



University of
Salford
MANCHESTER



What Next... (changes to the way 'we do things')

The British Academy of Management,
Management Knowledge Education, Teaching
Practice Conference

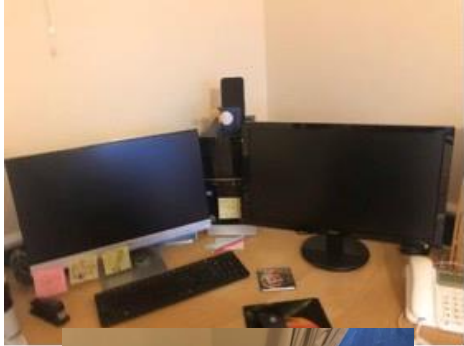
Professor Jess Power
Academic Lead LTEC



@Jess__Power__



Bit about me...



- Mother, academic, commercial.
- Academic Lead for LTEC (Salford).
- Associate Dean Students.
- Dir of L&T, HOD.
- Research Degree Co-ordinator,
/senior/lecturer/ PL, ... many other roles...
- Interdisciplinary working.

- Reflections...
- Post-pandemic: moving forward
- Challenge based learning
- Salford's approach
- Q&A

Reflections

“It has been and
interesting 24
months”

- Revised conditions of registration: B3
- Value for money : awards
- TEF
- New regulatory framework OfS
- Revisions to NSS
- Blended learning review
- Equality of education (APP)
- HESA will merge with JISC (data)
- Push for Applied forms of learning (HTS)
- Lifelong learning environment

Don't lose sight of what we have learned from our approaches that will assist us in delivering a better learning experience in this new post-pandemic environment?

Moving Forward...

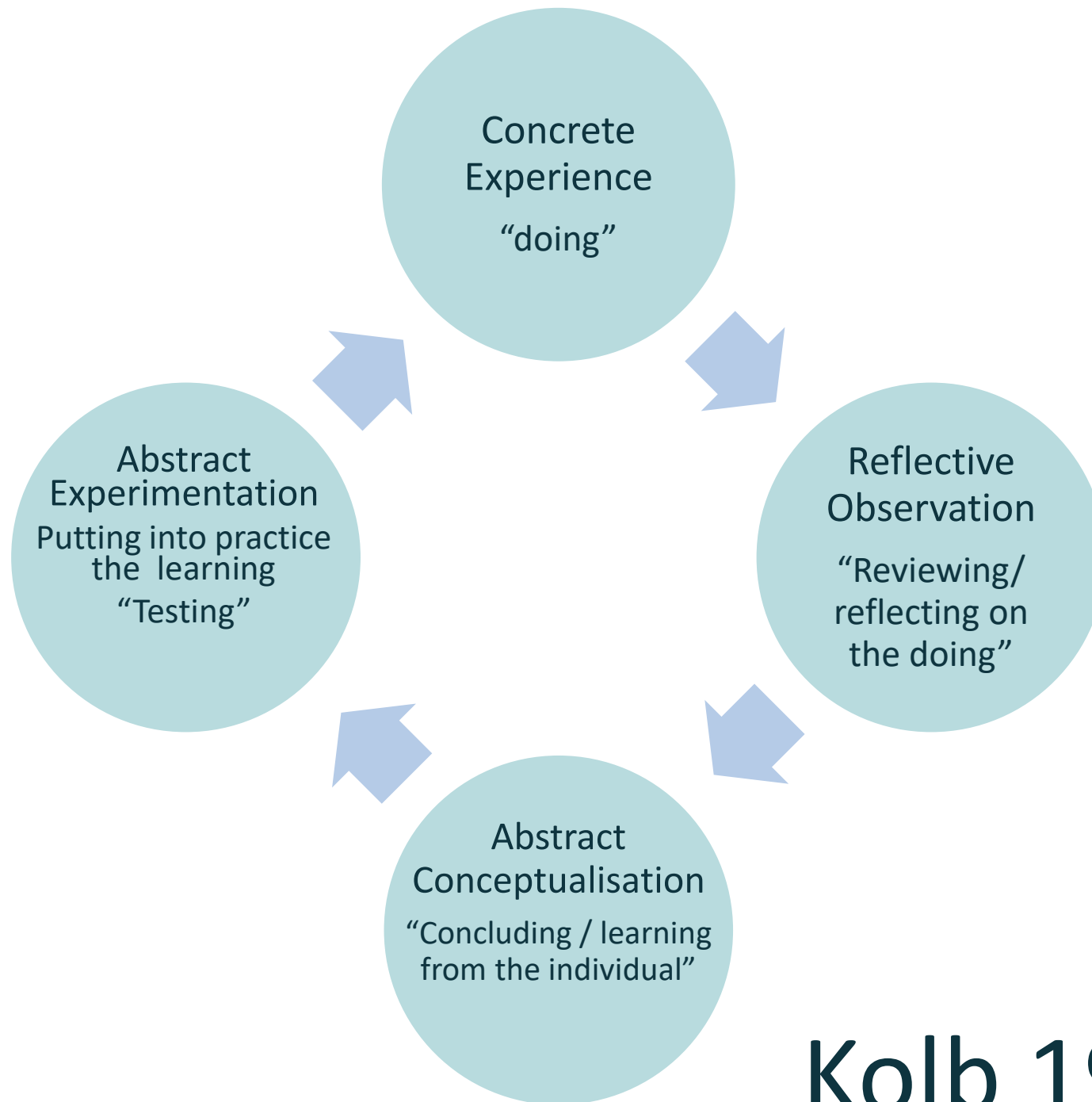
Wash : Rinse : Repeat

Is no longer viable...



Photo by Marvin Esteve on Unsplash

FOMO



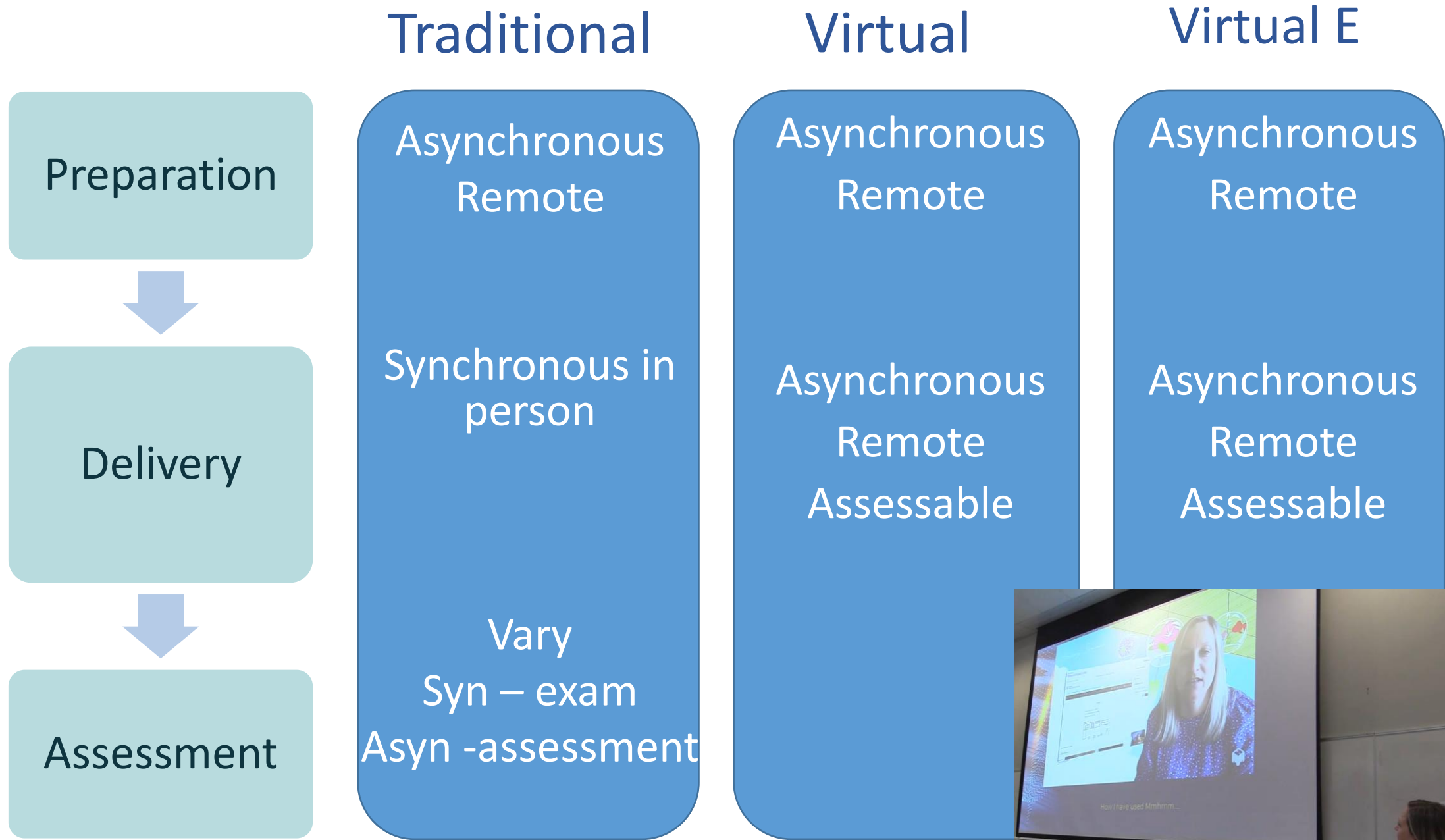
"Tell me and I'll
forget: show me and
I may remember;
involve me and I will
understand"

Benjamin Franklin



Kolb 1984

Structuring Learning



Opportunity



Photo by [Jake Blucker](#) on [Unsplash](#)

- Discovery
- Complex wicked problem
- Struggle unpicking
- Pool knowledge
- Peer learning
- Understand theory
- Self discovery

Challenge based learning

- Framework for real world challenges.
- Collaborative element and the learning by doing.
- Challenge is “wicked”.
- It synthesises knowledge & understanding in the context of a “problem”.
- It develops essential skills.
- It creates a learning environment that promotes ownership, enthusiasm.
- Enables you to let your curriculum go, cover less content.
- Learner’s journey enhanced, knowledge is retained.

Sustainable Me Challenge

Day 1



Day 2



Day 3



What Next...



Image: Florin is a money management app for the elderly

“Collaborating with people from different disciplines allowed me to get a different view on solutions to the problems that COVID-19 created. It is wonderful to have my ideas recognised as worthy by such a fantastic design agency.”

Winning Team

Graphic Design: Bryan Downley

Aeronautical: Shannon Frisby

PGR Electrical Engineering: Mais Al-Rawashdeh

REINVENT Lockdown learning

Game on! Students take on 24-hour hackathon : VX Fiber



Challenge: generate concepts for a state-of-the-art gaming

“This was the first challenge that I’ve taken part in and getting to know students from different disciplines and working together with them was a great experience.”

Winning team: Imi Gregory, Education Studies; Lucas Ulitschnik, Graphic Design; Andreas Adamou, Engineering Design

Research informed, technology driven

UHNM - Legacy Creative Challenge: Celebrating the Royal Infirmary Heritage.

Challenge in May 2021

Networking opportunities:

- Across all areas of university
- Two Stoke Cllr involved
- Prize sponsored by the IET (regional)
- Estates UHNM : narrative from all over the hospital
- Forensic archaeology team, drones capturing images
- Technical team (3D renders and videos)



Picture Credit: University Hospitals of North Midlands (NHS) Trust

**LOVE, worthwhile, enjoy, fun, useful,
amazing, fantastic, opportunity**

**Meeting
new
people!**

Well being

**Skill awareness
& enhancement**

**Giving back
(Identity and
Place)**

**Commercial
Awareness**

**Graduation
ready**

Pandemic opened significant opportunities to connect our students differently

Pause for thought



Photo by [Jake Blucker](#) on [Unsplash](#)

- Think creatively how you can embed your lockdown learning into your curriculum.
- Consider alternative marking opportunities (Pass/Fail), posters, presentations, learning blogs, reflection.
- Professional development module, embed an extra-curriculum opportunity, design assessment to allow students to reflect cognitive experience.

Salford's Approach



Photo by [Tim Mossholder](#) on [Unsplash](#)

- Delivery that is diverse and inclusive to promote authentic learning and assessment, with an **assessment for learning approach**.
- Our enriched learning approach **combines the benefits of in-person learning and on-demand high quality digital resources** with externally-engaged interdisciplinary collaborative **problem-based learning and real-world experiences** which articulate the University's ESS vision.
- We provide co-created environments within and outside the core curriculum to develop **autonomous learners**.
- Our learning and teaching have **flexible and inclusive** design that aligns to the University values for ethical behaviour.
- Students develop digitally fluency through our blended delivery, which provides research-informed, sophisticated, flexible, formal and informal learning environments using specialist facilities to provide a **transformative student experience which will hold value and a clear path to professional, life-wide and life-long learning**.

A dynamic blend of innovative pedagogical approaches.
The blend will vary according to specific programme requirements.

Developed Principles (not policy)

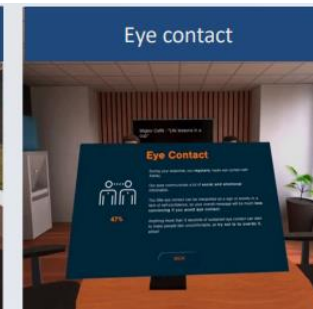
A) Large lectures (over 70 students) will be predominantly delivered in a virtual environment showcasing our digitally-enabled environment.

B) Activities with a practical or discussion style activities with a high level of interaction (seminars, practical, laboratory, studio learning) will provide the core of the on-campus experience (amounting to at least two days each week).

C) Smaller classes and personal tutoring will be delivered flexibly according to the needs of the learner and groups, using a mix of virtual and on-campus experiences as appropriate to the activity scheduled.

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Credit : Vish Maheshwari



In summary

- Pause and learn from experiences.
- Avoid the culture of FOMO.
- Wash, rinse and repeat is not viable.
- Remember: Not BETTER ! Different.
- Celebrate your uniqueness, be the only one.
- Combine modes of delivery.
- Manage learners expectations.
- Use technology to enhance learning.
- Connect beyond your School to get full benefits of interdisciplinary learning.



Thank you!

**Any
Questions**
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