This is a compilation of practices that did not originate with workshop participants (like that reported in the submissions) but which they admired and/or had used.

After sharing, we annotated each practice with notes as to who of us would adopt it/would not adopt it or who were lukewarm about it.

<table>
<tr><td colspan="2">A professor in Social Psychology was concerned that students were not understanding/appreciating their lectures on "bias". So every week they took some aspect of bias and polled students, who found their responses were biased in the way that theory predicted. In this way they came to realise that they were subject to the material they were learning, that it had an effect in their lives, and were consequently more engaged with the course.
Reference: http://www.ucl.ac.uk/calt-extra/pta/2010/DanielRichardson.html
This practice was admired because of the level of student engagement it generated and the connection it made to the students' own experience.</td></tr>
<tr><td>Enthusiastic – 4</td><td></td></tr>
<tr><td>Lukewarm – 3</td><td></td></tr>
<tr><td>No – 1</td><td>"I teach too many students to make this viable"
"It doesn't fit with the way I teach things"</td></tr>
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<table>
<tr><td colspan="2">A professor in Chemistry teaching about Chlorine "threw away" their constructed curriculum and instead asked students to each choose an aspect of the topic, to research it and to present their work. These pieces were compiled into a book which was enhanced and augmented with further topics in subsequent years.
Reference: http://www.ucl.ac.uk/media/library/HasokChang-Chlorine
This practice was admired because of the creative nature of the student-driven curriculum and the resultant persistent "product".</td></tr>
<tr><td>Enthusiastic – 2</td><td>I like the connection with technology: it's pretty easy to make an i-book</td></tr>
<tr><td>Lukewarm – 3</td><td></td></tr>
<tr><td>No – 3</td><td>"You would need very particular circumstances – small classes, smart students, the teacher's skill in 'letting go'".
"I imagine I'd struggle to manage, to keep track of things, in the setting and maintaining of boundaries."
"I get paid for the hours I'm in the classroom, the amount of work I'd have to put in on this would be an infeasible requirement""</td></tr>
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<table>
<tr><td colspan="2">Peter McOwan and Paul Curzon's interactive magic tricks to demonstrate and illuminate aspects of computing and math in CS4fun.
This practice was admired because of the amount of student interest and engagement it generated – in large part because of the skill and enthusiasm of the presenters.</td></tr>
<tr><td>Enthusiastic – 2</td><td>"Yes. I need to bring the passion of my 'outside' interests and skills into the classroom"</td></tr>
<tr><td>Lukewarm – 3</td><td></td></tr>
<tr><td>No – 3</td><td>"Magic doesn't work for me"
"I'd use a video"</td></tr>
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<tr><td>When I took over the teaching of a Linguistics course there was a description in the syllabus of the use of a "data notebook". The previous teacher had used this for the students to record conversations they (over)heard during each week which provided a corpus of data and fertile ground</td></tr>
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for practicing analytic techniques, both in the small (week to week) and as it built over the term, **This practice was admired because** of the quality of student engagement it promoted, and the ease with which it generated an individualised data set for them to work on.	
Enthusiastic – 5	
Lukewarm – 3	"I'd worry about policing/management" "Doesn't fit the material I teach"
No	

I have recently returned to a practice I was taught (when I completed a compulsory *teaching-in-higher-education* course) of putting learning outcomes at the start of every lecture. **This practice was admired because** it works, it allows me to reflect on what I want them to know from the material I'm presenting and allows them to easily apprehend it, rather than having to second-guess my intent.	
Enthusiastic – 6	"When I was an undergraduate, I really liked it when lecturers did this" "It's really good to write the exam questions first and then do this. Focuses clearly on what they are going to have to know"
Lukewarm – 1	
No – 1	"Students have to define learning outcomes for themselves"

In teaching Information Systems (as it happens) I invited CIOs of local companies to talk with the students. Rather than simply have them make presentations and have the students ask questions, I circulated their CV and got the students to create a set of interview questions. Then, during the visit, the students interviewed the CIOs **This practice was admired because** the students were fully prepared and immersed in the exchange, which brought current and relevant issues to the course.	
Enthusiastic – 2	"Good idea"
Lukewarm – 3	"I had to do an interview assignment as an undergraduate, and I couldn't face it, so I faked the whole thing. I got a good mark, though"
No – 3	"Not my thing" "No local companies/CIOs available to me"

Using "unplugged" activities to demonstrate computing concepts. **This practice was admired because** it cofounded expectations (*we're going to be using computers, and if I'm lucky I can get a bit of internet surfing in as well*) and engaged students in learning underlying concepts.	
Enthusiastic – 2	
Lukewarm – 4	
No – 2	"I think it might be difficult to relate the exercise to the concepts" "I'm insufficiently talented"

When I taught a recent class, I started with an example of a problem I'd just experienced, which was the impossibility of buying a bus ticket from one local town to the next: I'd ended up having to take a cab. This was an example which well-known, was in the students' own experience, and made sense to everyone. **This practice was admired because** it started everyone at the same place. Students could easily say "I recognise this problem"	
Enthusiastic – 8	"This is really important for teaching HCI"

	"It gets students over the 'I've done something wrong, it's my fault' problem with interfaces and towards understanding 'the design is wrong'" "It gets over the textbook problem of out-of-date examples – and in HCI they outdate REALLY quickly" "It gets students to agree that something is both interesting and that it's a real problem"
Lukewarm	
No	

I read a Stephen Leacock story (*My Discovery of England*, 1922) that described the tutorial system:

> "I understand that the key to this mystery is found in the operations of the person called the tutor. It is from him, or rather with him, that the students learn all that they know: one and all are agreed on that. Yet it is a little odd to know just how he does it. "We go over to his rooms," said one student, "and he just lights a pipe and talks to us." "We sit round with him," said another, "and he simply smokes and goes over our exercises with us." From this and other evidence I gather that what an Oxford tutor does is to get a little group of students together and smoke at them. Men who have been systematically smoked at for four years turn into ripe scholars. If anybody doubts this, let him go to Oxford and he can see the thing actually in operation. A well-smoked man speaks, and writes English with a grace that can be acquired in no other way."

This practice was admired because although written for comic effect, I think the principle of small-group, informal, discursive, exchange is an important one – a place where students can talk together, with a more experienced academic, without a curriculum or specific learning purpose.

Enthusiastic – 3	"I could do this tomorrow"
Lukewarm – 3	"I don't have an appropriate space for this" "I'm not confident enough" "I think I'd have imposter anxiety"
No – 2	"Meetings should have a purpose" "I couldn't do this – but I would like to encourage students to talk in this way with each other"

I taught a course recently with a real client where students had to critique the web presence of a company. The students had to prepare an academic piece (for submission) and a professional report (for the client). They were assessed on both pieces, and the reports were collated and forwarded to the client.
This practice was admired because of the motivation of having a real client, engendering a feeling that they weren't just "practicing" the techniques.

Enthusiastic – 3	"You should never be without a real client. I like to use competing teams in this sort of project" "I tell students not to work to be the best, but to work to be special" "This is especially good if the work is exploratory for the company – it doesn't work if it's on their critical path, if it's something they need next week"
Lukewarm – 2	
No – 3	"I would feel that this was a piece of assessments-theatre, that the student work isn't really going to change anything: in fact, may never be read" "There's no distinguished learning opportunity here. You can get this in

	other ways" "Too much work"