



Active Learning: Quick Wins & Grand Designs UCD Teaching & Learning Symposium



Wednesday 27th April 2022

 #ActiveLearning

Programme

Virtual Event

- 10:00 - 10:10 **Welcome:** Ms Aine Galvin, Director of UCD Teaching and Learning
Opening Address: Professor Marie Clarke, UCD Dean of Undergraduate Studies
- 10:10 - 11:10 **Keynote: “Embedding active learning in programme level curriculum design”**
Keynote speaker: Professor John Mitchell, Professor of Communications Systems Engineering, Vice-Dean Education, UCL, London
Session Chair: Dr Sarah Morton, Vice-Principal for Teaching & Learning, College of Social Sciences & Law
- 11:30 - 13:00 **Workshop 1: “Grand designs: Ideas for practice and implications for planning”**
- 13:45 - 14:45 **Keynote: “Can we fix it?”**
Keynote speaker: Professor Prem Kumar, Emeritus Professor, Institute of Clinical Sciences, University of Birmingham
Session Chair: Dr Gillian Pye, Associate Dean (Undergraduate), College of Arts and Humanities
- 15:00 – 16:30 **Workshop 2: “Integrating activity to enhance learning: Quick wins in-session and online”**



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Keynote Speakers



Professor John Mitchell

John E. Mitchell is Professor of Communications Systems Engineering in the UCL Department of Electronic and Electrical Engineering and Co-director of the UCL Centre for Engineering Education. Between 2015 and 2022 he was Vice-Dean Education in the UCL Faculty of Engineering Sciences. In 2012 (until 2016) he was seconded to the UCL Engineering Sciences Faculty, where he led the introduction of the Integrated Engineering Programme. The team that led this major revision of the curriculum across the engineering faculty was awarded the HEA Collaborative Award for Teaching Excellence (CATE). He has published widely on curriculum development, project-based and active learning and issues of diversity within engineering education. Professor Mitchell is a Chartered Engineer, Fellow of the Institution of Engineering and Technology (IET), Senior Member of the Institute of Electrical and Electronics Engineers (IEEE), Principal Fellow of the Higher Education Academy, Member at Large of the Board of Governors of the IEEE Education Society and was until recently a Member of the Board of Directors of the European Society for Engineering Education. He is currently Editor-in-Chief of the IEEE Transactions on Education.

10:10 – 11:10 “Embedding active learning in programme level curriculum design”

Active learning is growing in popularity and demonstrating favourable student outcomes across a broad range of subjects. In this talk I will look at how, in a major programme level curriculum development project, active learning can be embedded as a core learning tool as part of an integrated curriculum. I will use, as my example, the Integrated Engineering Programme at UCL which introduced an integrated approach to active project-based learning across eight departments in 2014. I will discuss the drivers for change, the programme structure, the process and challenges of faculty-wide curriculum change and the response of students to the new curriculum.



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Keynote Speakers



Professor Prem Kumar

I am a Professor of Physiological Sciences at the University of Birmingham and my research interests are in the field of chemoreception, with a particular emphasis on carotid body and chemotransduction mechanisms in health and disease and in the reflex responses to hypoxia. I have always been passionate about teaching since my doctoral years and have been an advocate for active learning since I first flipped my teaching around 2013, leading to an invitation to give the Otto Hutter Prize lecture in 2016 at the Dublin Meeting of the Physiological Society. Between 2012 and 2018 I was the Director of Education for the College of Medical and Dental Sciences at Birmingham and between 2015 and 2021 served as the inaugural Director of the Institute of Clinical Sciences. In 2019 I led on an Academic Development Programme workstream that identified the training needs of new academics as part of the Birmingham Academic Career Framework. I have served on several Journal Editorial Boards and have been a key member of the Executive Committee of the Physiological Society and Chair of both its Meeting and Publications Committees. I recently chaired a Physiological Society Committee that produced an Undergraduate Physiology Curriculum that has been approved by the UK General Medical Council and also oversaw a review of the Society's grant funding structure, establishing a number of Physiological Society career Fellowships. In my spare time I enjoy photography and motorsport.

13:45 – 14:45 “Can we fix it?”

You know that thing that's been broken awhile and not yet mended? Is it because you don't know how to fix it, or is it because you just don't have the time? Or perhaps both?

As we return to full-time face to face teaching, what will the new normal look like for us and our students? Will the pandemic simply have catalysed a technology-enabled, but easily recognisable educational trajectory or will it have initiated a marked divergence towards a previously unpredicted future? Or will the new normal just look like the old normal? The answer will lie with the decisions we now choose to make personally and collectively. This session will aim to explore the range of possible futures by firstly asking a deceptively simple question, “what are universities for?”, before describing some simple tools to enable individual teachers to utilise effective active learning practices to support our students to ‘learn ... the best attitude to what is not yet known’. In other words, can we forgo (some) content for understanding? Yes, we can!



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Workshops

Workshop 1

11:30 – 13:00 “Grand designs: Ideas for practice and implications for planning”

Facilitator: Associate Professor Geraldine O’Neill, UCD Teaching & Learning

This workshop will introduce participants to a number of active learning curriculum design models, such as, case-based, project-based and enquiry-based learning. Many of these curriculum models are based on group work and promote engagement, collaboration, co-operation, problem solving and critical thinking. Another motivation for implementing these approaches is preparing students for the workplace.

Workshop participants will hear presentations from UCD colleagues who have implemented one of these active learning curriculum models. There will also be opportunities for Q&A and small group discussion on the benefits and challenges associated with these curriculum models and implications for practice and school/programme planning.

Case Studies:

- 1) Title: ***Integrating real-life company projects: challenges and solutions***
Presenter: Dr Julia Backmann, UCD School of Business
- 2) Title: ***Hands-on research in the humanities: Active learning through group project work***
Presenter: Associate Professor Naomi McAreavey, UCD School of English, Drama and Film
- 3) Title: ***Supporting real-life problems in agriculture through problem-based learning***
Presenter: Dr Tomás Russell, UCD School of Agriculture and Food Science

Associate Professor Geraldine O’Neill

Geraldine is an associate professor and educational developer in UCD Teaching & Learning. She has led many institutional and national teaching and learning projects, in particular on assessment, feedback and curriculum design. Recently, she received one of Ireland’s inaugural National Forum Teaching and Learning Research Fellowships, to research into the assessment of work-integrated learning.

See also: <https://people.ucd.ie/geraldine.m.oneill>





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Workshops

Workshop 2

15:00 – 16:30 “Integrating activity to enhance learning: Quick wins in-session and online”

Facilitators: Ms Leone Gately and Mr David Jennings, UCD Teaching & Learning

This workshop will focus on active learning classroom strategies that engage students in meaningful tasks and are easy to implement with classes of any size. Workshop participants will gain first-hand experience of a series of active learning strategies and guidance on how to use them effectively to achieve different learning outcomes. Some of the strategies will leverage technology whilst others require no technology. There will be opportunities to discuss the various strategies with colleagues and reflect on how you could implement them in your own context.

Ms Leone Gately

Leone works with UCD faculty and staff to coordinate technology enhanced learning expertise, resources and the development of institutional knowledge and capacity. As educational Technology Coordinator in UCD Teaching and Learning, she leads and contributes to projects which support staff with digital skills development, curriculum planning and design, development of blended/online programmes while ensuring educational technologies are used in pedagogically effective ways.



Mr David Jennings

David is a lecturer in Educational Technology and an Educational developer within UCD Teaching and Learning. His research interests include Active Learning and Technology, Mindful Assessment: the assessment of learning, and Open Educational Resources.

<https://www.ucd.ie/research/people/teachinglearning/mrdavidjennings/>

