Workshop abstracts

1	*Effectively developing initiatives to improve the student experience*	Michelle Morgan	13.50-14.35	C105
	This interactive workshop asks colleagues to come to the session having identified an area where they would like to create, develop or enhance an initiative to improve the student experience. It could be in the area of L&T, student support or an administrative process. When creating, developing or enhancing an initiative, there are five key factors in enabling it to be effective. • Identification of the target group (e.g. UG or PGs, particular year or demographic group). Avoid a one size fits all approach but be mindful where an initiative is transferable. • Consideration of the five themes in the Student Experience Transitions Model: Pedagogy; Curriculum and Assessment; Support; Finance and Employment. • Bring together key stakeholders in co-delivery rather than working in silos and a unit/department 'owning' an initiative. • Mapping out an initiative framework. • Revisiting the initiative on a regular basis to ensure it is suitable for the current student body and HE environment. In the interactive workshop, colleagues using the Student Experience Transitions Model as a tool will work in small groups to discuss who should be involved in the initiative, identify the themes that are relevant and then start creating, developing, or enhancing the initiative for future implementation.			
2	*Pop Up Conversations*	Visual Facilitation Team	13.50-14.35 and 14.50-15.35	Centro
	In this hands-on workshop with Chris Glynn and CSAD Illustration students, we will explore metaphors and pop up scenarios of student transition through conversational drawing and making. The aim is to connect and engage staff across the university in a memorable way, reframing understanding of shared concepts by creating a visual conversational landscape.			
3	*Virtual exchange, reaching the outside world from within the classroom*	Henry Dawson	13.50-14.35	C102
	This workshop will cover a virtual exchange help between Cardiff Met., Modern University for Business and Science in Beirut and Stanford in California. The exchange (to occur in March) involved a problem based learning exercise in which students from Cardiff and Beirut worked together to investigate the issues and needs of Syrian refugees in Jordan. Skype, lecture capture software, WhatsApp and virtual reality were used to give a rich learning experience, improve global awareness of students and inspire them to consider working outside of the UK. The workshop will provide participates with the opportunity to see how these technologies could work within their own programmes or supporting students.			

4	*Nurturing reflective practitioners'*	Cath Davies	13.50-14.35 and 14.50-15.35	C103
	This workshop will share strategies to improve students' reflective writing in CSAD learning Journals (PDP). It will consider challenges that we face in nurturing student engagement with their learning journals are how we are addressing these within the school. Student reflections have a tendency to evaluate lectures they've enjoyed (or not) and accounts of their academic journey have been descriptive, reiterating research that PDP's "tend to be superficial unless it is approached in a consistent and systematic way" (Ryan, 2013:244). Activities used to generate reflective analysis with students will be shared in this workshop as useful tools for us to also adopt ourselves in our multi-faceted roles and responsibilities at Cardiff Met. Not surprising, we too benefit from more systematic approaches to being reflective practitioners in our teaching and support of colleagues.			
5	*Building belonging – course based societies'*	Students' Union	13.50-14.35	C104
	This workshop will look at how student societies can help to build a sense of belonging in our students and the benefits of these to the related programmes in discipline-specific societies. Staff will take away an understanding and outline of how they can help to support students through societies within their disciplines and beyond, ideas of how the SU can better support programme teams and students through societies, and develop a closer working relationship between the SU and Schools.			
6	*Transitioning into Fashion – Tales of a cross-school module designed to simulate industry practice'*	Jemma Oeppen Hill & Irene Dee	13.50-14.35	C108
	This workshop will share the story of a shared module, across two disciplines, in two schools, coming together with the shared goal of embedding experiential learning to enable students to hone their skills whilst gaining in depth fashion industry knowledge by working across discipline. The BA (Hons) Fashion Design (CSAD) and Fashion Marketing Management (CSM) programmes were new for 2017, enrolling some 70+ students across the two courses.			
7	*I can't help you, if you won't meet me – enabling student access to staff using online technologies*	Dental Technology Programme Team	14.50-15.35	C102
	This workshop will present a case study, the diverse nature of student needs and offers a method of how we can accommodate them. The session will demonstrate a live session and show its potential for use across the institute. Delegates will be able to participate in this activity. The workshop will ask questions such as: How much will students divulge on line? In light of video calling being a day-to-day occurrence and not a Sci-Fi notion. In relation to the seemingly regular use of FaceTime, Skype, etc. and the familiarisation of this technology by students and/or their reluctance to engage with it. (We will also investigate the reluctance of staff to engage with the technologies).			
8	*Developing employability through the student journey*	Steve Osbourne	14.50-15.35	C104
	There is unprecedented disruptive change within UK Higher Education system, in part facilitated by a variety of pervasive external influences. The Government's White Paper; 'Success as a Knowledge Economy, UK Industrial Strategy together with the Teaching Excellence and Graduate Outcomes Framework (TEF) is providing new source of political change. Universities and agencies such as the HEA are reacting quickly to the changing landscape with support, resources and new policies. Universities need to reimagine how student employability is being developed at the coal-face. This session will share information and the programmes of work implemented as a holistic curricular and extra-curricular approach to embedding employability.			

9	*Starting with 'Why' A student centred approach to curriculum communication'*	Dr Martyn Woodward	14.50-15.35	C108
	This workshop will share and test an approach to the communication of the 'purpose' of a curriculum for students often unprepared for entry into autonomous and critical academic learning environments. This practice has emerged in response to students entering onto programmes within CSAD who are unprepared for the kinds of academic and critical thinking activities which underpin University level education within Art & Design, and do not always understand the 'purpose' of academic activity.			
10	*Using a coaching approach to personal tutoring*	Francesca Cooper & Helen Whitney	14.50-15.35	C109
	The session, informed by coaching theory, aims to provide delegates with some key, practical and non-directive questions and useful words and phrases that can be helpful in the university's coaching approach to personal tutoring. Our approach aims to foster a collaborative dynamic between student and tutor and encourage students' own decision making skills. The session will include how to narrow down an issue in order to identify what specific steps they can make, in order to move on.			