

**Learning beyond borders : pioneering interdisciplinary learning and teaching approaches to promote socially responsible design practices**

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## Learning & Teaching Conference, 25<sup>th</sup> June 2015

### *Student Engagement In and Out of the Classroom*

**PLEASE USE THIS FORM TO MAKE YOUR SUBMISSION**

**Please email this submission form to Joanne Headley: [j.headley@shu.ac.uk](mailto:j.headley@shu.ac.uk) by 5pm Monday 19<sup>th</sup> January 2015**

**The conference uses a double-blind peer review process. Our reviewers will provide feedback on all submissions. Further information is available on the Learning & Teaching Conference website at: <https://blogs.shu.ac.uk/ltconference/>**

### Addressing the theme

The conference title of 'Student Engagement In and Out of the Classroom' creates an opportunity to consider the ways students are engaged in and around their course and this should broadly be evident in all submissions, as well as addressing one or more of the conference themes (detailed below).

Submissions for all session formats should take the form of title, short abstract (50 words), more detailed outline (300 words), keywords and intended audience. Colleagues are encouraged to submit full papers at a later stage but all the details in this form are important to support the peer reviewed process and the promotion of the conference programme in Spring 2015.

**Please complete all sections.**

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<b>Dept/Faculty/Institution</b>	ACES, Lab4Living
<b>Co-presenters</b>	Claire Craig, Eve Stirling, Glyn Hawley, MA Design students
<b>Twitter name of presenters</b>	@rbateman
<b>Type of session</b> <i>(session details below)</i>	Evidence-based short paper
<b>Title</b> <i>please use a clear title to support delegate choice of session</i>	Learning beyond borders: Pioneering interdisciplinary learning and teaching approaches to promote socially responsible design practices

<p><b>Short abstract</b>  <i>50 words maximum to include aims, objectives, and key focus</i></p>	<p>Social design is the use of the design process to bring about social change. In this session, staff and students share their experiences of participating in a pioneering interdisciplinary approach to social design at Sheffield Hallam University. Key learning will be highlighted including: how can learning and teaching practices be socially situated, what makes a holistic learning and teaching experience and what happens when learning and teaching moves beyond the classroom to bring transformation to real world issues.</p>
<p><b>Relationship to conference title &amp; one or more of the conference themes</b></p>	<p>In and out of the classroom: interdisciplinary learning, ways of situating learning and potential of learning to transform practice and lives of people.</p>
<p><b>Detailed outline</b>  <i>300 words maximum</i></p>	<p>Social design highlights design-based practices towards collective and social ends rather than predominantly commercial or consumer-orientated objectives. This session describes the key learning that arose from the implementation of a pioneering approach to the teaching of social design practice in the MA Design Programme (Graphics, Product, Interiors, Jewellery &amp; Metalwork, Packaging, Illustration &amp; Fashion) at Sheffield Hallam University. Staff reflections on the process of crafting the learning experience will be situated alongside the student voice of how it felt to participate in the module and to work alongside people in real-world scenarios.</p> <p>Taking the conference themes of valuing informal learning spaces and designing learning experiences holistically the session particularly highlights the value of situating learning beyond the classroom in real-world contexts. Holism here relates to the recognition that learning is socially situated, that it draws on the individual strengths and resources the student brings and that by involving practitioners from different specialisms learning has the potential to bring about real-world transformation and change beyond the boundaries of the subject discipline.</p>
<p><b>Keywords</b>  <i>Add up to 10 keywords or phrases to help us match submission to sessions and to help delegates select sessions</i></p>	<p>Holism, social design, situated learning, inter-disciplinary learning, student engagement, postgraduate, inter-professional,</p>
<p><b>Audience &amp; Impact</b>  <i>Who specifically will find your session useful and why?</i></p>	<p>This session though discussing design and design practice will be of interest to a wider audience and is will interest students, academics, researchers who are interested in interdisciplinary ways of exploring social responsibility in and beyond the classroom.</p>
<p><b>Recording</b>  <i>Please indicate if you agree to your session being filmed or audio recorded and made available via the web.</i></p>	<p><b>Delete as appropriate</b></p> <p>I agree to my session being recorded</p>

## Themes

The conference is organised around a broad set of themes within the main conference title of 'Student Engagement In and Out of the Classroom'. In most cases submissions will directly address one or more of the themes:

- Designing and delivering engaging lectures
- Valuing informal learning spaces
- Designing learning experiences holistically
- Course belonging and “quality contact”
- Engaging our students wherever they are
- Personalising contact through rich social media spaces
- Changing the learning landscape with technology

## Session types

**Evidence-based short paper presentation:** these should aim to give a brief summary of a piece of research or a project, either completed or still in progress. Papers will discuss evidence relating to their academic innovation or scholarly study of teaching and learning, for example outcomes of Peer Supported Review activities. Presentations should be designed to engage the audience and should **not** be read as fully fledged papers. The presentation of each paper should last for 15-20 minutes giving time for questions/discussion (25 minutes in total). Each session will be chaired to maximise audience engagement and to ensure good time keeping. It is expected that presenters will later write up their paper for an academic journal such as the SHU Student Engagement & Experience Journal.

**Practice-based thunderstorm presentation:** these are short dynamic presentations which last less than 10 minutes. They focus on aspects of practice, in particular explanations of innovative practice likely to be useful to or inspire other delegates. Thunderstorms are presented in sessions with two other related thunderstorms. There will be an opportunity for questions to all three presenters at the end of the session; this will be facilitated by the session chair (20 minutes). Authors should include at least one possible question/challenge in their abstract which will prompt this broader discussion.

**CoLab workshop:** Proposals must clearly demonstrate how participants will be actively engaged in working together during the 50-minute workshop. It is also expected that something purposeful will emerge that can be developed further; for example, frameworks for curriculum design, data sets, or technologies as the basis of an activity. Thus, proposals for CoLabs should indicate how the workshop is likely to lead to collaboration beyond the conference, e.g. Peer Supported Review activities or Special Interest Groups.

**Posters:** These can be paper or digital posters. They will be presented very briefly in an allocated session and will also be displayed during the non-scheduled parts of the programme in the main conference space. Proposals for posters will first be submitted in text. On acceptance, presenters are requested to produce a visually engaging poster either digitally or in A1 format. The finished poster should not contain extensive amounts of detailed text, but may provide further detail through links and/or associated A4 or A5 hand outs. A good poster design will attract immediate interest through its title and graphic arrangement. It is likely to include photographs, diagrams, drawings, charts, screen shots or other visual elements. Presenters will be prepared to talk about their posters during the allocated conference session by explaining the topic and answering the questions of those attending.

## Artefacts

We expect all conference contributions to result in an artefact which will be reproducible in a common digital media format (e.g. PowerPoint, Slideshare, audio or video recordings and screencasts, PDFs of posters and or hand outs, etc. as appropriate and useful). This should work well as a stand-alone resource for future reference by both those who attended the conference and those who didn't.

***Please email this submission form to Joanne Headley, [j.headley@shu.ac.uk](mailto:j.headley@shu.ac.uk) by 5pm Monday 19<sup>th</sup> January 2015***

You should expect to hear back from us on initial recommendations by early march, with final decisions on accepted papers by late march.

Please note: Presenters of all sessions will need to register for the conference, this will open in early April 2015.