1af Gynhadledd Dysgu ac Addysgu

 1st Annual Learning and Teaching Conference

18 Mis Medi – 20 Mis Medi| 18 September – 20 September 2013

# Crynoldebau / abstracts

Up-Cycled Clothing for Cottage Industries in Mid Wales

Alison Pierse

The philosophy of the Lifelong Learning programme at Aberystwyth is to raise student confidence. We have developed a series of modules aimed at addressing employability within small rural communities; these are delivered in collaboration with small businesses and local venues. Seeing a return of the ‘make do and mend’ culture, sales of sewing machines have soared by 500% in the last year. This new group of modules gives the students new sewing machine skills and marketing skills, enabling them to consider setting up a cottage industry. Following completion of the course, students have the opportunity to contribute their newly designed pieces to a co-operative business called ‘Co- Create’. Students have modelled in three fashion shows of eco-friendly sustainable clothing to promote the co-operative. Recruitment has been enhanced by novel promotional tactics. Over the last two summers the up-cycled clothing tutor and co-ordinator has attended public festivals where we design and sew on-site, attracting members of the public to help with an up-cycled project, cutting up rags or offering to power the sewing machine by pedalling the electricity generating bicycle. The suite of courses includes a textile techniques module, digital textile design using Photoshop, up-cycled clothing, web design and marketing yourself as an art practitioner. In this final module students learn about applying for grants, writing statements, approaching galleries, photographing their work and assessing your target audience. All our courses are taught in community village halls; tutors arrive at the venue and, as if by magic, change a dreary village hall in to a vibrant learning environment. This year we have delivered two of the courses in collaboration with The Small World Theatre in Cardigan, a small independent Arts and Culture organisation housed in a venue constructed from renewable and recycled sources - embracing the true ethos of sustainability.

Comparison of Print, Online (Wimba), and eBook Formats for Distance Learning Content Delivery

John Nelson

A TIF funded project. The poster describes how we went about creating online and ebook versions of an existing print delivered module. The purpose of the project was to examine the issues and technical difficulties involved to obtain feedback from students on how they used the different formats and their preferences. The conversion process from Word to html and finally to epub and kindle formats required the use of some software programs and ultimately of some bespoke coding to remove some of the drudgery involved. However, the whole process was not simple and precluded making minor updates to the material. The new formats are introduced to students attending the study school and initial surveys are conducted regarding access to ereaders tablets and smart phones. After students have completed the module, they are directed to an online survey to gather data on how the formats were used. Students found the online format the easiest to access and turned to it both when the print copy was not available and when they wanted to check out all the embedded links. The ebook format was less well used but those that did were very positive. Finally, a survey was carried out to establish distance learners’ attitudes to online and print materials and these results are very interesting.

Recognition of Teaching Development

Graham Lewis

No abstract provided.

Online Feedback

Antonio Rubio

No abstract provided.

Developing Interactive Artifacts to Promote Assessment for Learning for Undergraduate Students

Stephen Atherton and Malcolm Thomas

This presentation focuses on an innovative assessment method on the undergraduate Education and Childhood studies third year module ED30120: Critically reflecting and Evaluating Learning and Skills. As part of the module students are introduced to principles of assessment for learning and are required to design their own assessment for learning artefact that is aimed to promote learning for first year undergraduates. The assessment for learning artefacts should encourage self-reflection and evaluation among first year undergraduates and students are required to consider the assessment for learning approaches that would be of benefit to them. Since its inception a range of effective artefacts have been designed, such as board games, apparatus, computer games and jigsaws, and have focused on promoting learning in areas such as study skills, employability and module specific learning. In the presentation we highlight research into student perceptions regarding this innovative assessment method, while considering the wider skills that students are expected to demonstrate as part of the assessment. In closing we consider how the improving technology skills among students may in future lead to software design or mobile applications to promote assessment for learning.

The Nexus Website – Sharing Good Practice in Technology – Enhanced Learning at Aberystwyth University

Mary Jacob

No abstract provided.