3ydd Gynhadledd Dysgu ac Addysgu

 3rd Annual Learning and Teaching Conference

8 Mis Medi – 10 Mis Medi| 8 September – 10 September 2015

# Crynoldebau / abstracts

Poster Session

## 'Appealing to the Curious' - How the Lifelong Learning Art and Design Programme Captures and Engages New Audiences at Public Events

### Alison Pierse

Our aim is to remove barriers to learning in Higher Education, delivering learning in the community for the community.

Over the last 15 years Lifelong Learning has initiated innovative ways to attract a wider audience to Adult Learning. Alison will present ways of engaging a new audience to Lifelong Learning. Using taster and short teaching sessions available on the web site and also show how we devise free, short activities for the public and capitalise on the footfall at public events, attracting a potential audience in excess of 7,000. We are able to capitalise on the event’s publicity and foster generational and family learning, so necessary in the ‘early years’ segment. We have found that this type of profile raising is more successful than any newspaper advertisement. Students enjoy meeting the tutor before considering applying for a course. Not only does this give students an opportunity to learn something at festivals for free, which are usually staged to extract money from people, but it also raises the profile and awareness of the University. We will teach anyone, whatever age, for a short session and adapt our language to the audience. All we ask is enthusiasm and curiosity.

In addition, recently we have been making short films to engage our art history students with a diverse range of learning styles. These are on-line for anyone to access, delivering our style of teaching and learning that they will receive when studying with us, just like the market approach: ‘try before you buy.’

## #polidiss: Using Twitter to Suport Undergraduate Dissertation Students in Politics and International Relations

### Jenny Mathers

Dissertations are a rite of passage, the culmination of years of study, an opportunity to demonstrate student capacity for independent research. Twitter has proven an excellent medium for bringing together geographically disparate PhD students and providing them with a sense of community. The simple use of the hashtag #phdchat has led the way in demonstrating that independent study does not have to mean study in isolation. In September 2013 academics at the Universities of Aberystwyth, Nottingham and Surrey created the hashtag #polirdiss, inspired by the success of #phdchat and designed to facilitate interaction between undergraduate dissertation students of Politics and International Relations and their advisers across these locations. This presentation will explain the context and rationale of the project before moving on to consider the strengths and weaknesses of the pilot so far, identifying lessons from this experience and suggesting fruitful directions of further development.

## Using iPads for Teaching and Marking

### Gareth Norris

With more teaching materials and interaction being placed online, instructors need to be flexible in their approach to delivering learning in both time and place. Love them or hate them, iPads (and other tablets) are an invaluable tool for modern teaching practice. Not only are they versatile and portable, but a range of apps are available to support teaching. This session will focus on two specifically: Blackboard and Turnitin and provide a ‘users guide’ to getting the most out of your iPad or tablet. It will demonstrate the key features of these apps and how they can be used for teaching and feedback as well as how they can be integrated with other software such as Dropbox.

## Use of Multimedia to Support Teaching in Earth Observation Modelling

### George Petropoulos, Peter Bunting, Hywel Griffiths, Andrew Hardy

No abstract provided.

## Recognising Contiuing Professional Development in Teaching and Supporting Learning

### Graham Lewis

In this session, we will explore some of the history of thinking about how the way we consider knowledge differs across the HE disciplines, how this influences teaching practice and how these insights might inform your own teaching.

## Video diaries for Supporting Laboratory Report Writing

### Joanne Wallace and Joanna Worthington

we explored the use of video diaries to aid memory recall and to facilitate the writing of laboratory reports. During the practicals the students observed a demonstation, then performed the practical, after which in small groups they had to design and video a teaching demonstation video, which contained sufficient detail and clear explanation of the protocol and anaylsis. These were then made available to students via blackboard. it is hypothesised that by producing a visual aid, they have engaged in a higher level of learning, whilst providing a visual/sound revision medium that aids memory when writing up the report several weeks later. we will report on student focus group response, marks, access, and module feedback evaluations. A full abstract will be written once these have been collated.