traditional method (i.e. answering questions in front of the class or talking in a group) may choose to do so through an online collaboration tool as they would benefit from the "Invisibility" they gain while sat in front of their computer screen.

6. "GRAMMAR IS BACK": DEVELOPMENT OF AN ENGLISH GRAMMAR MODULE: (ANGELA PORTER - MAHER)

"Grammar is the business of taking language to pieces to see how it works."

"The challenge now is to place grammar within a frame of reference which demonstrates its relevance to the active and creative tasks of language production." (Crystal 2003)

Crystal comments that since the 1960s grammar has been unpopular as people became disenchanted with prescriptive approaches to language study. Many schools ceased to teach grammar or at least taught it selectively. One of the major debates that are still taking place about language, and indeed literacy development, is around grammar...

Is grammar important?

What do teachers need to know about grammar?

What do students need to learn about grammar and how do we as teachers make it interesting?

In this workshop we will :

- Consider the links between the structure of language and language variation
- Identify ways in which grammar can be made relevant to the active and creative tasks of language production.

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1. TEEP: (SARAH GREEN)

This short session is designed to give you an overview of the overarching themes of TEEP. The TEEP model is a cyclical, holistic approach to planning, delivering & reflecting on practice and encompasses a wide range of tools. This is an opportunity for tutors at all levels to discover more about this framework for delivery and to consider the benefits of undertaking training in this area.

2. UNDERSTANDING SUSTAINABLE DEVELOPMENT AND HOW TO IDENTIFY AND EMBED IT WITHIN THE CURRICULUM (PAM REYNOLDS)

This workshop explores the basics of SD and why it is essential to our learners' curriculum and their future in the workplace. Based on the LSIS Stepping up Sustainability project, this will offer participants an understanding of SD and the resources that are available. Workshops will allow participants to use the knowledge and resources gained from the session to develop and embed SD within their own curriculum areas. Education for Sustainable Development (ESD) is an essential element of all curriculum areas as it promotes competencies like critical thinking and decision making in a collaborative way and allows learners to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.

3. ENCOURAGING INDEPENDENT LEARNING THROUGH USE OF EFFECTIVE FEEDBACK: (DEBRA SWIFT)

This workshop aims to illustrate the benefits of using feedback strategies to encourage a more self-regulatory, autonomous and independent learning approach in students. A range of practical strategies will be illustrated in the session to provide an overview of what is considered good practice in relation to feedback. The aim is to initiate discussion on feedback practices, to share our experiences as practitioners and to explore the feasibility of incorporating or developing these practices into our curriculum and pedagogic repertoire.

4. SCHOLARNET: SOCIAL SCHOLARSHIP: (DEAN PARK)

This workshop explores the key features and benefits of our social scholarship on-line tool; scholarNet in recording and sharing good practice in scholarly activity. This will include an overview of the key aspects of the site and how they can be utilised beneficially. The aim is for staff to become familiar with scholarNet and embed it in their day-to-day practices the session will cover the process of logging scholarly activity, following and engaging with others and personalising the experience for easier sharing of practice within our HE and FE community.



WORKSHOP SELECTION FORM

Please return this page to debra.swift@blackpool.ac.uk by August 19th

Please choose 3 workshops from the selection below (details above) indicating your first and second choice of workshop with a (1) and (2). Workshops run concurrently and only one workshop per time slot may be chosen. Workshops will be filled on a "first come first served" basis.

NAME:		
SCHOOL:		
"ENGAGING WITH ENGAGEMENT"		
WORKSHOP 1-	1:30-2:00	WORKSHOP SELECTION
	1. Agoraphobia Exhibition (Sarah Eyre)	
	2. Constructing Solid Foundations for Higher Education-(Eileen Norris and Marie Whiston)	
	3. Engaging learners and active participation (Emma Teague and Tina Stott)	
	4. Staff as students in their own CPD' (Jane Lord)	
	5. Utilising Collaborative Technology in the Classroom (Chris Willitts)	
	6. Development of an English Grammar Module: Angela Porter -Maher	
WORKSHOP 2-	2:05-2:35	
	1. Agoraphobia Exhibition (Sarah Eyre)	
	2. 2. Constructing Solid Foundations for Higher Education-(Eileen Norris and Marie Whiston)	
	3. Engaging learners and active participation (Emma Teague and Tina Stott)	
	4. Staff as students in their own CPD' (Jane Lord)	
	5. Utilising Collaborative Technology in the Classroom (Chris Willitts)	
	6. Development of an English Grammar Module: Angela Porter -Maher	
WORKSHOP 3-	2:40-3:10	
	1. TEEP: Sarah Green	
	2. Understanding Sustainable Development and how to identify and embed it within the curriculum: Pam Reynolds	
	3. Encouraging independent learning through use of effective feedback: Debra Swift – HE Directorate	
	4. scholarNet: social scholarship: Dean Park	

