

Biographical Details

Tom Burns and **Sandra Sinfield** work in the Centre for Professional and Educational Development at London Metropolitan University, UK. They develop learning, teaching and assessment practice with a special focus on creative and engaging praxes that ignites student curiosity and develops student agency and success.

Tom and Sandra are co-authors of *Teaching, Learning and Study Skills: a guide for tutors and Essential Study Skills: the complete guide to success at university* (now in its fourth edition). Their practice is informed by their work in theatre, film, publishing and the arts.

Together Tom and Sandra have taken a production of John Godber's *Bouncers* on a tour of Crete music venues, written and made a feature film (*Eight Days from Yesterday*) and produced teaching and learning courses and materials in a range of settings. Their *Take Control* video won the IVCA gold award for education – and has been embedded in an online study resource (*Six Steps to Success* - <http://learning.londonmet.ac.uk/epacks/soccer/>).

Tom Burns and Sandra Sinfield are both Senior Lecturers in Education and Learning Development actively involved in the Association for Learning Development in Higher Education (www.aldinhe.ac.uk), in #creativeHE (<https://plus.google.com/u/1/communities/110898703741307769041>) and Teaching and Learning Conversations (monthly Webinars: <https://tlcwebinars.wordpress.com/tlc-archive/>). Most recently they have developed the staff-facing *Take5* website and blog (<http://learning.londonmet.ac.uk/epacks/take5/>) which is designed to seed, share and support staff engagement with creative and innovative learning, teaching and assessment practices.

The Development Day

We will focus on motivation and engagement in relation to engagement with the processes of learning, collaboration and enquiry, within and outwith the curriculum, in face-to-face and online contexts, and facilitated by empowering and emancipatory practices that facilitate significant learning.

There are four overarching aspects to the day:

- The design and implementation of engaging and motivating teaching sessions in, across and through the curriculum
- The design of motivating, engaging and creative assessment practices.
- The use of technology and social media
- Teaching outside the classroom.

The Day in More Detail

The design and implementation of engaging and motivating teaching sessions in, across and through the curriculum

All students have to make a transition into the more independent learning landscape that is Higher Education. We argue that this transition is facilitated by developing creative and empowering praxes that develop student voice, that offer challenges that pique curiosity by offering a real and relevant invitation to become academic within epistemic communities. This is engaging and motivating practice. In this segment we will discuss using simulation and role plays to help students bond and belong, to ease the transition into a dialogic community of practice and to reveal in an embodied

way that discussion promotes rich learning. We explore emancipatory ways to engage students in active reading: textmapping the scroll - and we explore diverse ways of helping students write to learn, rather than learn to write.

The design of motivating, engaging and creative assessment practices

Even where there is creative practice inside the classroom, and we hope to have highlighted that, assessment practices lag behind, with much assessment being conducted through the essay, the report and the formal time-bound exam. In this segment we will argue for a constructive alignment that brings assessment practice in line with the emergent creative pedagogy that we have suggested, and that provides students with transformational experiences fit for a 21st century education system. We suggest a range of engaging assessments that both motivate students to succeed and enable them to learn.

The use of technology and social media

This segment will explore the use of technology, not starting with a checklist of skills that must be mastered, but by suggesting ways of harnessing technology to enable student voice and presence. Our overarching objectives are akin to those expressed by #DS106: <http://ds106.us/about/> - to work with students to critically examine the digital landscape of communication technologies as emergent narrative forms and genres and increase appreciation of technology use in storytelling (viz. <http://ds106.us/open-course/syllabus/>). We explore specific practices such as blogging to learn; using Twitter for academic study and FaceBook to deepen student learning; Digital Story Telling; and multimodal praxis.

Get engaged right now:

- You might want to follow our FaceBook education magazine for students and staff before we meet: <https://www.facebook.com/LondonMetStudyChat/>
- Join in with our next run of #creativeHE from the 10th October: <https://plus.google.com/u/1/communities/110898703741307769041>

Teaching outside the classroom

In our own practice we have set up Get Ahead: conferences by students for students. We are interested in the whole notion of encouraging more students, especially those deemed to be 'non-traditional', to engage in extracurricular activities. This segment will discuss these and conclude with an argument that the extracurricular could be endorsed with module credits, including as Capstone Projects.