



University of
Salford
MANCHESTER

How my lecturers UNinspired me: a students' recommendations on creativity and engagement

Sultany, A and Quinsee, S

| | |
|--------------------------|---|
| Title | How my lecturers UNinspired me: a students' recommendations on creativity and engagement |
| Authors | Sultany, A and Quinsee, S |
| Publication title | |
| Publisher | |
| Type | Conference or Workshop Item |
| USIR URL | This version is available at: http://usir.salford.ac.uk/id/eprint/17055/ |
| Published Date | 2011 |

USIR is a digital collection of the research output of the University of Salford. Where copyright permits, full text material held in the repository is made freely available online and can be read, downloaded and copied for non-commercial private study or research purposes. Please check the manuscript for any further copyright restrictions.

For more information, including our policy and submission procedure, please contact the Repository Team at: library-research@salford.ac.uk.

Paper 136 – Pecha Kucha

How my lecturers UNinspired me: a student' recommendation on creativity and engagement.

Ajmal Sultany
Professor Susannah Quinsee

City University London, ajmal@city.ac.uk
City University London, s.quinsee@city.ac.uk

Abstract

“I feel uninspired” is the feedback I gave in my most recent module evaluation as a student enrolled in a part time masters. This response was the result of my accumulated experience of higher education starting at undergraduate studies. I chose the word ‘uninspired’ because its definition succinctly encompasses the nature of my grievance: most of my lecturers have “lacked imagination, originality and had fallen short on bringing excitement” to the topic (GD, 2011).

Higher education faces many challenges on the horizon and whilst many solutions are being proposed, there is a danger of losing sight of the most important: inspirational teaching using creative teaching methods. We believe that it is this micro factor, an engaging relationship between the student and lecturer that can have the greatest macro effect, at the very least it can affect the institutes National Student Survey (NSS) score.

This presentation will be divided into two equal parts, part one will take the audience through my journey of deflation: the boring lectures, the repetitive ways of assessing and lack of valuable discussions which had me come out the other side feeling disappointed and uninspired. The second, I, with the guidance from Professor Quinsee, show the many ways that lectures can inspire their students. Inspiring ideas and methods will be drawn from experience, case studies and a literature study on ‘using social media in HE’. We hope to demonstrate that lecturers can inspire students by engaging their curiosity through creative teaching using the web and social media as well as using education technology for assessment and feedback.

References

Google Dictionary (2011) <http://bit.ly/ko96FZ> accessed on 09/02/2011