

Conference to celebrate the projects *Thinking Like An Engineer*

&

Tinker Tailor Robot Pi

Tuesday 21 June 2016

12.00-5.00pm

Venue: The Royal Academy of Engineering

Al Qasimi North and Michael Bishop rooms, Prince Philip House, 3 Carlton House Terrace, London SW1Y 5DG

Audience: this dissemination conference is for an invited audience including those sponsoring the two projects, the project participants, and 'critical friends' who have maintained an interest in the projects over the two years of their operation between 2014-16.

Aims of the event

- To celebrate teachers' achievements and explore lessons learned from two projects to develop understanding of engineering habits of mind (EHoM)
- To develop recommendations and actions to inform the joint report to Royal Academy of Engineering.

Agenda

12.00	Arrival & registration, informal networking Lunch available from 12.00
12.45	Welcome and Introduction – Dr Rhys Morgan, Royal Academy of Engineering Overview and high-level learning from the projects – Professor Bill Lucas, University of Winchester
1.00	Lessons learned about embedding EHoM 1. The relevance and resonance of EHoMs in the primary curriculum – Dr Lynne Bianchi, University of Manchester and Teacher Heroes 2. Embedding EHoM within secondary subjects - Dr Janet Hanson, University of Winchester and Teacher Heroes 3. The relevance of EHoM in engineering vocational qualifications – Dr Janet Hanson, University of Winchester and Teacher Heroes 4. EHoM opportunities within the Scottish Curriculum for Excellence - Chris Rochester, Primary Engineer and Teachers Heroes
2.00	Unpacking core themes emerging from the projects – Dr Jon Chippindall, University of Manchester and Professor Bill Lucas, University of Winchester
2.25	Discussion groups: - we have the 'Why' and 'What', now we need the 'How'. Q1. What are the areas of consensus in terms of approaches and pedagogies to cultivate EHoMs? Q2 How might these be presented as a valid range of approaches to invigorate the teaching of engineering, or STEM subjects as a whole? Q3 How do teachers and learners act and behave differently when engaged in EHoM? Q4 What are we learning about leadership of EHoM in schools and colleges?
3.15	Comfort Break and networking (Tea/coffee available)
3.30	Quick Fire Reflection on the discussion session & presentations - Peter Finegold, IMECHE
3.40	Key messages, recommendations and actions for the report - Teachers identify what they will take away from the meeting, what's moved them on, what still remains to be done - Nicola Potts
4.00	Royal Academy of Engineering thanks, response and next steps – Dr Rhys Morgan
4.30	Tea and networking
5.00	Drinks Reception