Parallel Session 3

Princes Suite 1

Optimising blended learning solutions
Paul Peachy (University of Glamorgan)

This paper aims to introduce a new model for blended learning approaches based on classical theory surrounding enjoyment and its motivational impact. The paper argues that the effectiveness of blended learning is influenced by an element of enjoyment in addition to typical requirements such as sound technological and pedagogical underpinnings.

Lost in (wiki) space?
Jane Challinor (Nottingham Trent University)

An experiential “leadership” module for final year Social Workers uses web-based platforms for collaborating on a group project. This session will showcase students’ work, highlight some of the issues involved in taking this approach and provide those delegates who are interested with an opportunity to experience working on a wiki. Delegates can try out the wiki in advance of the conference: http://wearelostin.wikispaces.com/

Princes Suite 2 (Virtual Gallery)

Technology enhanced learning: Application, adaption and advancement
Dawne Bell and David Wooff (Edge Hill University)

This presentation details how the use of Technology Enhanced Learning (TEL) has been integrated into an undergraduate module on an initial teacher training course. It goes on to show how trainee teachers have applied these techniques across alternative applications, including their own classroom based teaching of pupils.

Using a number of Web 2.0 and other feedback mechanisms in lectures to enhance and guide the student experience
Paul Hopkins (University of Hull)

The lecture format is very common to university teaching and this is often the way that the geography and facilities of universities organise and structure learning. It can be difficult during this time to engage with the student voice or even gauge how students are learning. We are seeking to find low cost but highly effective solutions to this problem.
**Princes Suite 3**

**New teachers at Dragonfruit School: Developing professional learning in simulated work environment**  
*Chris Dalladay (University of East London) and Kathy Wright (HEA)*

This session will report on a 'low cost, low tech' project with secondary trainee teachers between 2007 and 2011 at the UEL to prepare students for professional work contexts. Applying 'approximations of practice' (Grossman et al 2009), a blended problem-based learning approach was adopted using a dedicated online workspace (a wiki).

**Bridging the gap – establishing a virtual school in teacher education**  
*Russell Grigg, Mathew Jones and Helen Lewis (University of Wales, Trinity St David)*

This paper describes the creation of a Virtual School, as part of a blended approach to problem-based learning, to further strengthen the link between university learning and the 'real' world of education. Its immediate context draws on experiences in teacher education at the South West Wales Centre of Teacher Education.

**Canada Suite**

**Lay Justices of v Law Students: Can similar experiential teaching methods be used for both?**  
*Gillian Mawdsley (Strathclyde University) and Michael Bromby (HEA)*

This paper will compare and contrast the teaching of lay justices and law students, deploying practical illustrations of learning inter-change. We examine the profile of both students and Justices that we conclude are similar. We study the teaching methodology to both groups to consider what methods are common to both. By exploring opportunities to adapt teaching between students and Justices can provide opportunities to generate debate about future work and collaboration.

**Teaching ethics through trials**  
*Sarah Mercer, Claire Sandford-Couch and Christopher Rogers (University of Northumbria)*

The paper suggests, and demonstrates from a current innovative module taught at Northumbria, that using real life examples of ethical dilemmas faced by lawyers may help students to develop the ethical awareness increasingly required of them.

**Salisbury Suite**

**Using short classroom games as a means of improving student engagement and learning**  
*Jon Guest, Coventry University*

The aim of the workshop will be to demonstrate how some short games and experiments can be used to promote more active learning in the classroom. Participants will be invited to take part in a number of games and consider how they could be adapted to suit different students and class sizes.