



Learning and Teaching Conference 2015  
**‘One size does not fit all:  
ensuring all students reach their potential ‘**

Wednesday 10 June 2015 (Week 9)  
Exhibition Centre, Heslington West campus

**Guidance for Discussion Paper/Workshops/Poster Presentation proposals**

**Suggestions for possible workshop themes**

- use of personalised learning approaches within teaching
- ensuring fairness / enabling unimpeded learning by students from diverse backgrounds
- dealing with a range of student ability and levels of student engagement
- embedding training for students on appropriate conduct
- addressing unconscious bias within our teaching
- addressing diversity and promoting inclusivity through module content
- examples of good practice relating to PGWT activities which successfully address individual student learning styles
- the meaning, nature and implications of inclusivity and diversity in higher education

**The conference organisers are particularly interested in proposals in which student presenters are involved.** Further guidance on the possible formats for contributions is provided overleaf.

**Application procedure**

Applications to present at the conference, in whatever format, should be made by submitting a completed proposal form online - available at <http://bit.ly/1tYHdWI> by **Friday 30 January 2015** (Week 4, Spring Term).

The Learning and Teaching Forum committee will then meet to review the proposals and decide on a programme. Applicants will be informed of the outcome shortly thereafter.

## Possible formats for contributions

We invite proposals for the following:

1. Discussion papers or workshops, to be presented at one of the two hour-long breakout sessions during the day: one late morning and the other in the afternoon.
2. Poster presentations, for a lunchtime poster session.

### A. Discussion papers

These sessions are to provide an opportunity for presenters and participants to debate issues relating to the theme. We welcome provocative contributions which will stimulate constructive debate.

Sessions should consist of 2 x 10-minute papers which raise or challenge issues in relation to the same theme. This will be followed by audience discussion, chaired by a member of the Learning and Teaching Forum.

Applications may be made either in the form of a whole session, offering 2 complementary papers, or as a single paper which the Conference committee can combine with another on a similar topic. Team presentations are welcome, within the set time limit.

### B. Workshops

This format is envisaged as an opportunity for a couple of colleagues to share the workshop time in order to present their practice, followed by audience discussion, chaired by a member of the Learning and Teaching Forum. The slot could consist of two separate half-hour sessions paired up by the conference committee, or a collaborative proposal e.g. two 10 minute presentations followed by discussion and concluding remarks. Applications may be made in either form.

Presentations could look at different approaches to a particular issue, or different uses of a particular teaching technique, or how colleagues in the same department have worked together to address related issues at different levels.

### C. Poster Presentations

#### a) Display area and size:

- Poster designers should consider the display area that will be provided. Poster presenters will be provided with two large hinged display boards. The conference committee therefore encourages presenters to make full use of both poster boards, displaying either **two A0 portrait paper posters** i.e. one large poster per board, or using one board for another form of display.
- Posters may also involve laptop displays although screens will not be provided. Please also check equipment thoroughly early on the morning of the conference.

b) **Content:**

- To allow the free exchange of ideas regarding learning and teaching, posters can serve to illustrate any learning and teaching topic, not just the specific theme of the conference. In the past, posters have been used to disseminate areas of good practice, highlight learning and teaching research, report on learning and teaching strategic projects and advertise relevant sources of learning and teaching support.
- Past history has taught us that less can be more when it comes to poster content. Posters that contain too much information in too small a font will not be read by delegates. As posters are accompanied by the presenters during the lunch period, they should be designed to **draw delegates in from a distance with limited text and bold graphics**. Delegates should talk to the presenter about the detail rather than all the detail being on the poster.

c) **Timing:**

- Posters will be expected to be displayed throughout the conference, from 9.15 to 16.00. Presenters should therefore ensure their poster is put up by 9.15.
- Throughout the lunch period, poster presenters will be expected to be available with their poster to answer delegates queries.

d) **Venue**

- The posters will be displayed in the refreshment area of the conference venue (Physics Building – conference area).

e) **Support**

- In order to support colleagues and ensure a consistent standard of presentation, help with the production of posters will be available from The Studio, co-ordinated by the Academic Support Office. For further details, including a timeline for production plus general guidance on producing a poster for this Conference, see <http://bit.ly/1tYHdWJ>.

f) **Finance**

- Please note that presenters in receipt of learning and teaching project funding are expected to pay poster printing costs out of their project budgets.
- Presenters are expected to use department funding for presenting projects and research relevant to and used by the departments
- A limited amount of funding is available to support contributions, at least in part. For further information, please contact Ruth Mewis, [ruth.mewis@york.ac.uk](mailto:ruth.mewis@york.ac.uk).