What should an inclusive and student-centred timetable look like?

Conference Paper · June 2017

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Horizons in STEM Higher Education Conference: Making Connections and Sharing Pedagogy

ABSTRACT SUBMISSION FORM

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The deadline for submissions is **31st March 2017**

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Title of your presentation/session:	What should an inclusive and student-centred timetable look like?

Presentation type: what is your preferred format? • Poster presentation • Oral presentation (20 mins) • Workshop (1 hour) • Virtual presentation (5-minute "flash" video or poster, available for international submissions)	Workshop
Are you interested in submitting a full paper based on your presentation after the conference? (2000-4000 words). Deadline 30th September.	Yes
Student presentations: are students partners in this work? • Student-led presentation • Student as co-presenters • Student as co-authors	Yes (Student as co-presenters; Student as co-authors)
To support the conference aims of **Making Connections, Innovating and Sharing Pedagogy**, the conference committee welcomes submissions that fall **either** within the following broad educational themes **or** discipline areas. Please indicate whether your work fits in the pedagogic/innovation themes of the conference which may be of interest to all STEM colleagues or whether it is subject specific of interest to a discipline-based audience.	
Themes: Which of these <u>themes</u> does your presentation address? • Open Education • Enhancing the student experience • Students as partners in teaching and research • Reward and recognition • International perspectives on STEM education	Enhancing the student experience Students as partners in teaching and research
OR: Discipline: Which <u>discipline</u> is your proposed presentation situated? • Biological Sciences • Computer Science • Psychology • Physics • Chemistry • Earth Sciences • Engineering • Mathematics	Relevant to all disciplines

• Pharmaceutical Sciences • Other (please specify)	

Abstract

• Poster presentations (150 – 300 words)
• Oral presentations, workshops (250 – 500 words)
• Virtual presentations (available for international submissions) (150-300 words)

For example include:
• Background about the area and theoretical framework of the work
• An outline of the issues explored
• An account of the work that is in progress or has been carried out
• Where appropriate an outline of the structure of the session, including activities, designed to engage delegates with the topic area
• The intended learning outcomes for participants.

Key to any university strategy is the development of mechanisms to support all who can benefit from a higher education, regardless of background, so that they can participate fully and complete it successfully. Nonetheless, the rapidly evolving higher education landscape creates challenges that need to consider a significantly more diverse student body, whereby the ability to fully participate becomes an important factor linked to student retention, progression, attainment and ultimately employability prospects. Today, many students commute from the communities they live (many being Black and Minority Ethnic, BME) or work part-time, potentially hindering their ability to fully participate. Certainly, within the STEM subject's areas at Kingston University these have not only the highest number of commuting students (often two thirds on some courses) but there is evidence that National Student Survey scores for the timetable working efficiently is lower than non-science related faculties. Compounding factors are likely the necessity to deliver a greater number of timetabled activities such as practical sessions, location of learning activities and the overall logistics in co-ordinating these activities across the whole estate that can introduce numerous constraints in producing efficient and effective timetables. The timetable is a major way by which students perceive and interact with their learning environment, which is ultimately reflected in their student experience and levels of engagement. We have also found the timetable can have a significant impact on assessment and timely feedback especially where the same activities are performed over extended time periods with different groups of students, where students have commented can create a differential learning experience. Therefore, ensuring an efficient timetable that is inclusive and student-centred is fundamental to any higher education strategy.

This workshop will explore with delegates how effective learning environments can be developed, considering the interwoven relationship of not only the timetable but how this can be related to the teaching spaces available (whether physical and virtual). We will also discuss the recent findings of a research project we conducted in partnerships with Life Science, Pharmacy and Chemistry students and our Head of University Timetabling to review what an inclusive and student centred timetable should look like by ascertaining the factors (barriers and enablers) that contribute to students' attitudes/expectations to their timetables; how these factors may impact upon the diverse student body; and the evaluation/initiation of resolutions

for redesigning a more inclusive and student-centred curriculum.
Please provide a summary of your abstract – maximum 50 words to be used in advertising the sessions and encouraging audience engagement
This interactive workshop will aim to give delegates a greater understanding of how effective learning environments can be developed through reviewing what an inclusive and student centred timetable should look like.
Equipment/session requirements – ONLY complete this section if you are submitting an abstract for a workshop and know what equipment you might need which we will try our best to accommodate. NB: Short oral presentations will have the usual IT facilities i.e. PC/laptop, projector facilities and access to the internet. Virtual presentations will have similar display facilities; more details to follow.
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