

Centre for Innovation in Pedagogy

Field Trip 2015/16



In July 2016, the centre sponsored a field trip visit to the Liverpool John Moores University Teaching and Learning Conference.

The conference was attended by our student innovation officers; Mariola Yankova, Rex Chukujama, Weika Tan and Rebecca Gilbertson. Our officers attended a whole variety of talks based around the theme of teaching innovation, gaining experience in the science of pedagogy and understanding in the challenges faced by teaching staff in higher education.

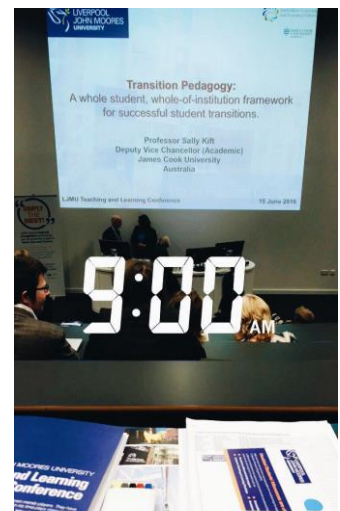
Armed with this knowledge students are better placed to design recommendations for improvements in our teaching practices.

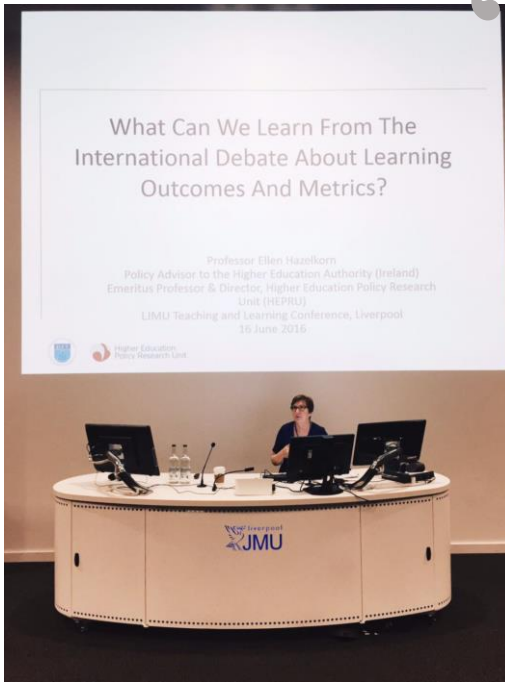
“ The conference gave me the opportunity to meet like-minded people and professionals. In this way, I started building a network of people from whom I can learn and share ideas with. Furthermore, the event served as a team building session. I received the chance to get to know my fellow team members and our leader Paul Middleditch. Experiences like this one shape the team dynamic and contribute to the future productivity of the team. This will immensely help us make a greater impact on the teaching and learning experience at Manchester University. I brought to Manchester a vision of how the future of higher education looks like and how I can help lecturers and students work together in new and better ways. ”

– Mariola Yankova

“ The teacher's conference in Liverpool gave me an insight to how much work lecturers actually put in to improve their lectures. I enjoyed interacting with lecturers from other universities and sharing my opinions on how lectures are being carried out from a student's point of view. Speaking with these lecturers also made me realise some factors that are limiting the lecturers from trying to implement some of the changes students request for. Overall, it was a great experience and I will definitely love to be going for a next one. ”

– Rex Chukujama





“Through the conference in Liverpool, I can see the initiatives taken by universities to ensure that students have a good learning experience, and the numerous research and ideas presented during the conference inspired me to do my part; to engage and be involved in the whole process. It also opened my eyes to the challenges the academic staff face in the process of trying to initiate a new teaching method or bring in new technology, which made me appreciate the facilities we have in the university even more. I realised in order to make our learning experience better, a lot of work needs to be done with the cooperation and hard work of the lecturers, the university and different departments such as the IT staff. I am grateful for the opportunity to be a part of this and wish this experience will be able to bring a positive impact back to the University of Manchester.”

– Weika Tan



“The trip was filled with many guest speakers from universities around the world who shared their research on pedagogy. I found the event to be very encouraging; as an undergraduate student, I often feel that lecturers are highly engaged with their research areas (which is good) but I do not often hear lecturers or teaching staff discussing how they can focus on pedagogy in order to improve the quality of teaching. As a highly participating student myself, I take pleasure from working hard at university and, in a way, the ways that I have learnt how to learn within my chosen field of study (finance). Therefore, I have often been asked why we focus so much on pedagogy when all it does is “make university easier for lazy people”.

Attending the LJMU conference and listening to the different ideas and techniques used by leading researchers around the world provided me with the following conclusion. Improving teaching standards, investing in learning technologies and providing support to students does not necessarily make university too easy. Instead, we facilitating the hard workers to be even better than they would otherwise have been. I think that the use of learning support technologies at Universities actually assists institutions in grooming. I think that providing support to students in these ways actually better grooms and allows learning of a higher calibre.”



– Rebecca Gilbertson