

IUT Conference 2016, Durham, UK: University of Durham

Wednesday, 13 July:

8:00-9:00 REGISTRATION AND COFFEE

9:00-10:30 CONFERENCE OPENING

Welcome: Julie Rattray, University of Durham

Opening Remarks: Jim Wilkinson, President, IUT

Opening Plenary: Students as Inquirers — Teachers as Role Models
Torgny Roxå, Lund University, Sweden

10:45-12:15 90-MINUTE WORKSHOPS

Workshop 1: Assessing Inquiry Courses for Multiple Stakeholders

Carolyn Oxenford (Department of Psychology, Marymount University, USA), Michael Schuchert (Planning and Institutional Effectiveness, Marymount University, USA), and Liane Summerfield (Department of Health and Human Performance, Marymount University, USA)

Workshop 2: Direct Instructions (DI) versus Productive Failure (PF) — Best Practices for Interactive Class Activities

Sunita Chowrira (Department of Biology/Botany, University of British Columbia, Canada) and Karen Smith (Department of Microbiology & Immunology, University of British Columbia, Canada)

Workshop 3: Establishing the Foundations for Student Inquiry and independent Learning through Feedforward?

Nicola Reimann (School of Education, University of Durham, UK), Ian Sadler, (Department of Applied Human Sciences, York St. John University, UK), and Kay Sambell & Linda Graham (Department of Social Work and Communities, Northumbria University, UK)

Workshop 4: Old Paths and New Approaches: Teaching, Learning and Labyrinth Walking

Jan Sellers (Freelance Lecturer, United Kingdom)

12:30-1:30 LUNCH

13:45-14:45 PAPER SESSIONS

Paper Session A

Paper 1: Voluntary or Compulsory? Independent Learning Models in a Student Skills Center

Oliver Johnson (Student Skills and Development Centre, University of Sheffield, United Kingdom)

Paper 2: Laying the Foundations: Transformative and Critically Reflective Learning for Effective Transition into Undergraduate Study

Anthea Coleman-Chan and Caroline Bamford (Centre for Open Learning, University of Edinburgh, United Kingdom)

Paper Session B

Paper 1: Developing Teacher Educators' Research Abilities and Skills: A Follow-up Study

Miriam Mevorach, (Mofet School of International Development, Israel) and Mordechai Miron, (Tel Aviv University, Israel)

Paper 2: Developing Lifelong, Informed Consumers of Research: Application of Competency-Based Inquiry Approaches to Higher Education

Noela Houghton (Educational Foundations and Leadership, University of Toledo, USA)

Paper Session C

Paper 1: Learning with Buddies for Optimal Intercultural Competence Development

Zhenyi Li (Department of Communication and Culture, Royal Roads University, Canada)

Paper 2: Learning a Foreign Language for Special Purposes in Teams

Dubravka Celinšek (Department of Foreign Languages for Special Purposes, University of Primorska, Slovenia)

Paper Session D

Paper 1: Promotion of Independent Learning: Reformation of Developmental Mathematics Pedagogy

Marion Ben-Jacob (Department of Mathematics and Computer Sciences, Mercy College, USA)

Paper 2: Innovative Online Teaching and Learning Strategies

Clifford Taylor (Educational Administration / School Counseling), National University, USA)

14:45-15:15 COFFEE BREAK

15:30-16:30 60-MINUTE WORKSHOPS

Workshop 5: Facilitating Inquiry-Based Course and Curriculum Redesign in Engineering and Beyond – Why and How?

Janina Tasic (Center for Teaching and Learning, Niederrhein University of Applied Sciences)

Workshop 6: Facilitating Conflict Management to Enhance Collaborative Learning in Groups

Bonnie Farley-Lucas (Faculty Development, Southern Connecticut State University)

Workshop 7: Digital Me: Creating Digital Content for Cooperative Delivery

Persefoni Stylianoudaki and Sue Cordell (Department of Learning Enhancement and Academic Practice, University of Hull, United Kingdom)

Workshop 8: Exploring Practices of Inquiry

Catherine Smith, Graham Barton, and Alison James (London College of Fashion, University of the Arts, United Kingdom)

**17:00-18:30 POSTER SESSION AND CIVIC RECEPTION WITH THE MAYOR
IN DURHAM'S ANCIENT TOWN HALL**

Poster 1: An Analysis of 100-Word Essays Through Interaction and Independent Learning: The Motivation of Writing

Eri Terada (School of Human Sciences, Waseda University, Japan)

Poster 2: Learning Virtues: Chinese Cultural Dispositions for Learning

Cynthia Xie (Faculty of Education, Simon Fraser University, Canada)

Poster 3: Collaborative Work Among Students: What is the Real Purpose for Promoting It?

Paulina Humeres (School of Dentistry, Catholic University of Chile)

Poster 4: Supporting EAL Students to Develop Independent Learning Within a Concept-Based Curriculum

Elizabeth Day (Faculty of Health, Whitireia, New Zealand)

Poster 5: Exploring How "Excellence" in UK Higher Education Student Engagement Could Be Interpreted

Tom Lowe (REACT Project, University of Winchester, United Kingdom)

Poster 6: A Flipped Classroom Experience and Development of the Inquiring Learner in a Nigerian Pharmacy School

Helen Kwanashie (Faculty of Pharmaceutical Sciences, Ahmadu Bello University, Nigeria)

Poster 7: A Teacher-Training Course Based on Self-Directed Learning and Design Thinking

Patrick van Aalst (NHL University of Applied Science, Netherlands)

DINNER ON YOUR OWN

Thursday, 16 July:

9:00-9:45 ROUNDTABLES

Roundtable 1: Writing Heads and Decks

Claudia Caruana (Stern School of Business, New York University, USA)

Roundtable 2: The Promise and the Pitfalls: Creativity or Chaos?

Valarie Arms and Valerie Booth (Department of English and Philosophy, Drexel University, USA)

Roundtable 3: Brokering between Communities of Practice: Strengthening Learning with Co-operative Practices

Anne Tierney (School of Education, University of Durham, United Kingdom)

10:00-11:00 60-MINUTE WORKSHOPS

Workshop 9: Supporting Effective Group Work in Higher Education

Sue Cordell and Persefoni Stylianoudaki (Department of Learning Enhancement and Academic Practice, University of Hull, United Kingdom)

Workshop 10: Icebreaker or Deal Breaker? Strategies for Bridging Cultural Difference

Janine DeWitt (Department of Sociology, Marymount University, USA) and Loes Damhof (Department of Communication, Media, and IT, Hanze University of Applied Science, Netherlands)

Workshop 11: REACT — A Large-Scale Student Engagement Project With a Focus on “Hard-to-Reach” Students

Elizabeth Dunne and Tom Lowe (REACT Project, University of Winchester, United Kingdom)

Workshop 12: Inquiring to Initiative: Connecting the “Ecology of Democracy” with Environmental Protection through Civic Engagement

Michael Lenaghan (Social Science College, Miami Dade College, USA)

11:00-11:30 MORNING BREAK

11:30-12:30 PLENARY PANEL DISCUSSION:

Collaboration as a Means to Foster Inquiry

Catherine Bovill (Academic Development Unit, Learning and Teaching Centre, University of Glasgow, United Kingdom)

Tom Lowe (REACT Project, University of Winchester, United Kingdom)

Niamh Moore-Cherry (Department of Geography, University College, Dublin)

Moderator: Ray Land (School of Education, University of Durham, UK)

12:30-13:45 LUNCH

14:00-16:00 DURHAM CITY TOUR

18:00 CONFERENCE BANQUET: HATFIELD COLLEGE DINING HALL

Friday, 15 July:

9:00-9:45 ROUNDTABLES

Roundtable 4: Staff-Student Collaborations in Learning and Teaching: The Need for Deliberative Spaces

Cherie Woolmer (Centre for Learning and Teaching, University of Glasgow, United Kingdom)

**Roundtable 5: “A Paradox, A Paradox, a Most Ingenious Paradox”:
Independent Learning Through Group Work**

Rosemary Tomkinson and Bland Tomkinson (Faculty of Science and Engineering, University of Manchester, United Kingdom)

Roundtable 6: Adult Learners - Varieties and Challenges

Andrew Sackville (Edge Hill University, United Kingdom)

10:00-11:00 PAPER SESSIONS

Paper Session E

Paper 1: Engaging First-Year University Students to Avoid a Passive Learning Environment

Patricia Blazey and Hope Ashiabor (Department of Accounting and Corporate Governance, Macquarie University, Australia)

Paper 2: Designing Big for Teaching Big

Heather Kanuka (Department of Education Policy Studies, University of Alberta, Canada) and Linda Price (Centre for Higher Education Research and Practice, University of Alberta, Canada)

Paper Session F

Paper 1: The Spirit of Inquiry: Origins and Applications

Jim Wilkinson (Derek Bok Center for Teaching and Learning, Harvard University, USA)

Paper 2: Mary Douglas's Cultural Theory: Learning and the Ends of Inquiry

Jason Davies (CALT, University College, London, United Kingdom)

Paper Session G

Paper 1: Endangered Languages, Scripts or Culture?

Milly Singh (Department of Communication, Pearl Academy, India)

Paper 2: The Impact of Study Programs on Students' Approaches to Self-Direction in Academic Learning

Dirk Bissbort (School of Education, University of Karlsruhe, Germany)

11:00-11:30 MORNING BREAK

11:30-12:30 PAPER SESSIONS and 60-MINUTE WORKSHOP

Paper Session H

Paper 1: The Practice of Contemporary “Student Engagement” in Educational Development at the University of Winchester

Tom Lowe (REACT Project, University of Winchester, United Kingdom)

Paper 2: Re-imagining Learning and Teaching for a Post-Digital World: Designing Learning Experiences

Peter Bryant (Department of Learning, Technology, and Innovation, London School of Economics, United Kingdom)

Paper Session I

Paper 1: Why Are Some Teacher Educators More Research-Active than Others?

Fadia Nasser-Abu Alhija (School of Education, Tel Aviv University, Israel)

Paper 2: Impact of Technology on Innate Inquiry Patterns of Learners

Bela Gupta (Design Department, Pearl Academy, India)

Workshop 13: "When I'm Sixty-Four": Teaching the Selfie Generation

John Zubizarreta (Honors Program & Faculty Development, Columbia College, USA)

13:00-14:00 LUNCH

14:00-15:30 90-MINUTE WORKSHOPS

Workshop 14: Students as Partners in Course Evaluation: Enhancing Campus Wellbeing through Evidence-Based Projects: The Impacts of Increasing Student Empowerment, Engagement, and Social Connectedness

Karen Smith (Department of Microbiology & Immunology, University of British Columbia, Canada)

Workshop 15: Developing Staff in the Online Synchronous Classroom to Encourage Students to be Independent Learners

Anne Campbell (Support and Professional Development, Open University)
Sarah Chyriwsky (Faculty of Science, Open University), and Elke StJohn (Faculty of Education and Languages, Open University, United Kingdom)

Workshop 16: Improving Teaching Using Appreciative Inquiry

Nicholas Holton (Adult Degree Program, Northwoods University, USA)

Workshop 17: Significant Findings in Teaching and Learning: Separating Research from Myths

Todd Zakrajsek (Department of Family Medicine, University of North Carolina, USA) and Janina Tosic (Center for Teaching and Learning, Niederrhein University of Applied Sciences)

15:30-17:00 CONFERENCE CONCLUSION

Comments: Jim Wilkinson, President, IUT

Closing Plenary: Reclaiming Inquiry within the 21st-Century University: A Whole Cohort Approach to Co-Creating Learning and Teaching

Catherine Bovill (Academic Development Unit, Learning and Teaching Centre, University of Glasgow, United Kingdom)

17:30-19:00 CLOSING RECEPTION: ORIENTAL MUSEUM