

Freedom to Inspire and Achieve Excellence (Paper SAS0810 - 2017)

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Abstract

Innovation in teaching and assessment has become vital, especially in the field of Data Science and Big Data Analytics, for many reasons. These range from the need to significantly improve the development of soft skills (as reported in the e-skills UK / SAS® joint report from Nov 2014), rapidly changing software standards with the products used with our students, rapidly increasing range of functionality and product set and the need to develop lifelong learning skills to learn new software and functionality to name but a few.

In some educational institutions, it is very easy to be extremely innovative. However, in many institutions and countries, there are many different constraints on the levels of innovation that can be implemented.

This presentation captures the author's developing pedagogic practice, at the University of Derby, in making fundamental changes to the classic approaches to teaching and assessment for Data Science and Analytics subjects that have resulted in significant improvement in student engagement and achievements, together with improvements in many of their soft skills.

It will be illustrated by innovations in teaching SAS® to first year BSc students and IBM Bluemix and Watson Analytics to final year students which have been very successful in developing both technical and soft skills and has resulted in excellent levels of achievement by the students.

This has been achieved as a result of very high levels of inspiration and freedom to innovate given by the leadership of the College of Engineering and Technology at Derby.

Attendees will encouraged to reflect deeply on the boundaries and constraints that they perceive affect their ability to innovate in Learning, Teaching and Assessment and what freedoms they already have available to them.

They will then be encouraged to explore what options they can develop to increase the levels of innovation in their own teaching and in their teams.