

**ILT Conference 2002: Learning about Learning.
Heriot-Watt University, Edinburgh 26-28 June.**

This was the third annual conference of the ILT and the first one that I have attended. I only attended the first two days of the conference as the BA Social Science Exam Board took place on June 28th.

Our own workshop (Elisabet Weedon and Liz Broumley) – ‘Action Research: a means of developing staff and student capabilities?’ took place on the Thursday morning of the conference. It was well attended (22) given the early hour of the workshop (9am!) and the competition from other workshops. The workshop started by asking participants for their definitions of action research and the result of the exercise was recorded. It demonstrated quite a considerable range of definitions – which was thought provoking for us as presenters! These definitions have been recorded and we intend to explore these in greater depth.

The keynote speech by Peter Honey was amusing and provided interesting insights into how he has used his own work on learning styles within organisations.

Phil Race provided an introductory workshop on Lecturing which was highly interactive and provided all the participants with plenty of ideas and some useful handouts. It is perhaps worth noting though that highly interactive lectures can leave the participants slightly confused at the end of the lecture about the main purpose of the lecture ...

There were a range of other presentations, some of which were mainly focusing on dissemination on current projects. Below is an account of three workshops attended that provided both food for thought and interesting ideas:

- An evaluation of what makes a good web page interface. This session started with the participants identifying what they thought were features of good/bad interfaces and then led into a discussion of what students and staff at an HEI had identified as important features. A useful range of websites were provided with the handout.
- An excellent workshop by Lorraine Stefanie and Rosemary Brown from Strathclyde on Personal Development Planning. It reported on the successes but also the difficulties experienced at their institution in implementing the PDP agenda. The issues identified are clearly of importance to our own developments in this area.
- Finally, the highlight for me was a workshop which demonstrated the use of the Kelly grid in encouraging students to reflect on their learning. It provided a range of ideas that could possibly be used within our own development of Personal Development Planning. The workshop was highly interactive and extremely well structured.

Some further workshops were attended; however, they were not of the same standard as the three reported on.

Overall the conference provided stimulating discussions and allowed for making contact (or renewing contact) with others interested in developing effective student learning.