



# Real-Life Learning Mini-Conference

Seminar

Implementation and assessment



# Real-life learning and community benefit

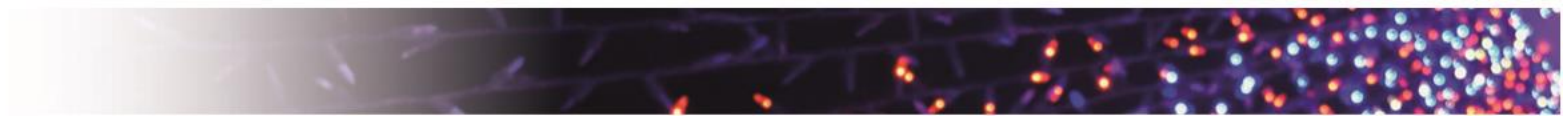
**Strategies for achieving impact and learning for all**

**Dr Andrew Reeves  
22<sup>nd</sup> November 2021**



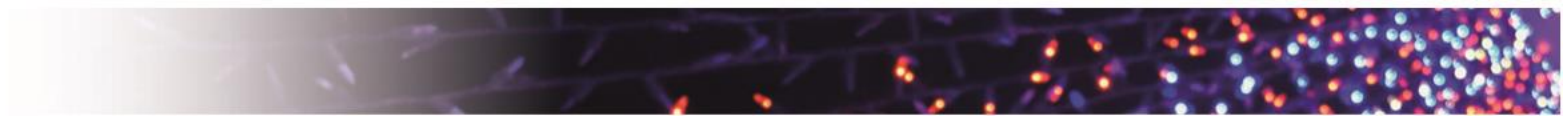
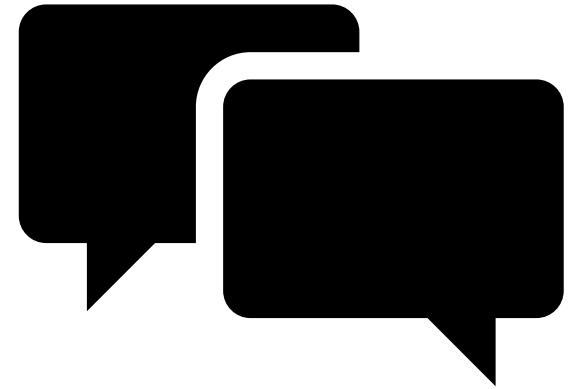
# Session Plan

- Context: Real-Life Learning and Case Study Module
- Case 1: Learning in the wider community
- Case 2: Co-learning in the classroom
- Living Labs Framework
- Further Resources



# Exploring our link to the topic

- Note down
  - A: A subject/field you teach
  - B: Some of the key stakeholders beyond DMU who have an interest in the issues taught



# Real-Life Learning: A Working Definition

“Real-Life Learning at DMU integrates real-world experiences, contribution and societal challenges creating mutual benefit – for students’ learning and wider society”

# Case Study Module

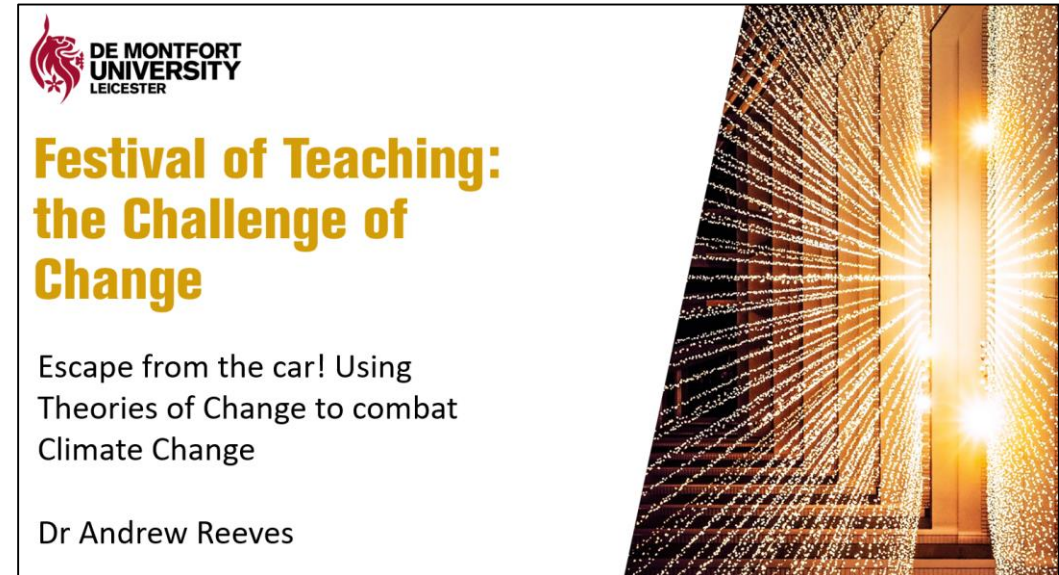
- Leading Change for Sustainability
  - 15 credits, semester two
  - Elective within MSc Energy and Sustainable Development and MSc Energy and Sustainable Building Design
  - Attending and distance learners
  - Typically small cohort (10-20 students)
- Focus
  - Socio-psychological influences on sustainability
  - Pro-environmental behaviour change design
  - Reflective practice




# Case 1: Learning in the community

- Examples of practice:
  - Live Briefs within module
    - Sustainability at DMU; eBikes in Leicester
  - Personal behaviour change action learning
    - Internalises learning, develops worldview
  - Training on behaviour change and climate communication
    - Local charities, East Mids councillors, local government officers
  - Festival of Teaching: Escape from the Car

**Discussion:** How might this apply in your own context?



 **DE MONTFORT  
UNIVERSITY**  
LEICESTER

**Festival of Teaching:  
the Challenge of  
Change**

Escape from the car! Using  
Theories of Change to combat  
Climate Change

Dr Andrew Reeves

The poster features a background image of a hallway with walls covered in golden lights, creating a warm and festive atmosphere.

# Case 2: Co-Learning Classes

- Examples of Practice
  - Open Classes in 2016/17 (3 of 12 sessions) plus extra-curricular events
  - External partners and PhD students within specific sessions
  - 2020/21: Session as an online event
- Benefits and Challenges
  - Brings together practitioner and theoretical knowledge
  - Open to all or an invited-only group?
  - How to ensure students have positive experience (e.g. cohort relationship; equal participation)
  - How to ensure accessibility/intelligibility for external attendees



**Discussion:** How might this apply in your own context?

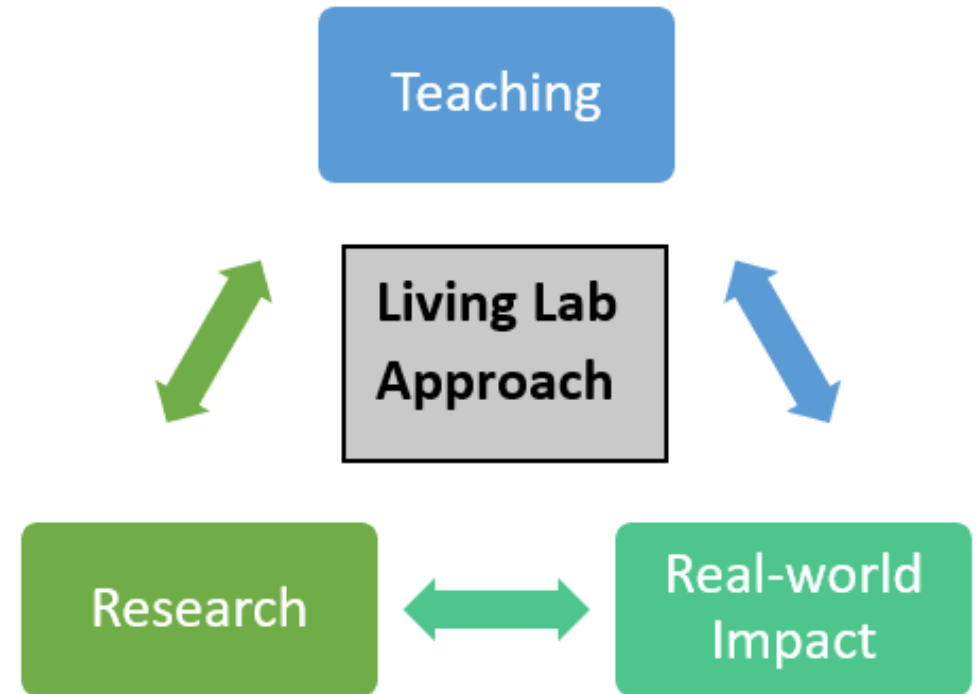


# Living Labs Framework

- An integrated view of research, teaching and community impact
  - One page toolkit available here:  
<https://esdg.our.dmu.ac.uk/staff/planning-toolkits>

**Activity: start with either Teaching, Research or Real-World Impact**

- 1) What is being done?
- 2) How could this inform each other area?
- 3) Note quick win opportunities and/or longer-term enhancements



# Go further!

- Real-Life Learning Framework
  - Overview and presentations:  
<https://esdg.our.dmu.ac.uk/>
  - Contact [local@dmu.ac.uk](mailto:local@dmu.ac.uk)
- Living Labs framework
- Case Studies of practice
  - <https://esdg.our.dmu.ac.uk/staff/case-studies/>
  - Further case studies on R-L Learning coming soon
  - Share your own practice (pro-forma available)

