



Systematic Enhancement of Learning & Teaching

Innovation, Research and Development

Wednesday 2nd June 2010, 08:45-16:45
Ormskirk Campus

Programme

08:45 – 09:30	Registration (with refreshments)	Education Foyer
09:30 – 09:35	Introduction – Professor Mark Schofield , Dean of Teaching & Learning Development, EHU	Lecture Theatre (E1)
09:35 – 09:50	Conference Welcome – Professor Bill Bruce , Pro Vice-Chancellor – Academic, EHU	Lecture Theatre (E1)
09:50 – 10:00	Keynote Introduction – Professor Mark Schofield , Dean of Teaching & Learning Development, EHU	Lecture Theatre (E1)
10:00 – 11:00	Keynote Speaker – Professor Sally Brown , Pro Vice-Chancellor (Academic), Leeds Metropolitan University	Lecture Theatre (E1)
11:00 – 11:20	Refreshments and Transition to Parallel Sessions	Education Foyer
11:20 – 12:00	Parallel Sessions: 1	Syndicate rooms
12:10 – 12:50	Parallel Sessions: 2	Syndicate rooms
12:50 – 14:00	Lunch	Water's Edge
14:00 – 14:40	Parallel Sessions: 3	Syndicate rooms
14:50 – 15:30	Parallel Sessions: 4	Syndicate rooms
15:30 – 15:50	Refreshments	Education Foyer
15:50 – 16:30	Parallel Sessions: 5	Syndicate rooms

***Please sign up for your Parallel Sessions at Registration. Sign-up sheets are available on the Notice Board in the Education Foyer.**

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Edge Hill University
CENTRE FOR LEARNING
& TEACHING RESEARCH

Keynote Speaker

Professor Sally Brown

Pro Vice-Chancellor (Academic)
Leeds Metropolitan University

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Everyone expects the swinging changes in higher education to profoundly impact on university life. Higher fees may well be round the corner, but if we increase fees, students will expect the quality of teaching and support to increase, not decrease, while our finance directors will be squeezing us to be more productive.

Students have high expectations of support and engagement, as they are contributing to the costs of their studies (although they may be unaware of the shortfall between their fees and true costs). Students from disadvantaged backgrounds are likely to have both high expectations and extensive support needs. We know that the first year of study in HE is likely to be the stage at which drop-out is most likely, so we need to explore cost-effective and appropriate means to keep students on-track, engaged and learning, which also are responsive to contemporary learning expectations.

This keynote will explore some of the means by which we can achieve this and stay waving rather than drowning.

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List of Presentations

Can Turnitin and the regulatory discourse of plagiarism detection operate as a change artefact for writing development?

Claire Penketh & Chris Beaumont
Edge Hill University

Course embedded assessment

Sue Murrin-Bailey & Shirley Hunter-Barnett
Edge Hill University

Deliberate steps: an institutional approach to changing assessment culture and practice

Helen Parkin & Graham Holden
Sheffield Hallam University

Delivering effective formative feedback to large student group through the use of 'assessment buddies'

Brian Clough & David Brisbourne
Coventry University

Developing autonomous learning in part-time 'return to learn' students

Mary Haynes, Penny Borkett, David Kyffin & Barry Downes
Sheffield Hallam University

Enhancing student satisfaction through systematic improvements to assessment and feedback practices

Kate Litherland & Sue Darwent
Liverpool John Moores University

Enthusiasm, energy, evidence-base and a desire to improve student experience - are these ingredients enough to turn round a poor progression rates?

Alex Pimor & Sue Darwent
Liverpool John Moores University

Evaluating a systematic approach to assessment guidance and feedback in first year undergraduates

Susan Canning, Chris Beaumont & Claire Moscrop
Edge Hill University

From framework to curriculum: the adoption of a 'learning literacies' approach to student induction and transition at Edge Hill University

Helen Bell & Margi Rawlinson
Edge Hill University

How to make 2A + 2C + 2S spell "Success": the Kaplan International College graduate outcomes

Roger Smith & Kevin Smith
Sheffield International College

Improving EFL learners' reading skill through blog-assisted language learning approach

Mojgan Rashtchi, Islamic Azad University, North Tehran Branch, Iran
Hassan Hajihassani, Education bureau of Takab, Iran

Learning in action: the impact of Action Learning Sets (ALS) in the pre-registration nursing curriculum

Judith Ball, Angela Christiansen & Trish Prescott
Edge Hill University

Managing transition and differentiation in a postgraduate clinical education setting

Jill Cochrane
Edge Hill University

Mapping the joint student experience

Elke Weissman
Edge Hill University

Multiple choice question (MCQ) exams - are we really preparing students for the journey ahead?

Peter Alston
Edge Hill University

Preparedness for learning in higher education: variations in students' perceptions of the academic experience

Angela Daly, Claire Penketh & Linda Rush
Edge Hill University & Liverpool Hope University

Replicating the agency: an approach to teaching Public Relations at Edge Hill University

Paula Keaveney
Edge Hill University

Rethinking the National Student Survey and internal annual monitoring for the quality enhancement of assessment feedback for Media students

Chris Lawton & Katherine Griffiths
Edge Hill University

Students' and lecturers' evaluations of teaching and learning in higher education and the questionnaire on teacher interaction

Paula Rivas & Peter Woolnough
Edge Hill University

Supporting the transition of nursing students (Child Branch) into the Common Foundation Programme

Rachel Byatt, Linda Sanderson
University of Central Lancashire

'The King Over the Water': the subjugation of the dyslexic voice

Craig Collinson
Edge Hill University Learning Services

The use of video in teaching and learning in higher education

B Mitra, J Lewin-Jones, H Barrett & S Williamson
University of Worcester

The V-Pal project: innovation and development in the language classroom

Dr Elena Polisca
University of Manchester

Transition from school to university and experiences of the first year: what do we know about expectations, experience and the ways of being a learner

Jill Clark
Newcastle University

Using screen capture software in student feedback for Music Technology

Rebecca Summers & Paul Summers
University of Wolverhampton & Birmingham City University