



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
22nd November 2021**



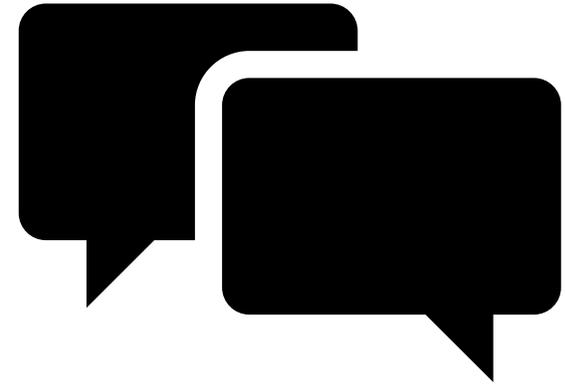
Session Plan

- 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**
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**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 lined with warm white string lights, creating a bright, 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



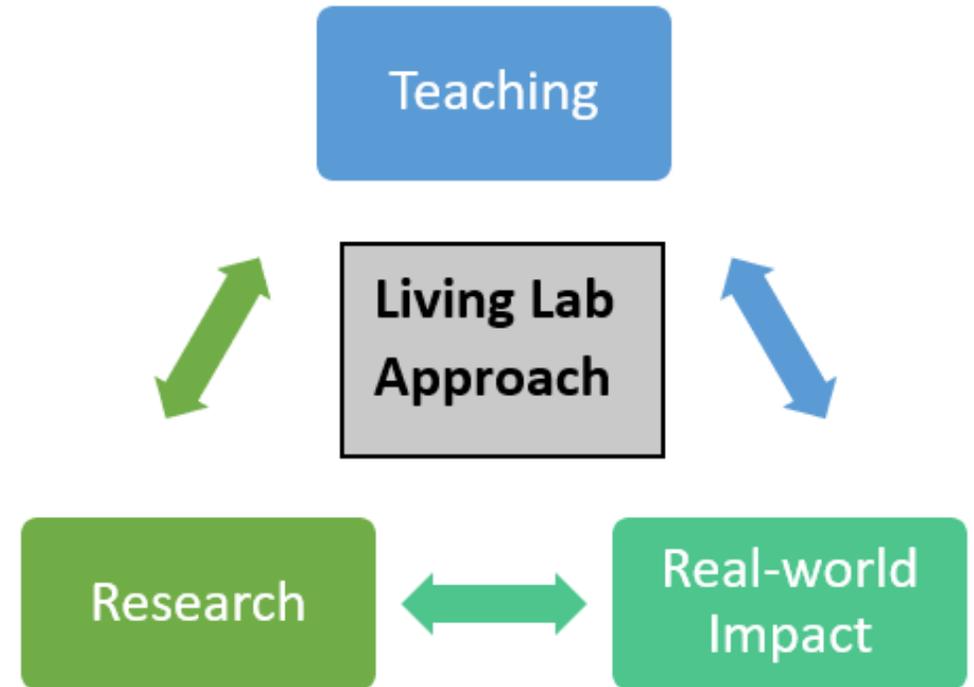
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Living Labs Framework

- 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
- 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)

