International Collaborative Writing Retreat – Bilbao (11 & 12 June 2019)

Thanks to those who have already submitted their ‘Expressions of interest’ (this should have been individually acknowledged). For the rest of you there is still time (until 24 March).

General Group Themes are starting to crystallise around the topics shown below – if any of these are of interest then please do indicate this (rank them) in your ‘Expression of Interest’. Potentially other Group Themes may still be taken from those identified in ‘Your major areas of interest in SoTL’ sections when more submissions are received.

Thanks

The LITE ICWR Team

A. Effective SoTL practice in student/staff inquiry in curriculum evaluation
Acknowledging that there is a diversity of approaches to meaningful student/staff inquiry, this International Collaborative Writing Group will analyse successful projects in the area of curriculum evaluation. It will seek to identify whether there are common elements to effective practice and consider how to embed meaningful student/staff partnership in institutional approaches.

B. Internationalising and ‘decolonizing’ curricula
Despite the need for developing a ‘decolonized’ approach, there has been slow progress in many areas of higher studies to challenge both narrow ideas and also the tools for analysis. Engaging student co-creation to transform and enable effective examination and integration of critical approaches to study would be investigated.

C. Enhancing learning and teaching through a collaborative learning approach
Examining collaborative learning opportunities for students in different educational settings. Engaging a range of perspectives and drawing on recent pedagogic developments in HE, the aim would be to identify key characteristics, benefits and challenges of this approach to student learning. The nature of the settings will be determined by the participants in the group but could be international, cross disciplinary, and using varied modes of delivery.

D. Enhancing student engagement with Digital Resources
Despite the increasing use of technology intended to facilitate learning, recent SoTL has been alert to the ways in which it can also hinder, distract from, and undermine the learning experience. The focus of this International Collaborative Writing Group will be on the identification and development of good practices around the integration of digital resources within the curriculum in order to enhance student engagement and overcome barriers to learning.
E. Exploring changes of professional identity
This International Collaborative Writing Group will explore the fluidity of professional boundaries. Where once clear lines traditionally separated many professions, new diverse roles have developed, blurring their once distinct identities. We will explore the implications these changes of professional identity have had on teaching and learning. Does this diversification lead to a ‘new identity’ of the professional, and a shift in their ‘frame of reference’ – true transformative learning?

F. The role of play in Higher Education for areas of learning, student experience and partnership in curriculum design
The focus of this International Collaborative Writing Group will be to examine and discover opportunities play offers to address student facing issues in Higher Education such as; learning, transition, mental health, curriculum design, assessment design and partnership. Can play bring staff and students together in a meaningful way? What is effective practice for play in Higher Education? What can be learnt from examples such as LEGO® SERIOUS PLAY®?