Programme

Wednesday 14 and Thursday 15 June

Contents

Day 1: Wednesday 14 June

Welcome and Introduction

Why are teaching, learning and assessment so important? Shooting from the hip!

This introduction aims to set the scene for the conference by sharing some personal reflections from the Centre for Learning and Teaching. It will attempt to situate aspects that matter to us at Edge Hill University, as a prelude to the sharing, application, and integration of knowledge that is about to ensue.

Prof. Mark Schofield, Dean of Teaching and Learning Development

Seizing the Day – and preparing for plenty more days, months, and years…

Gilly Salmon explores sustainability in our learning design from the angles of learning, teaching, our university, and of course our students in the big uncertain wide-world.

Prof Gilly Salmon, CEO & Principal Consultant at Education Alchemists Ltd. Visiting Professor Edge Hill University

More mythbusting with Peter and Mark

We offer a workshop which is designed to generate resources and strategies which we can use to assist the demolition of 'educational myths'.

We define myths as beliefs, ideas and/or approaches which:
are prevalent across further and higher education
do not have substantial support from evidence
can seriously damage our efforts to improve student engagement and autonomy.

We will briefly introduce each myth and then participants will engage in a world café approach to exploring and confronting these myths. As a group we will develop strategies to oppose myths in education and share these as a resource.

As a starter these are some myths we propose exploring:
- Students are multitaskers
- Online learning is inferior to face-to-face delivery
- The pandemic is over and the world has gone 'back to normal'.
- Grading systems are fit-for-purpose.
- Our new students are digitally literate

However we encourage you to suggest myths of your own, just contact Peter at profpeter1@me.com or Mark at mark.childs@durham.ac.uk

Prof Peter Hartley, Independent HE Consultant and Visiting Professor at Edge Hill University
Dr Mark Childs, Durham University and Visiting Fellow at Edge Hill University

The Future of Higher Education: where to from here?

The COVID-19 pandemic forcefully changed the world's perception of higher education. The pandemic disrupted traditional thinking about teaching and learning, and broadly about the purpose of higher education. In a short space of time, institutions had to adapt to new ways of teaching, as well as the adoption of different platforms for the facilitation of teaching and learning.

A major trend that will outlive the pandemic, is the integration of technology in the facilitation of learning and teaching. This trend has raised more questions than answers and has necessitated the need for research in this area. The bigger question is about the capacity of the technology and adaptability of academic staff to leverage such in the facilitation of meaningful learning and teaching.

Given the many challenges that confronted higher education institutions, the future of higher education is unclear. What is clear is that it cannot be business as usual, and that higher education institutions have to think out of the box on what the future will look like. The pandemic has also highlighted the stark reality of embedded inequalities in access to resources for disadvantaged students and more specifically for historically disadvantaged institutions. Declining state subsidies for higher education institutions meant that institutions could only respond to challenges within the limits of their budget capacities.

In South Africa, the Council on Higher Education, spearheaded a project intended to rethink learning and teaching for the future. At the centre of efforts to assure the quality of interventions, was the need to pronounce on the quality challenges faced by universities in the various strategies employed to teach students. The RELATE Project has the broad purpose of reimagining learning and teaching futures in terms of pedagogic responsiveness, curriculum responsiveness, resource responsiveness and capacity development responsiveness, and how higher education can be leveraged to steer and manage such responsiveness.

This paper explores higher education's responsiveness to current and future challenges and how these will likely shape the future of higher education in the world. The future of higher education post COVID-19 will largely depend on the ability of institutions to adapt to new challenges and embrace innovative approaches to teaching and learning.

Dr Joe Makua, Mangosuthu University of Technology (MUT), South Africa

Predicting student academic outcome using digital behaviour and neighbourhood influences: A Machine Learning Approach

Background: The relationship between student engagement, their family background and neighbourhood, on academic success is complex with significant implications for student retention. When students are actively engaged in their studies, they are more likely to grasp and retain the material, which enhances their overall learning experience. On the other hand, low grades can lead to negative experiences and disengagement, as students may become discouraged or disinterested. Additionally, factors such as neighbourhood and family background can play a role in influencing student engagement levels, which in turn can impact academic performance and result in poor grades. As online learning gains prominence in higher education, educators can closely monitor students' online behavioural statistics on virtual learning platforms e.g., login frequency onto module area, time duration spent on module content, and attendance to compulsory aspects of module. Additionally, students' potential neighbourhood influence can be measured through area-based classification data of young people's participation and underrepresentation in higher education. This study investigates the effectiveness of using students' online behavioural statistics and neighbourhood data to predict their academic outcomes.

Methods: Online behavioural statistics (on a virtual learning platform called Blackboard) was collected halfway through a 12-week semester from 160 students across 4 different modules. Neighbourhood classification data was also collected for each student. The data was used to train and evaluate the performance of several machine learning algorithms in predicting students' likelihood to 'pass' or 'fail' the module of study at semester end. Experiments were conducted with two variations of the data including (a) only the online behavioural statistics; and (b) a combination of online behavioural statistics and neighbourhood information.

Results: Students' academic success or failure was predicted with better f-score (81%) when using only online behavioural statistics in comparison to 79% achieved with a combination of online behavioural statistics and neighbourhood influence.

Conclusions: The results echo literature suggestions that online behavioural statistics are valid indicators for predicting student success (or failure). Further research is required to establish effective use of neighbourhood influences as a complementary element.

Nonso Nnamoko, Edge Hill University

Delivering employability: Knowing students, Knowing colleagues, Knowing schools

As a result of the changing landscape of Higher Education (HE) in England there has been a significant increase in investment to deliver 'employability' at University, Faculty and programme level. Despite the increase in activity, colleagues with responsibility for delivering employability are reporting a reluctance amongst students to engage fully with what is available, academic colleagues still seem to be in the dark about what employability is and we are unaware of what basis we are building on as students transfer from school to university.

For those who are involved in delivering employability at departmental and faculty levels this workshop seeks to address these three problematic areas using the perspectives of 'knowing students', 'knowing colleagues' and 'knowing schools'. Stimulus materials from the research on adolescent brain development (Blakemore and Choudhury, 2006), research on stakeholder use and understanding of the term 'employability' (Chrostowska and Knapton, 2023) and school-based Careers delivery experience (Careers team and Helena Knapton) will be used to enable us to reflect on and re-imagine the ways in which we plan and deliver employability within our individual contexts.

The changing landscape for HE came with the introduction of new Conditions of Registration by the the Office for Students (OfS) in 2022. This includes minimum thresholds for graduates to be in 'highly skilled' employment 15 months after graduation. As a result Employability strategies have been enhanced, Graduate Attributes are embedded in programmes, employer engagement has increased, Careers deliver more sessions,and are more visible, placement opportunities have become requirements, etc. etc. This range of activity has led to many improvements in student experience but engagement can be mixed and this workshop will consider whether improving our understanding of these three areas can improve what we do to address the OfS requirements.

References
Sarah-Jayne Blakemore, Suparna Choudhury (2006) Development of the adolescent brain: implications for executive function and social cognition Journal of Child Psychology and Psychiatry/ Volume 47, Issue3-4/ p296-312
https://doi.org/10.1111/j.1469-7610.2006.01611.x

Helena Knapton, Edge Hill University
Bryan Doyle, Cronton Sixth Form College
Sinnead Ellwood, Edge Hill University

Future in Focus - Creating a Rich Picture of the Future Graduate

How do you vision the future for your graduates? What types of environments are we preparing them for? In this short workshop we will invite you to participate in our first step of the new curriculum design processes for online learning, drawing a rich picture that brings the graduate of the future into focus. Based on Gilly Salmon's

Carpe Diem design process (Salmon, 2023) we encourage you to participate in creating a vision for your future graduate.

Rich pictures are firmly rooted in Soft Systems Methodologies employed by Checkland (1999) and provide a method for exploring complex situations in a way that allows for problem-solving and creative thinking. The Learning design and Development team will expertly guide you through the process so you can apply these techniques to your own context, just bring your expertise and enthusiasm for exploring the future!

CHECKLAND, P. 1999. Systems thinking, systems practice : includes a 30-year retrospective, Chichester, England ;, John Wiley.

SALMON, G. 2023. Carpe Diem - A team based approach to learning design [Online]. Available: https://www.gillysalmon.com/carpe-diem.html [Accessed 08/03/2023].

John Brindle, Edge Hill University
Carol Chatten, Edge Hill University
Kerry-Anne Langton, Edge Hill University

The complexities and challenges of developing and introducing PebblePad eportfolios for summative and formative work based assessments for the MSc Surgical Care Practice programme

A workplace-based learning approach is the underpinning philosophy of the MSc Surgical Care Practitioner (SCP) programme. Prior to the development and implementation of the PebblePad platform, Trainee SCPs were required to complete multiple paper-based practice documents to record engagement for the course and yo demonstrate competence in practice. All documents had to be scanned in and uploaded to an e-portfolio using the Blackboard portfolio tool for summative assessment.

Working closely with the expertise of the learning technology department, the PebblePad e-portfolio has been developed and introduced for the Surgical Care Practitioner programme. This has enabled students to complete work-based assessment forms digitally and receive sign-off and online feedback from the assessors.

This presentation will discuss the benefits and rationale for moving to PebblePad, how the bespoke workbooks were developed for the MSc SCP programme, the planning stages including developing and introducing new and existing formative and summative work based assessements. During the implementation phase we will discuss the how and when teaching was delivered and the development of a plan for ongoing support and finally how we have evaluated the student's experiences of this change with the year 1 cohort and a comparison of the blackboard e-portfolio approach with the PebblePad e-portfolio platform with the year 2 cohort.

Finally, the presentation will highlight how this valuable experience, from both academic and learning technology perspectives, will support the planning and implementation of the e-portfolio for the proposed new programme (due for revalidation on 21/4/2023).

Sally Stuart, Edge Hill University
Sarah Baker, Edge Hill University

Researching your teaching and learning practice: combining REF and TEF

Researching your own teaching and learning practice is a key aspect of the current Higher Education mission to provide research-led teaching.

This presentation will highlight the importance of integrating research into the development of teaching and learning: challenges arising from daily experiences can inform research to greater understand these situations, and this greater understanding can subsequently inform how teaching and learning can be enhanced.

The importance of considering teaching and learning practice as a complex process requires the application of appropriate methodological approaches, such as mixed-methods and educational design research.

Transfer of research findings from one particular context can be effectively transferred to other contexts by using appropriate educational theoretical frameworks (including motivational, cognitive and social aspects) and by making comparisons of the same research that has been conducted across different contexts. This focus on transfer of findings enables educators to create high quality scholarly products, including publishing their findings in peer-reviewed publications and obtaining external funding.

In summary, researching your teaching and learning practice can lead to individual and institutional benefits for both REF and TEF.

Prof John Sandars, Edge Hill University
Dr David Allan, Edge Hill University

Refreshment break and Opportunity for informal discussions of Poster Presentations:

What lessons can leaders in medical education learn from the COVID-19 pandemic?

The novel coronavirus disease, commonly referred to as COVID-19, had significant worldwide implications and was the most serious public health challenge faced by many in their lifetimes. The delivery of undergraduate medical education, like many other aspects of life, was forced to change drastically to meet the needs of students and to abide by the rigorous public health measures which were introduced by the government. This poster presents the findings from a study which was undertaken for a dissertation project as part of a MA in Education, Leadership and Management at the University of Derby.

The objective of the study was to review the existing literature base and explore the changes made to undergraduate medical education during the COVID-19 pandemic, with a view to outline lessons which can be learnt by leaders in medical education. A desk-study was performed in which two literature reviews were conducted. The first literature review was broader in scope and provided background and context into undergraduate medical education. The second literature review was focused on changes made to undergraduate medical education during the COVID-19 pandemic. The findings from both literature reviews were then compared.

Changes made to undergraduate medical education during the COVID-19 pandemic included: online teaching; virtual support for students; an increased use of simulation, as well as cancelled electives and placements. Whilst some of these changes limited the opportunities offered to students and had a negative impact on mental well-being, other changes were effective in delivering teaching and support to large cohorts through technological means whilst ensuring staff and student safety during a global pandemic.

Alykhan Kassam, Edge Hill University

Student Life

Find out how we are using peer to peer support to help students settle in and progress at Edge Hill. Showcasing our Campus Connector programme to help students develop a sense of belonging and build communities through the development and delivery of an exciting programme of events and activities.

Alison Clark, Edge Hill University

Improving the scholarship of teaching and learning in Higher Education

The workshop will focus on improving the scholarship of teaching and learning in Higher Education through generating and sharing the living-educational-theories of participants. Improving the scholarship includes clarifying and communicating the embodied values used by higher education educators to explain (their iiving-educational-theory) their educational influences in their own learning, in the learning of others and in the learning of the social formations within which the practice is located. This clarification and communication will take place in dialogues between pairs of participants. Improving the scholarship includes making public the valid, evidence and values-based explanations of educational influences in learning, using the embodied values as explanatory principles in explanations of educational influences in learning.

Participants will be taken through the guidelines for generating and sharing their living-posters of descriptions of their context and the sociohistorical and sociocultural influences on their practice and understandings at:
https://www.actionresearch.net/writings/posters/homepage2021.pdf

They will be introduced to over 50 freely available Living Educational Theory doctorates on higher education at:
https://www.actionresearch.net/living/living.shtml

This archive will be used to demonstrate how the participants living-educational-theory can contribute to improving the scholarship of teaching and learning in higher education. This includes the experience of working as validation groups of between 3-8 peers. These groups use the mutual rational controls of critical discussions to improve scholarship by strengthening the comprehensibility, evidence, sociohistorical and sociocultural understandings and the authenticity of explanations of educational influences in teaching and learning in higher education.

Participants will be introduced to the archive of issues and papers in the Educational Journal of Living Theories (EJOLTs) between 2008-2022 at:
https://ejolts.net/current, to show how participants can submit to EJOLTs their explanations of their educational influences in teacher and learning with values of human flourishing, to contribute to improvements in the scholarship of teaching and learning.

Dr Jack Whitehead, Visiting Professor at Edge Hill University
Dr Marie Huxtable, University of Cumbria

Exploring university students' mental health challenges to inform the development of a student-led support programme

The burden of mental illness has greatly expanded in college and university students over the past decade (Pesko, 2020). More specifically, this has been of increasing concern for British universities where there has been 'a surge in student anxiety, mental breakdowns and depression' (Guardian, 2019). The authors, in collaboration with the Rugby league Cares and Movember, submitted a successful application to the Edge Hill University Student Opportunity Fund to explore the mental health (MH) challenges faced by university undergraduate students and work collaboratively to develop a student-informed support programme.

An initial exploratory one-hour seminar was held with Level 4 and 5 Sport Coaching and Sport Management undergraduate students (n = 66) to gather their views and experiences of the MH challenges they faced, existing coping strategies, and what a programme intended to support them should include. Subsequently, two optional paid workshops enabled students (n = 24) to participate in pilot activities which introduced them to tools and strategies in topic areas identified as desirable in the first seminar (managing negative emotions and feelings; developing a growth mindset; mindfulness and reflection/becoming more self-aware). Students evaluated these activities upon completion and considered the degree to which they should be involved in a programme of this kind.

Finally, students were also asked their views relating to recruitment and engagement strategies to effectively inform the implementation of the future programme. The findings have also significantly contributed to informing other programme mechanisms, with students identifying incentives (monetary payment, food, free clothing), greater student involvement (peer-mentor initiative, programme ambassadors), and greater student ownership (branding and marketing, social media advertisement/promotion) as valued elements.

The session is intended to benefit university senior managers, university lecturers, and those who provide student support.

Dr Tom Duffell, Edge Hill University
Daniel Henderson, Student - Edge Hill University
Lucy Rookes, Student – Edge Hill University
Prof Andy Smith (Author) – Edge Hill University
Dr Emily Lovett (Author) – Edge Hill University

"Integration of Three Learning": A Study on the Practice Model of Pre-service Teacher Education

Teachers are the foundation of education and the source of education. Mao Zedong once said in On Practice: "We find truth through practice, and we verify and develop truth through practice." This shows the importance of practical ability. Normal education is an important component of teacher education system, and pre-service teacher education is an important way to train new teachers, =, it is an important

means to improve the practical ability of educators and teaching. "Three practices" is an important way for pre-service teachers to develop their teaching practice ability, but there are still some difficulties in reality, especially with the expansion of higher education and the new requirements for teachers' quality, such problems as "difficulty in integration of each stage", "difficulty in whole-process monitoring" and "difficulty in evidence-based improvement", which leads to the gap between pre-service teachers' practical ability and qualified teachers.

With the development of cloud computing, big data and other technologies, the field of education has entered the era of "Internet + education". Information technology is profoundly reshaping the reality foundation, reorganizing the relationship between individuals and others, the explosion of data and the updating and iteration of machine learning algorithms, making it possible to conduct large-scale evaluation, classification and visualization of data generated in the process of educational practice.   All of these provide an opportunity for the transformation of the "three learning" pre-service teacher education practice. Making full use of information technology, empowering the educational practice process, expanding the relatively closed physical space to the online learning spaces, innovating the practice form and business ecology of educational practice, and realizing the integration of the "three learning" process are effective ways to promote the development of pre-service teacher education practice ability.

Based on this, this study attempts to build a "three-learning integration" of pre-service teacher education practice model, to provide theoretical and practical ideas for the response to educational practice difficulties. The research includes the following: (1) the analysis of the problems in the practice of "three practices" pre-service teacher education; (2)"Three learning integration": the construction of pre-service teacher education practice model;(3) "Three-learning integration": an empirical study of pre-service teacher education practice model.

Keywords

Pre-service Teacher Education, educational practice model

Zengyun Wang, Hunan First Normal University, China

The Use of Narrated Digital Storytelling to reflect on Professionalism for First Year Medical Students

This workshop will explore an innovative method to engage first year medical students in learning about professionalism. We will use the workshop to explore ways that this can be expanded throughout the medical programme and into other programmes where professional reflection is an essential aspect of student learning. Medical students attend a range of clinical placements from January to May of the first year of the programme. They are required to reflect on professionalism, focusing on the importance of consent and confidentiality. Traditionally, students have submitted two written 1000 word reflections. For 2022/23, we developed a narrated PowerPoint presentation, where students selected their own range of digital images to create a reflective storyboard. They recorded their narration about a case of

consent and confidentiality with their selected images and submitted it for assessment.

The workshop will present how and why the assignment was changed from a written to a narrated digital presentation. It will explore the creative process of two students, showcasing their finished projects. The workshop will explore the assessment process, creating written feedback for students and presentation at our Professional Assessment Panel.

The workshop will present perspectives from the cohort about the strengths and weaknesses of narrated digital storytelling as a mechanism for professional reflection. It will also present academic perspective on the process of marking the assessment.

Dr June Jones, Edge Hill University
Dr Alykhan Kassam, Edge Hill University

Navigating the second year landscape: How student perceptions and previous experiences influence student transition into and across year 2 of the undergraduate degree in nursing

In recent years there has been an increasing interest in the second year of the undergraduate degree programme in Higher Education Institutes; this stemmed from its association with declining academic performance, persistence, and satisfaction (Webb and Cotton, 2019).

Whilst emphasis is often placed on making the first year experience a success, transition is not limited to the early stages of the student journey but rather continues across the degree programme and in fact transitioning into the middle year of an undergraduate degree programme poses new challenges for students (Jevons and Lindsay, 2018) as they are expected to be more able to self-navigate their student journey, at the same time facing the often negative perceptions associated with the second year.

The presentation reports the findings from a research study, which is grounded in the theoretical framework of symbolic interactionism. I will demonstrate that student expectations of year 2 are based on symbolic meanings which are inferred through both previous experiences and implicit and explicit discourses in the learning environment which influence the way students navigate their way into and through year 2.

The presentation aims to foster discussion around potential solutions to alter the negative perceptions associated with year 2 to maximise success and the student experience at this often forgotten point in the student journey. In spite of the study's focus on nursing students, the findings and discussion are relevant to educators across all disciplines.

References

Jevons, C., and Lindsay, S., (2018) The middle years slump: addressing student-reported barriers to academic progress, Higher Education Research & Development, 37, 6, 1156-1170.

Webb, O.J., and Cotton, D., R., E. (2019) Deciphering the sophomore slump: changes to student perceptions during the undergraduate journey. Higher Education, 77, 1, 173-190.

Dr Karen Connor, Edge Hill University

It's just not my subject! Issues relating to the preparation of primary student teachers to teach computer science

Computing has been part of the National Curriculum since 2014. Prior to this, the subject was known as Information and Communication technology (ICT) and had been compulsory for all pupils aged 5 to 16 in maintained schools, since 1988. This means that the requirement for pupils to learn about technology is not something new. However, a key development within the 2014 revised curriculum subject, was the introduction of computer science, with the necessity for pupils, even in primary schools, to design, write and debug computer programs. Evidence suggests that many primary schools have still not yet fully adapted to the requirements of the Computing programme of study (Royal Society, 2017; Larke, 2019).

Computing modules within the initial teacher education (ITE) programmes at the focus institution include significant input on computer science, yet students report that they lack confidence and feel underprepared to teach this aspect of the curriculum during professional practice. The issue is compounded by the lack of opportunities to observe computer science being taught in schools. So, despite input at university, students often do not see this translated into practice in schools. One outcome of this situation is that the students appear to start to determine the 'worth' of Computing in the National Curriculum and in primary schools.

The aim of this research project is to gain an in-depth understanding of the complex and inter-related issues surrounding the preparation of student teachers to teach computer science. For example, the students' values, attitudes and beliefs about technology and computer science, and the lack of opportunities to observe and teach computing during professional practice. Webb *et al. (2017)* talk of *the emerging consensus of the importance of Computer Science and the nature of its powerful knowledge*, yet beginning teachers are entering the profession with a negative attitude towards this aspect of the curriculum.

In our presentation we will share the emerging themes from interviews, questionnaires, document analysis and professional reflection. This will be of interest to anyone who is involved in module/curriculum design, initial teacher training, and courses that include a professional practice element.

Dr Carol Darbyshire, Edge Hill University
Dr Claire Hawkins, Edge Hill University

Podcasting: Performing Professional Practice Publicly

Podcasting as a medium presents opportunities for educators to share their practice in a creative, accessible and fun way. Although the literature on using podcasting in teaching goes back nearly twenty years, there's little on the use of podcasting for sharing professional practice, despite the number of podcasts about teaching in higher education proliferating in recent years.

Last year I conducted a series of interviews with academic developers who create podcasts on professional practice about their motivations for doing so, about what their impact has been, and about tips for others who want to do the same. The research also explored ideas of what it is specifically about podcasting that makes it a medium especially well-suited for developing professional practice. The paper will be published this year in the Journal of Play in Adulthood.

This session will present some of these findings and also be an opportunity for participants to ask questions, share their own experiences and start developing their own ideas for creating their own podcast.

Dr Mark Childs, Durham University and Visiting Fellow at Edge Hill University

How do we prepare for the generative AI revolution?

Since the launch of ChatGPT at the end of November 2022, an ever-growing collection of AI language-processing software continues to emerge. Given the ongoing 'race' between Microsoft and Google to embed AI in all their standard applications (MS365 and Google Workspace), this explosion of applications will not slow down, alongside increasing debate about the long-term future and impact of AI. "As the race to make these systems even more powerful accelerates, AI will soon emerge in everything, everywhere, all at once." (World Economic Forum. 2023).
"If it (AI) gets to be much smarter than us, it will be very good at manipulation because it will have learned that from us, and there are very few examples of a more intelligent thing being controlled by a less intelligent thing," a quote from Geoffrey Hinton, known for his pioneering work as the 'Godfather of AI', in an interview with Jake Tapper (Korn, 2023)

This has raised concerns from academics in relation to students' use for assignments and possible threats to academic integrity, but equally has opened up discussions on the potential of these tools to support learning, teaching and assessment, and to prepare our students for the future workplace.
We will start this workshop with a brief introduction to the latest developments in AI technologies and their educational applications. The rest of this session will focus on discussion of key issues, e.g. What are the main pros and cons of these new AI-based tools? How can we best prepare for the 'revolution' which they may bring?

This session will be useful to everyone who is considering how they adapt to the challenges and opportunities created by tools like ChatGPT.

We will not assume that you have been using the tools already.

References

Korn, J. (May 3 2023) Why the 'Godfather of AI' decided he had to 'blow the whistle' on the technology. CNN Business https://edition.cnn.com/2023/05/02/tech/hinton-tapper-wozniak-ai-fears/index.html
World Economic Forum (2023) https://www.weforum.org/agenda/2023/05/3-ways-higher-education-can-prepare-for-generative-ai-revolution/

Links to our webinars

If you have not yet had the opportunity to look at how these tools have developed and what they can do, then you may wish to review our previous SEDA webinars which can be accessed as follows:
https://www.seda.ac.uk/news/chatgpt-seminar-series/

Prof Peter Hartley, Independent HE Consultant, and Visiting Professor at Edge Hill University
Sue Beckingham, Sheffield Hallam and Visiting Fellow at Edge Hill University

(Lunch: 13:15 – 14:15)

14:15 – 14:45

Analysing the 2023 Student Led Staff Awards: Nominations and their Links to Overall Based Student Experience

An integral part of each academic year for Edge Hill Students' Union, the Student Led Staff Awards allows us the opportunity to focus on an event designed around student-based opinions and their experience within their studies.

This involves:

- Students nominating staff members who they believe have met the criteria for a specific award
- A panel made up of students and senior management individuals then agreeing on a selection of shortlisted staff from those nominated
- Both shortlisted and non-shortlisted staff being notified personally via email of their nomination / shortlisted achievement via an official letter
- Those winning staff then being celebrated at our virtual awards ceremony and upcoming summer Graduation ceremonies

For SOLSTICE 2023, we have decided to focus specifically on the direct links between the nominations received from this year's Student Led Staff Awards, the core Faculties, and the resulting Student Experience. Broken down into numerous categories (including Faculty and Year Group), we will then be analysing our key findings through both a qualitative and quantitative lens. Comparisons will also be made between the data set from 2022 and that of 2023.

In doing so, this will allow us to:

- Highlight any distinct differences in this year's data set when compared to that from 2022.
- Recognise which Faculties and which Year Groups have received a particularly large number of nominations.
- Acknowledge those categories / groups that did not perform as well and begin to assess how this can be improved looking ahead to next year

Furthermore, this will allow us to present the view that each positive nomination is another example of the continuing drive within both the University and Students' Union to always be improving Student Experience.

Ben Broadhurst, Edge Hill Students' Union – Faculty of Education President

Using the third space to support student outcomes: The journey of Mindfulness and Initial Teacher Education students

The session will discuss the impact of a Mindfulness-Based-Stress-Reduction (MBSR) course on the mental health and wellbeing of Initial Teacher Education Students (ITE), and their attitude toward completing their ITE programme and remaining in the teaching profession. There will be practical approaches included in the session for participants to experience and utilise in their own settings. How Higher Education Institutions support student outcomes in the post-pandemic period is a key focus in this session.

The first part of the session will reflect upon the MBSR course and other mindfulness activities delivered to students from the Faculty of Education. Following this will be a more practical focus, including the opportunity to participate / observe a small number of short mindfulness activities. The final part of the session will allow opportunities for delegates to reflect and discuss their experiences in the session, with the view of planning how and where mindfulness activities could be embedded into their own academic courses.

It is intended that delegates will leave the session with the experience of participating / observing at least one mindfulness activity, and a clear pathway established on how they may be able to include this third space content into their own academic courses with the view of supporting student outcomes.

Delegates will be interested in this session because of its focus on using third space, and a lesser-known strategy to support the positive mental health and wellbeing of students at course level in the post-pandemic period; the high demands of which are putting university support services, such as counselling, under significant pressure. There will be step-by-step processes explained on how student outcomes are positively supported at course level to build approaches, attitudes and strategies that will help students manage anxiety and stresses that many face in everyday life more effectively.

Natalie Reynolds, Edge Hill University

The Politics Lab - improving employability in the world of Politics and beyond

This presentation is aimed at anyone who wants to consider ways of adding further employability activities into their offer to students. It will explain an initiative run by the Politics team - the Politics Lab - which has found extra ways of students taking part in project work related to the world of politics. The approach could be adapted for other subject areas and many of the skills used or developed are highly transferable.

The Politics Lab is an activity for students studying, or interested in, politics. It identifies clients who then provide briefs for project work. It also identifies activities relating to aspects of politics. Starting in academic year 21/22, projects have included briefings for MPs and Peers, Select Committee Submissions, the organisation of a conference and articles and podcasts. Participation is entirely voluntary and provides employability outputs such as published articles, thank you letters from MPs, mentions in the House of Commons and so on. Tutors take care to identify briefs/projects which are "doable". This might be because of deadline, subject matter and so on. We invite suggestions from MPs and Peers and are constantly on the look out for new ideas. Clients have included Lord Storey and Rosie Cooper MP.

This presentation talks about how the project works and about the benefits for students. It will outline some of the successes achieved and explore some of the logistical and organisational aspects. The Lab is now in its second year. Students from the first year of operation were awarded a University Scholarship in 2022.

Paula Keaveney, Edge Hill University
Dr Steven Daniels, Edge Hill University

A core curriculum for psychology in undergraduate medical education

Behavioural and social sciences are core to medicine. They can improve understanding of patients' health, associated decision-making and the presentation of symptoms (1). This is supported by the General Medical Council (GMC) Outcomes for graduates (2018) and a growing evidence base that explicitly outlines the importance of psychology for medicine (2).

Under the guidance of a national group of practitioners and educationalists in psychology (BeSST Psychology sub-group), we aim to update "A core curriculum for psychology in undergraduate medical education" (1) and publish the associated guide. The existing core curriculum was written in 2010 and aligned to the first publication of the GMC Outcomes for Graduates (2009) (3).

The GMC has updated its core curriculum (2018) (2) to include an increased emphasis on mental health; and explicitly outlines the increased need to keep up-to-date with developments in contemporary medical practice and the changes in the health and needs of the population. The updated core curriculum will support medical schools and staff nationally in making sure the outcomes for graduates are met (and evidenced) in their curriculum and assessment.

The presentation will:

- Introduce why psychology is important for medicine
- Present an overview of the content of psychology, and how it is taught & assessed at Edge Hill Medical School
- Briefly outline limitations with delivering psychology in medicine
- Present an overview of proposed changes to the psychology curriculum and seek the views of the audience

References

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Dr Peter Leadbetter, Edge Hill University

3 x Short Presentations (10 mins each)

14:50 – 15:00 Demystifying the Student Journey through the lens of Dance

'Demystifying the student journey through the lens of Dance' hopes to appeal broadly to teaching colleagues from a wide range of disciplines and fields of study. Acknowledging the growth and importance of lifelong learning this short presentation will focus on transition as multidimensional processes that the student may experience in their time within a Higher Education institution. Drawing on theories of becoming (Bergson, 1911; Grosz, 2004) transition is considered within an HE context as 'induction-development- becoming', or as Hussey and Smith articulate, "[a] significant change in a student's life, self-concept, and learning: a shift from one state of understanding, development, and maturity to another" (2010: 156). This is done so without losing sight of the significance that the student's self-concept hopefully changes in ways that are appropriate and welcomed by the individual.

The presentation will place onus on teaching and learning environments that enable such transitions – safe, brave spaces - that foster a listening towards other. In resonance with bell hooks' observation that "[a]s a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another's voices, in recognizing one another's presence"(1994:8), this presentation will use as a case study the Dance programme at Edge Hill University, which has received repeated recognition for the culture of collaboration that is generated through inter-level experiences in the dance studio and processes of performance making. In doing so the presentation will expand upon how such practices enhance a student's possible sense of belonging and enables their pro-active engagement in community-making. In addition to this, assessment is framed as a celebration of learning with the aim to nurture an ethos that recognises safe spaces for experimentation, discovery, and development.

Michelle Man, Edge Hill University

15:05 – 15:15 Instant Student Feedback Opportunities

Student voice is vital in many areas of HE practice including developing new programs, tailoring services and marking modifications to existing modules, not to

mention the process of reflective practice for outstanding teaching. In addition to this, institutional teaching rating of the Teaching Excellence Framework rely in part on student feedback to support their judgment (Arthur, 2020; OfS, 2023).

Institutional methods of obtaining student feedback have proven limitations of return in both quantity and quality of feedback (Douglas, 2006; Winstone, 2022). Arguments have also been put forth that lack of responsiveness to feedback as well as inflexible methods of gathering feedback that are not student, institution or situationally responsive may be less effective (Kember et al., 2002).

A QR code-based mechanism of instant feedback trailed in the Child and Adolescent Mental Health and Wellbeing program has demonstrated a threefold increase in quantity of feedback, and the speed at which the feedback loop has been closed has promoted increased engagement with the process.

This presentation will detail the mechanism used as well as the outcome against the backdrop of institutional practice.

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Arthur, L., (2020) Evaluating student satisfaction - restricting lecturer professionalism: outcomes of using the UK national student survey questionnaire for internal student evaluation of teaching, Assessment & Evaluation in Higher Education, 45:3, 331-344, DOI: 10.1080/02602938.2019.1640863
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Dr Bridget Mawtus, Edge Hill University

15:20 – 15:30 Using cadaveric images to teach anatomy in non-cadaveric anatomy courses

Human Anatomy is one of the most important medical sciences, and it is an essential component of medical education for all doctors and Physician Associates (PAs). Medical students must acquire the necessary anatomical knowledge in order to establish a solid foundation for future clinical and qualified practice to help them better diagnoses. Usually in any anatomy lecture the PowerPoint slides contain a lot of drawings and diagrams to help students to appreciate the structures and relations of different organs in the body. However, these drawings and diagrams used in anatomy are very colourful; for example, the arteries are red, and the veins are blue, whereas in real cadavers, both are grey.

My presentation will provide the audience with some ideas and samples of my lecture presentations, as well as how I utilised real cadaveric images into both my lecture presentations and practical sessions. Furthermore, how I tested the knowledge of medical and Physician associate students at the end of each topic and how this affected their understanding.

Dr Hayder Lazim, Edge Hill University

15:30 – 15:50

Refreshment break and Opportunity for informal discussions of Poster Presentations.

15:50 – 16:20

CPD for Medical Doctors in a Digital Age – a Blended and Social Delivery

Delivering a continuing professional development (CPD) module for busy working doctors is a challenging task. Due to the demands of their job, they need flexibility and motivation to stay engaged with their studies. We moved to Blackboard Ultra in 2021 and employed a range of different methods in teaching and learning to keep students focussed and on task. We use a creative approach to blended learning which has helped us deliver an excellent experience for students, and we combine this with a strong ethos of faculty development and peer review of online teaching. Using Salmon's 5 Stage Model (Salmon, 2013) as a framework for exploring our practice, we will discuss how we developed and delivered our CPD module. Each of the 5 Stages presents both e-moderating and technical support elements and we will highlight a range of learning activities employed that are designed to engage and motivate the students and embed a social constructivist approach to blended learning.

It has recently been announced that we are among the winners of the Anthology + Blackboard Exemplary Course Award for our work on this module. We join a select group of people across the globe whose participation has been recognized as a significant and exemplary contribution to the Anthology Community and we look forward to an opportunity to share our approach with conference participants.

Reference: SALMON, G. 2013. E-tivities: The key to active online learning. Second edition. Abingdon: Routledge

Helen McNeill, Edge Hill University
Carol Chatten, Edge Hill University

Using Applied Theatre to Teach Emotive Topics, venturing where some may fear to tread……

This presentation will discuss how applied theatre can be used effectively to teach emotive and sensitive topics. The author utilised this method to encourage staff and students to talk more openly about death and dying… a topic which many healthcare students and practitioners avoid.

Applied theatre operates beyond the traditional scope of conventional theatre and explores themes from which mainstream theatre may fear to tread. It can present a social or educational message in an entertaining format, thus reducing any accompanying unease and overcoming any related barriers.

Within this presentation I will demonstrate how having the dramatic performance punctuated by reflections from a narrator encourages deep and transformative learning. This approach also prevents the audience from becoming emotionally immersed in the narrative, shifting the focus by encouraging critical reflection on their own experiences and previous engagement with death and dying in clinical practice.

The presentation will also offer a generic framework for lecturers in any field wanting to create their own piece of applied theatre for pedagogical purposes and to promote discussion and open conversation about a taboo or sensitive topic.

Alexandra Swift, Edge Hill University

Simulation and Interprofessional Learning

My research has identified there is limited literature available in appropriate teaching styles for Social Work students. A lot of the literature relates to problem-based learning for health education (Hung 2011, Kilroy 2009). Little is also known about how prepared social work students for these demands and how in fact they are enabled to meet these demands. In comparison it is well documented the benefits of simulation exercises and immersive learning environments from the student perspective.

Traditionally simulation has been seen as an aide to bridging the gap between theory and practice. Research studies I have reviewed value simulation as a method to prepare Social Work students for practice (Gellis & Kim 2017, Kourgiantakis et.al. 2020). Simulated learning provides opportunities, to practice professional skills prior to entering the work-based placements and employment. This research has driven my work on simulation for Social Work education TLA, and I have led on the development of simulation exercises that have been designed and implemented across seven programmes of study incorporating over 300 students approximately.

The work I have completed has also been disseminated more widely to be utilised in the medical school and wide institution simulation steering group. Discovering how Interprofessional learning can provide an additional dimension to simulated learning.

This session is aimed at sharing these experiences and collectively exploring where simulated learning experiences can develop to next?

Eoanna Stathopoulos, Edge Hill University

The Coffee, Croissant Connect Project

The Coffee; Croissant; Connect (CCC) project is an early morning 'drop in' event in the Faculty of Health, Social Care & medicine, dedicated to School of Nursing and Midwifery students, facilitating connection, communication, support, advice and guidance in an informal, hospitable manner. This aim is to encourage the above between students, administration staff and academics, potential engagement by central services.

This presentation evidences a Health Education Funded project aimed at reducing student attrition in health programmes with the initiative being created in response to the student voice and the unique elements of university experience for those studying and experiencing the rigours of preparing to be a nursing associate, nurse or midwife in today's health and social care environments and will enable added, valuable support for students, over and above the existing support.   The events have been hosted in a 'social space' in the Faculty of Health, Social Care and Medicine. This initiative is in addition to the timetable dedicated time to talk with lead staff in every year of the programmes personal tutors contact time and other processes in place to support students to remain on programmes. So, what have we done?

Our CCC events started in January 2023 and will run until the end of May. The sessions have seen admin staff and academics come together to communicate with students outside the classroom on Tuesday and Friday mornings; 8am to 9am. An initial evaluation has taken place with a further evaluation due to take place at the end of the project in May. This aim is to lower withdrawal numbers in the School of Nursing & Midwifery and to give the students a sense of belonging.   Our feedback to date has been informative given us a real insight into the issues and day-to-day life that Nursing & Midwifery students face in the present day. We hope to show you this with our feedback and outlining of our events.

Louise Westhead, Edge Hill University
Penny Hawkins, Edge Hill University
Connor Radcliffe, Edge Hill University (not attending)

The OfS and the tabloids: How did the assessment of spelling become a 'strategic priority'?

In October 2021, the Office for Students (OfS) published a report which required all higher education providers to assess spelling, grammar and punctuation The then Education Secretary Nadhim Zahawi instructed the OfS to include this requirement in an 'inspection regime'. Universities whose assessment policies were deemed to fall

short of this requirement risked draconian sanctions including the withdrawal of their university status and associated degree-awarding powers. Many universities have subsequently been grappling with the implementation of an assessment policy which appears to have been hastily written and poorly constructed.

Given the challenges facing the higher education sector in 2021 as it emerged from the COIVD pandemic and was adjusting to new post-Brexit realities, it may seem surprising that the assessment of spelling, grammar and punctuation in universities was identified as a 'strategic priority' for the OfS. For those left wondering how this policy came about, this presentation may provide an answer. I will report selected findings from a larger study which used Critical Discourse Analysis to trace the events leading up to the publication of the OfS assessment policy.

An analysis of the contemporary socio-political context indicates why the policy may have appealed to the Secretary of State and the regulator at that time. The justifications in the policy text are also examined, including the use (and misuse) of empirical evidence to substantiate the need for the policy intervention. The presentation will conclude with some comments for educators impacted by this policy and with implications for academic writing and assessment.

Liz Molyneux, Edge Hill University

16:25 – 16:50

Innovation in Scholarship Award for Post Graduate Certificate in Teaching in Higher Education

The Scholarship in Innovation Awards recognise outstanding contributions to innovation in education and research. The awards, comprising five distinct categories, celebrate the exceptional achievements of individuals and groups in fostering innovation within their respective fields. Nominations were received from a diverse range of disciplines, showcasing a high calibre of submissions.

The awards ceremony provides a platform for showcasing the recipients' work, allowing for valuable knowledge sharing and networking opportunities. This event serves as a catalyst for promoting innovation and recognising the outstanding efforts of colleagues' contributions to advancing teaching and learning practices.

16:50 – 17:00

Closing note

Day 2: Thursday 15 June

Welcome

Dr John Cater, Vice Chancellor, Edge Hill University

Introduction

Reflections on Day 1 and 'segueing' into Day 2. Celebrating going forward!

This session will be an opportunity to share reflections from Day 1 as 'smart people' move forward to become 'even smarter' during our conference.

Prof. Mark Schofield, Dean of Teaching and Learning Development

9:45 – 10:40

The AI Mystery Box: An Interactive Scenario Workshop

You have been summoned to see the Dean of your faculty – they look very serious – "come in and sit down – I've got something interesting for you to look at that I need your advice about".

Large language models (LLMs) are computer systems that are designed to process and generate human language. They are typically based on deep learning neural network architectures, which enable them to learn from vast amounts of text data in order to understand and generate natural language. LLMs have revolutionized the field of natural language processing (NLP), making it possible to generate high-quality text that is often indistinguishable from text written by humans.

They have many practical applications, including chatbots, automated customer service, and content generation for marketing and advertising. However, LLMs have also raised concerns around issues such as bias, privacy, and the potential for misuse within academic contexts.

In an interactive scenario-based workshop, participants will be presented with a fast-moving realistic experience and asked to decide what to do and justify why. Participants will explore the potential benefits and risks of using AI in assessment processes and develop their understanding of the ethical and regulatory considerations that must be taken into account when students start to use AI-based tools in their work. Participants will also be able to engage in group discussions to evaluate the impact of AI-powered assessments.

By the end of the workshop, participants will have gained valuable insights into the use of AI in assessment. They will be better equipped to make informed decisions about this rapidly evolving technology within their discipline and organisational contexts.

This session is particularly valuable for those involved in curriculum design or who have responsibility for running programmes or academic integrity processes.

Dr Charles Knight, Advance HE
Dr Andrea Wright, Edge Hill University

What do we know about the research experience of undergraduate students?

The Cambridge Handbook of Undergraduate Research was finally published in 2022 giving us the opportunity to explore research teaching practice internationally. This impressive 77-chapter tome has 140 authors from around the world looking at how undergraduates experience the research culture.

In this session I am primarily picking examples from the 27 individual country chapters to look at the diversity of practice. The contrasts are stark with the USA very engaged, while students in India are very unlikely to have any hands-on research experience. Interesting cultural differences emerge. While it is an unlikely purchase for individuals, I suspect this will be a valuable library resource especially for those teaching at master's level wanting to understand the research experience of their incoming students. The first part of the book has a wealth of examples of research practice with undergraduates, that are eminently translatable to the UK classroom. The pandemic has created opportunities with remote mentoring and virtual research emerging in place of on-site and in-person practices.

Prof Pauline Kneale, University of Plymouth and Visiting Professor at Edge Hill University

Exploring modality in the context of blended and hybrid education

In this workshop session Sue Beckingham and Simon Thomson will present their individual but inter-related work examining modes of learning, modes of teaching and mixed-modal education. With reference to Modes of Learning in Higher Education (Beckingham, 2021) and the Subject, Pedagogy and Modality (SPaM) Framework (Thomson, 2022), the session will introduce participants to proposed definitions for learning and teaching modes as well as a framework to support the development of mixed-modal curriculum.

Drawing upon their own experiences, the presenters will provide examples of where mixed-modal design can be most effective and how such a process can support a future hybrid curriculum underpinned by "sound pedagogical reasons" (Office for Students, 2022) as we move towards an education experience that will ultimately become more blended by default. Participants will be invited to apply these concepts to local curriculum design approaches and teaching and learning activities as part of the workshop.

Prof. Simon Thomson, University of Manchester and Visiting Fellow at Edge Hill University
Sue Beckingham, Sheffield Hallam University and Visiting Fellow at Edge Hill University

A holistic student-centric approach to engagement in gamified learning

The use of gamified teaching and learning is evident in a wide variety of subject areas, with Operations Management (OM) and Operations Research (OR) education being particularly receptive due to the use of simulations. Some studies have presented inflated expectations of the benefits of gamification but they have a limited view of student engagement.

Others have called for further investigation of the burgeoning phenomenon of gamification. This study addresses a research gap by employing a holistic perspective that embraces the multidimensional nature of engagement with the impact of peers to present a student-centric approach to OM/OR teaching. This paper presents an expanded understanding of student engagement constructs, which are integrated with the concept of peer review, to develop a unique holistic student-centric approach to measuring engagement in a gamified learning context. By operationalising the approach, this paper adopted a qualitative methodology to test its suitability in a small group setting of supply chain management students engaged in a module-based simulation. These findings contribute to the OM/OR field through a critical assessment of the potential success of gamification and to educators by setting out a structured approach to measuring student engagement in a relevant setting.

Dr Oyetola Emmanuel-Ebikake, Edge Hill University

10:45 – 11:30

Outdoor Learning within Initial Teacher Education: experiences of trainee teachers before during and after Forest School Training Level 1.

The Outdoor Learning form Forest School (FS) is an educational approach that has become popular in the UK since its establishment in the mid-1990s. Previous studies focused on the experience of in-service teaching staff employing FS within their practice. Trainee teachers' experiences and the impact of FS on their professional development have indeed been little investigated. This longitudinal research aims to explore trainee teachers' experiences and attitudes towards FS over three time points. Participants are trainee teachers from a North-West of England University who were offered attendance at FS Training Level 1 (IOL, n.d.), instructing them about FS' ethos and principles, and awarding them the correspondent FS qualification. This mixed methods research employed in-depth interviews, the Nature Relatedness scale (NR) (Nisbet, Zelenski, & Murphy, 2009) and the Questionnaire for Teacher Interaction Self-Efficacy (QTI-SE) (Veldman, Admiraal, Mainhard,

Wubbels, & van Tartwijk, 2017) with the whole cohort of trainees (participating vs non-participating trainees) before the delivery of the FS training. Interviews aimed to ascertain trainees' views about FS training and qualification. NR aimed to measure trainees' overall relationship with nature, and QTI-SE measures their interpersonal self-efficacy. Participant observations of the behaviours and interactions of attending trainees were conducted during the FS training sessions, when fieldnotes, pictures. and short videos were collected. Post-FS training, the whole cohort of trainees was asked to participate in a second round of interviews, QTI-SE, and NR scale completion. Results from pre- and post-FS training in-depth interviews and surveys administration are going to be presented along with the observations collected during the FS training sessions. To conclude, the impact of the research outcomes on its stakeholders (educational researchers, trainees/in-service teachers, other UK based Universities, FS Association) and the wider implications (e.g., on educational policy or to combat the sustainability crisis) of employing FS with trainees will be discussed.

Silvia Cont, Edge Hill University

Turning the negative into a positive

Turning the negative into a positive. The present feeling amongst students is one to which they feel that they have been disadvantaged by their educational experiences being blighted by Covid. Students no longer want to sit in a lecture theatre and watch a presentation that they could access at home at their convenience.

To facilitate student focused and student led learning the values and methodology of Appreciative Inquiry (AI) can be used effectively in the classroom. AI enables students to 'look at the best' and validate the present status and then move on to project a way forward and formulate plans (Van der Harr & Hosking ,2004; Cooperrider & Scrivasta ,1987).

By giving a 15 minute lecture on a topic i.e. interprofessional working and then enabling students to answer four to six time limited questions on this, utilising Appreciative Inquiry methodology, in a World Café setting , students feel empowered. Despite questions being framed positively this methodology does not preclude negativity.

The 4D cycle of this methodology utilised with students includes a focus on Discovery (appreciating what is) Dream (imagining what could be), Design (determining what should be) and Destiny (creating what will be). This 4 D cycle of this methodology is aimed at identifying the core strengths of a topic (Carter, 2006). This design enables students to be involved, to share ideas with each other, is both inclusive and non threatening.

Students can be encouraged to respond to the questions in art forms as well as narratives ,responses to the questions are collected on flip charts and feedback is given at the end of the session by one person from each of the tables. Responses can be shared then on group Padlet notice boards housed on their VLE, so that all students have a record of the outcomes.

By conference participants experiencing a workshop based on Aprreciative Inquiry methodology using World Café methods they will be able to identify its application in other educational settings.

Dr Toni Bewley, Edge Hill University

An evaluation of students experience of hybrid learning & teaching

Overview

Within the Medical School, our post graduate [PG] learners work full-time in health and social care. The students attending the MSc Leadership Development and PGC Medical Leadership programmes are usually senior doctors, nurses and allied health professional who are trying to balance work, family, and caring responsibilities with professional and academic study. A particular challenge is attendance on campus, especially for students accessing the programme from outside the North West.

During the pandemic students were taught online synchronously and this approach was very well evaluated. Following their positive experience students requested a flexible approach to learning and teaching. In response the delivery mode for the PG leadership programmes was validated as blended learning based on a Hybrid Model. These programmes are the first within the Faculty of Health Social Care and Medicine to be based on a hybrid model.

Hybrid learning is an educational approach where some individuals participate in-person and some participate synchronously online. The tutor delivers the session on campus, and teaches the remote and in-person learners at the same time, using technology such as Blackboard Collaborate, so all the students are taught together in 'real time'.

Aim

To explore and share our experience of embedding a hybrid model within a post graduate curriculum

Objectives

- To explore the T&L challenges within PG programmes
- To explore the hybrid model of delivery
- To discuss how a hybrid model can be embedded within a PG programme
- To share student experience of a hybrid model

Method

Each teaching session within two PG modules were evaluated using a Vevox survey.

Students provided qualitative feedback on their experience and were asked to evaluate the session from 1 to 5 (1 = poor and 5 = very good).

Results

138 vevox surveys were completed.
Positive qualitative comments were received in relation to the hybrid model.
The average rating for the teaching sessions was 4.67.

Charlotte Moen, Edge Hill University
Dr Samantha Slee (student)

School of Nursing and Midwifery Whole School Improvement Project Evaluation Using Experience Based Co-Design

The aim of the presentation is to introduce to the audience our proposed Experience-Based Co-Design (EBCD) evaluation that is capturing and understanding students and staff perceived experiences of the six functional aspects of the School of Nursing & Midwifery Whole School Improvement Project (WSIP) and to co-design improvements in the six functional aspects (see below).
This presentation aims to show how EBCD can be used as a vehicle for capturing, understanding student and staff experiences to improve curricula and extra/wider curricula activity.

There are more than 75 nursing and midwifery lecturers/senior lecturers employed within the School of Nursing and Midwifery, each passionate about providing the best experience for our nursing and midwifery students. Collectively, we recognise how nursing and midwifery are extremely challenging, rewarding, and unique professions that involves a diverse range of skills and attributes, including being able to work independently and as part of a multi-professional team.

Working collectively to develop contemporary nursing and midwifery future leaders, we have agreed the following core commitments:

- Putting the student at the heart of everything that we do
- Being responsive to the needs of students through effective personal tutoring, academic support and partnership working between academics and administration
- Creating a culture of openness where appropriate challenge is welcomed
- Listening to the voice of staff students and external stakeholders to deliver continuous educational improvement
- Communicating a positive and consistent message in a timely manner
- Taking responsibility for our actions and holding people to account
- Using best evidence for pedagogy and using our research to inform curricula

The Nursing & Midwifery Senior Leadership Team have identified and clarified six School strategic functions:

1. Academic Planning, Organization, & Quality Assurance

2. Pre-Registration programme design, delivery, teaching, learning & assessment
3. Student Recruitment, Retention, Progression, Completion & Employability
4. Student Experience (Engagement & Voice)
5. Staff experience, development, and retention
6. Research, Scholarship, Knowledge Transfer Partnerships & Research Informed Teaching

Aim

The aim of this Experience-Based Co-Design (EBCD) evaluation is to capture and understand students and staff perceived experiences of the six functional aspects of the Whole School Improvement Project (WSIP) and to co-design improvements in the six functional aspects listed above.

We have been granted ethical approval subject to some conditions which we are now working addressing.

This presentation will be beneficial for staff contemplating using a service improvement methodology (EBCD) to improve staff and student experience of receiving and delivering programmes which require Professional Standards and Regulatory Bodies (PRSB) approval.

Key words

Pedagogic evaluation, student/staff experience, Experience Based Co-Design (EBCD), Service Improvement

Dr Rob Monks, Edge Hill University
Prof Jacqueline Leigh, Edge Hill University
Dr Karen Connor, Edge Hill University

Refreshment break and Opportunity for informal discussions of [Poster Presentations](#).

Truly, Madly, Deeply Blended

A lightning workshop on creating your e-tivities for a tasty blend.

An introduction or collaborative refresher for all. Attempts to address e-tivities for all types of all types of topics, even GPT.

Lead by e-tivities creators, researchers and fans, Gilly Salmon & John Brindle with Carol Chatten & Kerry-Ann Langton.

Prof. Gilly Salmon, CEO & Principal Consultant at Education Alchemists Ltd. Visiting Professor Edge Hill University
John Brindle, Edge Hill University
Carol Chatten, Edge Hill University
Kerry-Anne Langton, Edge Hill University

The Scientific Role of the Heart in Reducing Cognitive Overload and Creating Space for Inspiration and Insight

Throughout history, many cultures and spiritual traditions have shared a regard for the heart as a source of wisdom and positive emotions. Recent scientific discoveries suggest that these long-surviving associations may indeed be more than merely metaphorical (McCraty, 2022). In particular, new understanding of the physiology of positive emotions and the key role played by the heart in the generation of emotional experience have exciting implications for higher-order thinking skills, learner readiness, decision making, and test-taking, as well as for social and emotional behaviour (Gellisch et al, 2022, McCraty, 2022, Li and Xue, 2023). Based on this research, practical tools have been developed that enable students to self-regulate the physiological processes underlying effective learning and performance. Outcome studies show that use of these tools is associated with both academic and social-emotional improvements in students with pre-test anxiety (Bradley et al, 2010).

In this workshop, participants will be introduced to the latest developments relating to the neuroscience of the heart/brain connection, with particular focus on student health and wellbeing in the academic environment. They will be shown, via a large screen demonstration, how the latest biofeedback technology, can be used to quickly

restore emotional balance and clear thinking following a cognitive overload challenge. The techniques described, fall in line with the latest NHS guidelines on how students can cope with the stress, anxiety and depression often associated with the rigours of university life (NHS, 2023).

Additionally, there will be discussion around the intricate relationship between breathing, the heart and the stress response (Varga and Heck, 2017), and how this knowledge can be used to facilitate physiological self-regulation. Finally, those attending the workshop will be shown the latest personal, wearable devices incorporating the above-mentioned technology.

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Dr Joseph Delaney, Edge Hill University

Artificial Intelligence in the Edu-factory: A revenge of the invisible working classes in Higher Education

The study investigates the recent panic concerning Artificial Intelligence (AI) and its implications in higher education. I use historical materialism to examine how the educational process in the neoliberal universities made them vulnerable to uses of AI that are against integrity.

In reality, the neoliberal university has been against integrity for several decades now. It had already introduced policies aspiring to the lowest cost, usually at the expense of both the students and the employees of the university. It had also conflated the support of neoliberal policies with knowledge and learning, leaving no effective space for anything else.

AI is a tool that workers have created labouring for many years while remaining invisible behind screens in order to write codes. The combination of this labour with the equally invisible labour done in universities seems to put at stake the

appearances of education, based on an industrial production of more workers who in capitalism will be thought of as "skilled".

I use the case of economics as a discipline that is particularly vulnerable to AI, if not for any other reason, for the standardisation of economic knowledge to a dogma that everyone can replicate. Therefore, any tool that replicates effectively becomes an instrument to present the dogma-seen-as-knowledge unless one starts truly questioning the dogma itself.

The paper takes the discussion further than one discipline and questions the way education is structured and how AI inadvertently exposes both the problem and the solution to it. It shows that the reduction of teachers into "labour costs" and the flattening of the learning process into quasi-robotic repetition of the mainstream thought had reached its limits long ago. Technology exposes it now and requires us to take action about it.

Dr Irene Sotiropoulou, Edge Hill University

Integrative Mentoring: re-visiting the transpersonal psychology of John Heron (1928-2022) to map a synthesis of models and modalities oriented to spiritual wellbeing and education for sustainable development

Taking a lead from integrative approaches to psychotherapy which assimilate different modalities this paper constitutes a theoretical piece of research that explores the legacy of John Heron's psychology as a basis for integrating four modes of knowing, four modes of psyche, four modes of helping and four modes of transpersonal development, for the purposes of personal and planetary thriving. This conceptual synthesis will have most relevance for those seeking to integrate personal tutoring and/or peer mentoring in relation to wellbeing and education for sustainable development.

First, the integrative theory and practice of mentoring developed is grounded in a model of reflective practice encompassing four modes of knowing: experiential, presentational, propositional, and practical. This in turn is seen to correlate with a model of self-directed learning utilising four modes of psyche: affective, imaginal, conceptual and practical. In order to support reflective practice and self-directed learning Heron's six-category intervention analysis is then reframed in terms of four modes of counselling, mentoring, tutoring and coaching, applicable to personal tutoring and peer mentoring. Finally, mentoring is oriented to the modality of spiritual wellbeing achieved through four modes of inclusive spiritual practice: enlivenment, engagement, enlightenment and enrichment.

Having developed an approach to integrative mentoring based on Heron's work, the paper goes on to outline how this provides a ground for the practice of integrative sustainability as the fulfilment of personal development itself. Integrative sustainability is thus conceived as a corresponding approach to planetary development beyond the personal and transpersonal, integrating worldviews dialogue, global citizenship, wicked stewardship and the UN Sustainable

Development Goals themselves. Crucially, by incorporating the eight competences of Education for Sustainable Development (ESD) this becomes highly relevant to both personal tutoring and peer mentoring in a way which promises to enhance employability and academic leadership as sustainability-competent professionals.

Dr Tim Saunders, Edge Hill University

Trans-contextual learning cycles for global competence development among BA Education students

Global competence (GC) is a multi-dimensional construct that encompasses knowledge, skills, attitudes, and values required to address global issues (OECD, 2018). As its importance grows, the need for globally competent education professionals is also increasing (Parmigiani et al., 2022). These professionals are seen as agents of change for their students, capable of facilitating the development of "informed, engaged, and globally competent citizens" (Kopish et al., 2019, p.76). The present study proposes and explores a particular approach to content and activity sequencing - trans-contextual learning cycles (TCLCs) - as a means of enhancing GC developement during a BEd module "UK Education in its Global Context".

Teacher training and education programs often fail to develop the knowledge, skills and dispositions associated with GC due to their local orientation (Zhao, 2010; Longview, 2008; Ukpokodu, 2010). Hence, there is a need for new pedagogies for GC development (Quezada & Corderio, 2016; Asia Society & OECD, 2018; Massaro, 2022).

TCLC is a newly theorized approach, adapted from the original learning cycle (Atkin & Karplus, 1962). TCLC introduces different contexts at different stages of the cycle when investigating a particular global education-related issue. The stages are arranged in the following sequence: (1) another country/countries context (concrete unfamiliar), (2) global context (abstract overarching), (3) home country context (concrete familiar).

The research results show that the students made significant progress in all six domains of dispositions and knowledge outlined in "The Globally Competent Teaching Continuum" (Tichnor-Wagner et al., 2017) and suggest that TCLCs' can be a subtle yet powerful approach to GC development.

This can be of potential benefit to a wide range of stakeholders, including universities and instructors of various soft disciplines (e.g. Education, Social Science, Political Science, etc.) looking to internationalise their provision and develop global competence among students without implementation of major curriculum changes.

Mariia Tishenina, Edge Hill University

Exploring pedagogical continuities in teaching and learning: A post pandemic view

The 2020 and 2021 period in higher education was characterised by pandemic related disruptions to conventional modes of teaching and learning. These disruptions have prompted discussions (Motala & Menon, 2020) on pedagogic shifts, academic continuity, and the beguiling question of the future of teaching and learning. The debates on the future focused university have raised system and resourcing issues, as well as teaching and learning practices, including the new ecologies of e-learning.

This paper aims to continue with these debates to understand the new pedagogies better, to understand continuities and discontinuities, new learnings and gains, and what universities will do differently going forward. The vagaries of the pandemic have prompted explorations of hybrid models of teaching and learning with radical changes to traditional face to face teaching. The theoretical framework proceeds from assumptions of the necessity for both pedagogical continuity and social justice to analyse its findings. Pedagogic continuity was an imperative during the disruptive periods of 2020 and 2021 and is further explored in relation to teaching and learning for the future. Motala and Menon (2020:96) put forward the argument that the critical question that faces higher education is "how to develop an equitable teaching and learning strategy in order to adapt to a post Covid world, providing a better and more just future for students and youth." The article undertakes a retrospective analysis of the transition to emergency remote teaching in 2020 during the pandemic. The uncertainty of the future with rapid developments in technologies limits the ability to posit concrete solutions for the future.   What will be explored is the extent to which the gap between the 'old' and 'new' normal is bridged. This places the concept of pedagogic continuity at centre stage.

Dr Kirti Menon, University of Johannesburg

Immersive Phenomenon-Based Learning: an approach to sustainable education

This proposal is for an interactive workshop. Having drawn upon global sources of evidence, including Universities of the Future (EU/Erasmus 2018-2021) this workshop offers participants a chance to experience an immersive Phenomenon Based Learning (PhBL) experience.

In PhBL, students work in groups across disciplines with diverse subject knowledge, skill sets, and social context to explore and create explanations of a selected phenomenon. Their learning is framed around, provoked, and stimulated by current phenomena, events, concepts, or occurrences. It is multidisciplinary, enquiry-based, student-led, and project-based. Discipline knowledge is not artificially lifted, segregated into blocks, or placed into topics but explored as it applies to real-world phenomena.

This approach responds in real-time, with students as partners, to the societal wicked issues that we should be preparing graduates for and fits with the increased civic agenda of higher education institutions to reduce social inequalities. Stretching boundaries of disciplinary studies and promoting inter/trans-disciplinary learning, PhBL provides students with direct experience of delivering solutions to societal issues.

The aims of the workshop will be to:
- share the learning from a QAA funded project where contrasting providers – Harper Adams and Staffordshire - co-designed an educator toolkit.
- support participants to create a planning tool to take back to their home organisations, with the aim of introducing PhBL to their own students.

Emily Chapman-Waterhouse, Harper Adams University
Kate Cuthbert, Staffordshire University
Sue Lee, Staffordshire University
Lydia Arnold, Harper Adams University

Evaluations of Practice Learning and Quality Assurance – Enhancing Student Experience: An Overview of the PARE Evaluations Working Group

The PARE Evaluations Working Group - led by Edge Hill University have been working to quality assure practice learning environments for all students on professional programmes who use the Online PARE platform for practice assessment and improve student experience, satisfaction and retention in relation to practice learning environments.

The work has included creating a virtual package of resources for students to support completion of PARE evaluations including an FAQ document, presentations and posters alongside clear guidance on how to complete evaluations. These are hosted on a VLE that can be accessed by all students who complete practice placement experiences - regardless of course.

Additionally, we have worked collaboratively with other Universities and Practice Partners within the Cheshire and Merseyside Practice Learning circuit to create the 'PARE Evaluations Framework for Practice Learning'. This framework standardises processes, has clear guidance for universities and practice and promotes feedback and transparency to Students to improve their experiences and Student voice. This is in line with the North West Quality Assurance Enhancement Framework, which is the auditing process for our practice learning environments.

Through the work of the PARE Evaluations Working Group we continue to work to quality assure all elements of Student teaching and assessment, when students may not be present on university campus and outside of theoretical elements of their programme.

Jodie Roberts, Edge Hill University

EbookSOS – can my students access the books?

Accelerated by the pandemic, there has been a huge shift in the expectations of staff and students that academic texts will be available online. As well as off site access, online texts can often bring a myriad of accessibility tools so that students can change font size, background colours and even, sometimes, read aloud functions. Unfortunately, at the same time libraries have seen increasing barriers being put in place by publishers, preventing academic libraries from purchasing these titles in a cost effective way. E-books often have restrictive licences or prices many times the cost of a print copy, or the cost of an e-book on Amazon. Sometimes books are pulled from standard library licences and moved to e-textbook licences where effectively we rent a copy for a year for each student – a huge expense for libraries. Sometimes e-books simply aren't available for libraries to purchase, even when e-books are available for personal use. Inequalities in access between students who can afford their own copy and those who rely on the library can have a detrimental impact on teaching and learning.

This workshop will examine some of the barriers in place for libraries purchasing e-books. We will use real world examples of reading lists and titles to show the problems. We will also examine some potential solutions, and explain how academics can help support the library to put pressure on publishers to make their pricing fairer and more sustainable. More predictable and sustainable pricing means libraries can plan their budgets and academics can be confident e-books will be available year on year to all of their students, opening up accessibility features to all students without them having to disclose a need.

Ruth Smalley, Edge Hill University
Anna Franca, Edge Hill University

Evidencing the Greater Manchester Placement Learning Model

It is understood that practice learning takes place in partnership with patients/clients and the range   of health and social care practitioners. Accountability for the provision and quality of practice   learning is shared between the HEI and practice partners, adhering to professional regulatory   requirements such as HCPC and NMC. Practice learning may also occur via alternative teaching and learning methodologies such as simulation and virtual learning.

The Greater Manchester   Programme Management Office (PMO), in collaboration with Health Education England, has worked towards the development of a Greater Manchester (GM) Practice Learning Model   to enable the development of practice learning model that works on a system wide basis for pre-registration nursing

programmes. It is intended that the findings from this project, will enable the transfer the evidence-based model to other healthcare professional programmes.

This presentation provides insight into the evidence base underpinning the model and to understand the key attributes and challenges that influence successful learning in practice for nursing and healthcare students.

Dr Michelle Howarth, Edge Hill University
Professor Jacqueline Leigh, Edge Hill University
Carol Le Blanc, Head of GM PMO (Nursing, Midwifery & AHP Workforce)
Adeela Khan, Research Fellow, formerly University of Salford

PGR Supervision and Learning: A collaborative development

Research degrees are not taught degrees. Nevertheless, PGRs are taught, and learn as active researchers throughout their candidacy. The training of PGRs takes many forms but the cornerstone, and element most often considered to be delicate yet frequently neglected, is supervision. PGRs usually cite supervision as being the thing that if done well really enriches their experience. However, if supervision is poor, or just perceived to be poor, the experience can suffer dramatically. Our presentation will outline some of these features.

At the local, national and global level, much has been written and proposed to help supervisory relationships by developing the skills of supervisors. More recently, since 2019, the UK Council for Graduate Education (UKCGE) has introduced two routes for research supervisor accreditation. These are with the aim of providing supervisors with a means to reflect and learn from their own supervision experiences, sharing their expertise and improving quality in doctoral learning. We see this as a vital step in professional development at Level 8, which spurred a collaboration between Edge Hill and University of Central Lancashire, with the support of UKCGE.

Here at Edge Hill, we hosted a collaborative workshop to support new supervisor development which provided valuable space and time to reflect on our supervisory roles, but also inspired subsequent applications for UKCGE accreditation from both institutions equally. Together, our presentation will share some of that collaborative insight and illustrate ways and means of rethinking research supervision to assist postgraduate research supervisors with varying degrees of experience. This, we argue, could help accelerate further applications for accreditation and highlight the wealth of inevitable good practice here at Edge Hill but also areas that require further critical thought to capitalise on future PGR opportunities across the sector.

Dr Chris Hughes, Edge Hill University
Dr Clive Palmer, University of Central Lancashire

Digital Student Internship - Blackboard Ultra, Digital Capabilities and the Student Voice

During the summer of 2022 LTD ran our Digital Student Internship for the second successive year at the same time as starting the process of moving to the new version of our VLE, Blackboard Ultra Course View with our Early Adopters programme. We employed 19 current Edge Hill students to help staff from departments across the University migrate their Blackboard Original course areas to the new Blackboard Ultra Course View.

This presentation sets out the aims of the Digital Student Internship, looks at how we structured it, and dives into the benefits of the Internship for the staff involved in migrating their courses from Blackboard Original into Blackboard Ultra, and the students who took part in the Internship. Hear about the types of work that the students were able to complete during their 10 week internship, how it benefitted the academics running the programmes, how they were able to take advantage of the student voice and feedback offered by the interns, and the impact this had for students taking those modules. We'll highlight the improvements in digital capabilities for our interns, some of the lessons learned, and feedback from those who took part.

Stuart Feltham, Edge Hill University
Leah Wilson, Edge Hill University
Sonia Edwards, Edge Hill University

One Page Wonder: Recognising and responding to first year undergraduate nursing students academic support needs

Background
In undergraduate nursing programmes retention and progression are impacted by academic difficulties and poor academic support (Hamshire, Willgoss, and Wibberley, 2013). Previous education does not adequately prepare students for Higher Education (HE) (Klarare et al, 2022), with mismatched expectations and student ability evident, particularly in relation to academic writing proficiency (Jefferies et al, 2018). Student nurses require early, specific support to develop academic literacy (Bailey et al, 2015; Hillege et al, 2014). Previous research suggests embedding formative assessment strategies may improve academic and assessment literacy, facilitating transition to HE from differing and broad routes of entry (Noon and Eyre, 2020). Previous research findings indicate students who submit formative work and receive feedback are significantly more likely to obtain higher grades, and less likely to fail (Mackintosh-Franklin, 2021).

Aim
To recognise and respond to the support needs of first year nursing students, from diverse backgrounds and routes of entry into large undergraduate cohorts.

Method
A formative written assessment, and screening checklist for Specific Learning Difficulty (SpLD) and English as an Additional Language (EAL), was embedded at

week 3 of an undergraduate Nursing Programme. Students were invited to submit a "One Page Wonder", 500 words, based on course content, with two pieces of literature provided to be utilised and referenced. Students were familiarised with, and requested to use spelling, punctuation and grammar and text to speech tools. Digital submission was via the University's standard submission portal on the Virtual Learning Environment (VLE). Submissions and checklists were reviewed by the Year of Study marking team. Individualised feedback utilised the feed forward approach and standardised quick marks, developed from a review of previous cohorts written assessment feedback.

Findings / Results
Students responded well to the opportunity, n=470 students had the opportunity, 82% submitted (n=386). The assessment leads reviewed students screening checklist responses and markers feedback to generate a needs-based response. Based on each students screening checklist, combined with markers feedback 106 students were identified as requiring additional support (n=98 SpLD, n=7 EAL) and consented to their details being shared with the relevant support service. All students were recommended to engage with further academic literacy support (UniSkills). Uptake of support was monitored and was significantly improved compared to previous cohorts.

Conclusion
Embedding an academic and assessment literacy task early in the first year and demonstrating a positive, non-deficit approach increases student acceptance of, and engagement with, support services.

Emily Ellis, Edge Hill University
Holly Saron, Edge Hill University

Using technology globally in evidence-based pedagogic research in living-eductional-theories

This presentation is focused on the use of technology globally in generating evidence-based explanations of educational influences in learning and teaching in higher education. It evolves from previous Solstice presentations on: 'Researching your educational influences in teaching and learning' (1922); 'Generating living-educational-theories in enhancing evidence-based educational practitioner, pedagogic research'; (2021) 'An educational response to teaching, learning and assessment in the time of the pandemic' (2020).

The evolution is focused on the use of technology in generating living-educational-theories in pedagogic, community-based educational research in different cultural contexts in the UK, USA, India, Nepal and South Africa. The technology includes the use of digital visual data and a process of empathetic resonance to clarify and communicate the embodied expressions of values of human flourishing that are used as explanatory principles in explanations of educational influences in learning. It includes the use of web-based technologies in communicating the living-posters of practitioner-researchers in higher education (https://www.actionresearch.net/writings/posters/homepage2021.pdf) as well as over 50 Living Educational Theory doctorates that have been legitimated by a range of Universities around the world (https://www.actionresearch.net/living/living.shtml).

Technology is also at the heart of an analysis of the use of recordings of SKYPE, ZOOM and TEAMS research planning meetings for three American Educational Research Association symposia in 2021, 2022 and 2023 on researching educational responsibility, equity and consequential educational research. The analysis is focused on the use of the technology in in enhancing the educational influences in learning, with values of human flourishing in pedagogical research in higher education, by educators who are also global citizens.

A clear distinction is drawn between education research and educational research. Education research is carried out within the conceptual frameworks and methods of validation of the disciplines of education. Educational research generates valid, evidence and values-based explanations of educational influences learning with values of human flourishing.

Dr Jack Whitehead, Visiting Professor, Edge Hill University

Educator Reflective Practice Sets (ERPS) for developing teaching and learning

This workshop will provide a practical opportunity for educators to experience an Educator Reflective Practice Set (ERPS) for developing their teaching and learning. ERPS are an innovative approach for improving the quality of teaching and learning

by providing a focus on the challenges of learners and how these challenges can be overcome. The ERPS approach is a collaborative and peer-supportive approach that includes three sessions: planning for teaching and learning, delivery of teaching and review of teaching and learning.

By the end of the workshop, participants will be able to:

- Understand the key concepts of ERPS and the three sessions approach
- Experience a planning session, with identification of a focus on learning and planning for improving teaching and learning
- Identify sources of support for implementing ERPS

It is hoped that participants will implement ERPS after the workshop and will also engage with others for support as a wider community of practice.

Prof John Sandars, Edge Hill University
Dr David Allan, Edge Hill University

Teams Work Makes the Dream Work? A study into the use of Microsoft Teams as a virtual community

This paper reports on findings from a small-scale study into the use of Microsoft Teams to enhance the experience of students. We can't help but use Teams in our working lives; the Office 365 app pops up whenever we log in, and many of us are now over-familiar with its videoconferencing tool for a quick chat with colleagues and students. Teams is so much more than this, though, and it was the intention of this research to evaluate its use by post-graduate trainee teachers who are often off campus in placement schools and colleges.

A Team was set up for English PGCE trainees as an online community to share ideas and resources, and generally keep in touch during professional practice. Whilst this did happen to some extent, quantitative data from surveys (n=10) reveal that many students still saw Teams as merely a videoconferencing tool, and qualitative data from focus groups (n=2) elucidate these misconceptions, as well as revealing the potential benefits of Teams as a virtual learning environment.   Using Teams as the platform for the focus groups, one with trainees and one with staff, the Microsoft application itself can be seen as an 'artefact' (Akama et al., 2007) for shaping the data. This method empowered participants to demonstrate their own use of Teams, as well as allowing for a cathartic venting of their frustrations in the app's limitations. What emerged from the thematic analysis was not only the potential for Teams to provide an online space for students to communicate, but also as a more user-friendly repository of resources jointly owned by staff and students. Insights from the quantitative and qualitative data add to the emerging body of international research into the use of Teams, both for trainee teachers and students in other disciplines (Almodaires et al., 2021).

Dr Rachel Marsden, Edge Hill University

Engaging Students at Induction

Starting university is a pivotal life event for our students and the transition into higher education is a highly personal experience for each one of them. Supporting students before they arrive on campus and in their first few days, weeks and months of their programmes is vital to ensuring their initial and continued success. Reviewing the Student Induction Framework we will profile the different induction themes, phases and modes to support your students.

Dr Deborah Chirrey, Edge Hill University
Alison Clark, Edge Hill University

15:55 – 16:30

AI: Friend or Foe? (Discussion and Q&A)

This session will be operated in the style of BBC Question Time. A panel will field a range of questions generated by our conference attendees, with audience participation and (hopefully) some fun along the way.

Questions can be submitted on the Padlet.

16:30 – 16:45

Presentation to University Fellows and Closing note.