

## **ANTF Symposium 2016**

**Programme coordinated by Laura Ritchie, Sara Houston and Chrissie Nerantzi**

The topic of this year's symposium is **Serious Play: Playful learning**

There is much interest currently about the role of play in fostering and energising engaging learning and learners. This two-day event is designed for National Teaching Fellows (Day 1) and NTFs and their guests on day 2 as an opportunity to share, explore, inspire, and connect with fellow NTFs and beyond.

Our programme involves a wide variety of activities that involve participants completely, drawing upon aspects of all five senses. There are opportunities to think and research (playfully), to make, to move, to speak, to listen. Throughout the Symposium there are parallel sessions, guided playful activities and a chance to network and get to know others, so there should always be something that appeals throughout the two days and you can choose how you use your time.

Our two keynoters will be a particular highlight of the event bringing us together and challenging us to look outward. Jenny Hills's work with boundaries is both physical and metaphorical and Ian Turner brings the games front and centre in his keynote.

We are delighted to welcome from Canada our special guest Elizabeth Wells, who is Professor and Pickard-Bell Chair in Music at Mount Allison University, New Brunswick. She is the immediate past chair of the Council of 3M National Teaching Fellows and at our Symposium she is co-presenting with Kirsten Hardie our previous ANTF Chair to inform us about international developments with forming a Federation of National Teaching Fellows.

On the first day we will have an ANTF AGM to which all NTFs at the symposium are invited. There will then be a drinks reception, generously sponsored by De Montfort University.

The celebratory dinner will be an opportunity for NTFs to network and enjoy an informal occasion (dressing up is optional, no dress code) and the meal will be punctuated by surprises to keep with the symposium theme!

Day two will be equally engaging and will provide opportunities for non-NTFs to find out more about how to become one in an optional session, as well as to enjoy being for a day with some of the most creative teachers in the UK.

Booking is via this link and closes on 26 February:

The link for NTFs:

<https://my.heacademy.ac.uk/events/book-event/?eventid=611cd357-09cc-e511-ba27-00505689cc9e>

The one for non-NTFs:

<https://my.heacademy.ac.uk/events/book-event/?eventid=e362921a-0ecc-e511-ba27-00505689cc9e>

## **ANFT Symposium Sessions Abstracts:**

### **Day 1, Monday 21 March, 2016**

#### **(10.15) Keynote [Dr Jennifer Hill](#): Playing with and in the pedagogic borderlands**

In this presentation, Jenny will invite you to let go of the familiar and to consider how learning spaces in higher education might be used creatively for pedagogic practice as 'borderlands'. The borderland concept allows a reconceptualisation of pedagogic spaces, identities and practices for faculty and students. These spaces are novel, challenging and messy, but they can also be permissive and transformatory. Using examples, Jenny will show that, in such spaces, students gain confidence in accepting agency in learning, moving towards critical thinking and reflective judgement. They acquire new knowledge, skills and facets to their identity, becoming mindful of their values and those of others. As such, there is a responsibility for staff to support inclusivity in borderland spaces and for institutions to evolve forward-looking policies and strategies that encourage and sustain engagement in these spaces of becoming.

#### Parallel Sessions (11.45)

##### **A. 'Everything you ever wanted to know about sex *\*but were afraid to ask!*' [Dr David Evans](#)**

The title of this session is not of my own creating, but the name of a best-selling book I fumbled through as a teenager, which helped me to understand more about myself, about life and sex, than any *sex ed* offered in school! Roll forward more than 40 years and the government of the day has once again blocked effective and compulsory Sex and Relationship Education (#SRE) for young people, despite their crying-out need for it. If they're not getting 'it' at school, will they be getting 'it' in Higher Education? Why not come and find out :)

## **B. 'Playing to Learn or Learning to Play?' [Dr Phil Race](#)**

The ludic approach to learning has always been a constant feature of my practice, whether as a Physical Chemist teaching thermodynamics or as an Educational Developer helping new staff to overcome crises of confidence when facing their first class of unruly students. Within this interactive workshop (which will run exactly to time) participants will be involved in a range of activities which will encourage you to take liberties with one or more established pedagogical theory, create an artefact, learn something you never thought you would learn and had a chance to win something. Along the way, you can expect to have some fun, entered into dialogue with fellow participants, played seriously and produced an outcome worth sharing with others, that might even stimulate you into writing something for publication.

## **(13.30) 'International Federation of National Teaching Fellows', [Dr Kirsten Hardie](#) (UK) & [Professor Elizabeth Wells](#) (Canada)**

This session will provide information regarding the new and independent organisation - the International Federation of National Teaching Fellows (IFNTF). It will discuss the context and rationale for the creation of the IFNTF and it will discuss the Federation's aims, key developments to date and the proposed future activities. The presenters will share ideas and news regarding the IFNTF and will invite colleagues to join this new organisation.

## **(14.15) Parallel sessions**

### **A. 'Publishing our practices of Play', [Dr Alison James](#)**

This session launches a collection that Chrissi Nerantzi and Alison are developing on the use of play in HE around the world; hopefully to be published in 2017. The workshop would give potential contributors to hear about our work informing the project and the proposal itself, engage in a couple of activities getting them thinking about their - and others - use of play and/or sketch out their preliminary ideas for offering a chapter on play or a vignette to this collection.

### **B. Implementing Effective Assessment Feedback, [Professor Carol Evans](#)**

While the principles of effective assessment feedback within higher education are well known (Evans, 2013), implementing effective assessment designs is far less straightforward. Building on a number of frameworks and using a research-informed approach, I will outline and demonstrate the value of a

specific assessment tool in assisting lecturers to support students' self-regulatory skills development within the higher education context.

(15.30) Parallel sessions:

**A. 'Walking the Labyrinth', [Dr Jan Sellers](#)**

The great thing about a labyrinth walk is that there is no wrong way to do it, provided only that other walkers are not disturbed! I have seen people sit, dance, skip, mindfully walk and do T'ai Chi all around a labyrinth... Alison James, NTF (UAL) wrote about labyrinth walking as an aspect of serious play (James and Brookfield, 2014). Through quietening the mind, a labyrinth walk may enable us to let go of stress and anxiety and free us for the creative energy we all have within us. It is not uncommon for fresh insights and new ideas to be sparked by a labyrinth walk; it is a time when we can release the pressures of yesterday and tomorrow and spend time in the present moment (thus relating to mindfulness and to deepening reflection, as well as the creative energy experienced in engaging body and mind together (cf. dance, playing music, children's engagement with play). For me, one fundamental aspect of the labyrinth is that it offers time and space to reconnect with an inner stillness, the stillness and inner calm that we all have potential access to and that refuels us as creative human beings.

**B. NTF 12 minute inputs**

**Do you *really* want instant student feedback? [Professor Simon Lancaster](#)**

Most student evaluation of teaching is by end of course evaluation forms based more-or-less loosely on the NSS and where we are grateful for every qualitative statement to complement the near useless Likert data. We are encouraged to distribute Post-It notes to receive mid-module qualitative evaluations in which we prompt students to tell us what to start, stop and continue. The anonymous location-based app, YikYak has swept university campuses and provides an unprecedented window on the student psyche. This is simultaneously powerful and terrifying. Do you really want to know what your students think about your every session?

**Playing with Fire: Bloodhound SSC and the Perils of Topical Teaching, [Dr Michael McCabe](#)**

Excitement has been building over the past few years as the UK-built Bloodhound SuperSonic Car prepares for its first test runs later this year. The goals of breaking the world land speed record and achieving 1000 mph in

2017 are almost incidental to the primary purpose of promoting STEM (science, technology, engineering, mathematics) education in schools, colleges and universities. Over the past 5 years I have run final years projects, included Bloodhound as a "topical application" in university mathematics teaching and published several papers on the subject.

Whether the car achieves high speeds or not is largely seen as irrelevant to the educational goals. This situation is not unusual when delivering "topical teaching". For example, in August 1999 the total eclipse of the Sun in the UK was largely clouded out, but still aroused considerable interest in astronomy prior to the event. The main problem with topical teaching is that interest is lost once the event is over, whether the London 2012 Olympics or Tim Peake on the International Space Station in 2016. Furthermore such topics may only appeal to those with a specific interest: in sport, astronomy/space or whatever is in the news. They may be more attractive to one gender or simply be regarded as positively harmful. The driver of Bloodhound, Andy Green, was strongly criticised at a 2012 HEA conference for not emphasising environmental considerations enough.

Yet Bloodhound remains a great opportunity for NTFs to promote a wide range of subjects over the next two years: engineering, mathematics, physics, technology, physiology, geography, geology, history, environment ... The iconic design of the car may even inspire art, literature, music and other non-STEM subjects!

- The Bloodhound Effect: Driving HE STEM subjects with a Supersonic Car and the World Land Speed Record (2012)  
<https://www.heacademy.ac.uk/sites/default/files/stem.2012.2.r.pdf>
- Getting Mathematics Teaching Up to Speed with the Bloodhound Supersonic Car (2015)
- Proceedings of the International Conference on Technology in Mathematics Teaching ICTMT-12  
University of the Algarve June 2015

### **The 'Entering the film industry' assault course, [Freya Billington](#)**

I will talk through the assault course as a physical construction set up on the lawn outside our office. Each obstacle will represent something the students will encounter as they attempt to enter the film industry. The physical realisation of problems is ever more relevant in our increasingly insular society.

The output will take the form of a paper or leaflet and I am hoping will culminate finally in the slide I have wanted for some time, straight out of my window onto said lawn. Devised by the staff of Film Production, University of Gloucestershire.

**ANFT Symposium Sessions and Abstracts**  
**Day 2, Tuesday 22 March, 2016**

(10:15) **Keynote [Dr Ian Turner](#): When you pass go! collect your degree: Serious Games in Education**

Serious board games, CCGs and RPGs have been used in a range of educational contexts from using established mass market games to teach mathematics and probability, creating custom games for specific subjects or topics, student created games for developing specific and generic skills and even the teaching of laboratory skills. However, the use of these approaches remains under-explored and under evaluated.

This presentation will describe some serious games and their education uses, discuss their effectiveness and the opportunities games present as an educational tool.

(11:45) Parallel sessions

**A. NTF Inputs:**

**Playing with labyrinths, [Dr Jan Sellers](#)**

In 12 minutes, I will give an extremely brief introduction - including some wonderful photos from universities in the UK and overseas - and then move to some serious play, teaching everyone present to draw a simple labyrinth pattern. This is a technique that has been passed down over 4000 years - it is very achievable, in a very short space of time, even by those who regard themselves as artistically challenged!

**Creative and playful maths, [Professor Chris Budd](#)**

Maths is the ultimately playful subject, with puzzles and games based on maths in great demand. However the creative and playful aspects of maths are not always present in the way that it is taught. In this presentation I will show both how you can enliven undergraduate maths teaching with magic tricks, and will also explore the creative links between maths and art.

**‘Connecting multicultural education and internationalisation agendas: A time for culturally relevant pedagogy?’, [Dr David Killick](#)**

In the increasingly global/transnational world of higher education, who-in-the-world are the students we are working with, locally and internationally? How do we meet their needs as learners while ensuring learning gain which is suited to the multicultural and globalising worlds into which they are graduating? We will critique key tenets of multicultural pedagogy as an approach to meeting the diverse needs of diverse students in diverse contexts.

### **Countering Test Anxiety through Playfulness David Mcilroy and Sue Palmer-Conn**

When students arrive at university, they bring with them a life time of test experience. In spite of this many still register high levels of Test Anxiety (Zeidner, 1998), and this in turn is associated with debilitated academic performance (Bonaccio Reeve, & Winford, 2012; Eum & Rice, 2011; Rana & Mahmood, 2010). This problem is traceable at all levels of education (Keoghi et al., 2004; Mazzone et al., 2007), and has persisted over many decades (Hembree, 1988; Szafranski et al., 2012), with many attempts to reduce the problem through interventions (Hassanzadeh et al., 2012). Moreover, the problem of anxiety in education extends to other assessment tasks, and is associated with avoidance, distraction, procrastination and interference (Cassady & Johnson, 2002; Ganzer, 1968; Mcilroy et al., 2000; Mcilroy & Bunting, 2002). Therefore this study poses the question of whether playfulness can be used as a mechanism to counteract the debilitating aspects of anxiety whilst capitalising on the motivational component. It has been argued that the whole assessment ethos in HE has been constructed around suspicion and fear (Ramsden, 2000), with an underlying premise that this is conducive to optimal performance.

### **B. Professor Sally Brown & HEA ‘Supporting future NTFs’ & Q&A**

Want to apply to be an NTF? Here’s a chance to ask questions and learn more about the application process with ANTF Chair, Sally Brown and colleagues.

(13:45)Parallel sessions:

### **A. Park life – A game to make learning fun, not make fun of learning, Dr Ian Turner & Dr Louise Robinson**

This session will demonstrate a game developed for Wildlife Conservation students ‘*Park Life*’ which draws together taught materials and provides a memory aid for multiple aspects of conservation. We invite you to play a round of Park Life and discuss potential ideas amongst the workshop

attendees and session leaders for the development of games within your areas of teaching.

**B. 'Personal Empowerment as a form of transformative learning to increase student confidence and success', [Marcia Ody](#)**

There are often many barriers to student success and one of the very biggest is perhaps their own fear, lack of confidence and destructive self talk. This interactive, insight session will demonstrate some simple personal techniques which could be used as a form of transformative learning to empower students and equip them with confidence in themselves.

Marcia will combine her experiences as a Teaching and Learning Manager at the University of Manchester with her experiences as a Fire walk instructor(!) and NLP practitioner to playfully demonstrate the power of the mind and how you can create physical changes in your body by using your mind as well as overcoming limiting beliefs to tap into your real talent. After a brief immersion into understanding the influence of the mind we will explore:

- Does HE have a role to empower students?
- Can we support students through structured transformative learning/play to breakthrough their barriers?
- Should we explore positive thinking with all students?
- What is the real reason for student drop out?

(14:35)Parallel session

**A. Higher Education Pedagogies: How to get published, [Professor Carol Evans](#)**

This session, from the Editor in Chief of HEP, will provide information on the new Higher Education Pedagogies journal; a joint collaboration between the HEA and Routledge/Taylor & Francis. Key factors to consider in getting published will be highlighted. Please come with any questions that you might have. It is hoped that this will be an interactive and valuable session to support colleagues in getting published.

**B. Whatever happened to my Compendium of Games? Is the 'Bring and Buy Sale' dead? Are 'Swap-Shop' and 'Supermarket Sweep' history? Do you remember "You show me yours and I'll show you mine"? [Professor Mark Schofield](#)**

This session will draw upon the cornucopia of playfulness and creativity that exists within the NTF community. Attendees are asked to bring **1 idea** to the session about a fun learning activity which could be adopted or



adapted by others. You will be asked to present it for 1 minute, and commit to offering a 1 page A4 (max) description of the activity (or a playful equivalent). These valuable 'gifts' will then be collated and sent to all NTFs who can then disseminate to colleagues in their own institution.