

# 2017 SOLSTICE eLearning and CLT Conference

5<sup>th</sup> and 6<sup>th</sup> June

## Abstracts

All abstracts are available on the conference website

(<https://www.edgehill.ac.uk/solstice/conference/2017-solstice-and-clt-conference/>)



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## **Session 1**

### **Back to the future: 25 years on**

#### **Old issues or new challenges?**

25 years ago, the Further and Higher Education Act of 1992 “abolished the binary system (or binary divide), allowing polytechnics to assume the title of ‘university’, and introducing the Higher Education Funding Council, with separate councils to fund higher education in Scotland and Wales.” This created 30 new universities alongside sweeping changes to the funding and administration of colleges. (<http://oxfordindex.oup.com/view/10.1093/oi/authority.20110803095839655> )

As another major bill wends its tortuous way through the Houses of Parliament, this session will revisit and reflect on some of the major educational issues which exercised us back then, and question whether these issues have been resolved or can now be regarded as historical curiosities.

Of course, we have seen enormous change and significant progress in learning and teaching over these 25 years but aren't there some basic issues which still deserve our attention? For example, most of us are using a system of grading which dates back at least 100 years – is it still fit for purpose? Our knowledge of human learning and motivation has become much more sophisticated but is this always translated into the ways we teach? New technology now enables us to communicate in ways that were only represented in the science fiction literature in 1992 – but are we exploiting this technology to the full? As well as highlighting some persistent issues, this session will offer suggestions for future agendas and strategies which could resolve them.

#### **Prof. Peter Hartley**

Independent HE Consultant and also Visiting Professor at Edge Hill University

## **Session 2**

### **Taking the Ass out of Assessment: Getting rid of the ‘Donkeywork’**

Session description: Much has been said about assessment, yet it seems to be one of the most persistent challenges in higher education. Student success, profiles of good degrees, retention statistics, student satisfaction, workload and timing are all aspects that we may, sometimes, feel ‘saddled with.’

The first part of the session will attempt to raise issues, provoke discussion, and to seek and share solutions related to our experiences of assessment ‘that works’. No matter how often you weigh the donkey, it won’t get fatter as a result, unless it is a nourishing process. If assessment doesn’t lead to enhanced learning, then it is indeed little more than donkey-work for both students and teachers. Let’s stretch the metaphor and look at taking the ‘Ass’ out of the ‘Assessment’ donkey, as a vehicle to stimulate our interactions, and to hopefully have a little fun along the way.

The second part of the session will focus on the essence of a tool for Enhancement of Assessment Practices through Research-Based Self Evaluation and Review

I will share the rationale underpinning the preparation and deployment of a self-evaluation and review tool at Edge Hill University. The tool contains question items, each of which has been derived from literature on successful approaches to assessment and feedback, the concept of Assessment for Learning (A4L) and the emergence of the notion of Assessment Literacy in Higher Education. The tools will be made available for use by attendees who may adopt, adapt and develop it for their own bespoke purposes.

Assessment ‘for’ Learning (A4L) as well as ‘of’ learning is an important approach to adopt if the process is to be deployed to help learners realise their full potential. The concept of Assessment Literacy (Price, 2012), which encompasses ‘Assessment confidence’ (Handley et al, 2012) through learners’ understanding ‘Discourse of assessment and feedback dialogue’ provides a useful frame of reference through which to describe assessment processes which are formative, hence developmental and focussed on improving likelihood of students to achieve at their maximal level.

This approach translates key aspects of A4L and Assessment Literacy and research derived foci into strategies for individual, group or whole institutional reflection. The reflection tool is based upon the literature and the author’s experience of assessment in schools and higher education internationally. Focus is given to the rationale and strategies for preparing students for assessment so that they are clearer about expectations of the form of the tasks they will undertake and how it they be graded and to approaches to feedback which capitalise on harnessing its formative powers in addition to its summative ‘measurement’ functions.

The session and tool provides an agenda for professional development of teachers and harnesses the concepts of modelling, scaffolding and metacognition within the A4L process. I assert that assessment can be a secret garden, a ‘Black Box’ into which learners (and teachers in their professional development) should be allowed to see

into with clarity. Understanding the rules, language, expectations and permission to demonstrate criticality are central to the argument that A4L is a profound approach to enabling learners to demonstrate what they know and can do to the best possible effect.

The focus on Assessment Literacy relates to:

‘Assessment confidence’ (Price et al, 2012). (If students know how it works, they are more likely to succeed)

‘Discourse of assessment and feedback dialogue’ (Price, 2005). (Teachers showing examples of work and talking about how they assess and then discussing this with the students)

‘Self-evaluative ability, independent learning and employability’ (Boud, 2009) (Students, through a better understanding of assessment and feedback, can take more charge and know more about their strengths and areas for development)

‘Useful evaluation’ (Price et al 2010). (Feedback is key: students need to understand why they got their grade and how to improve).

The session and the tool are thus intended as a vehicle for enhancement of the student experience by academics anchoring development activity in concrete, research-based fashion in the Boyerian spirit of application and integration of knowledge.

For reference:

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Centre for Learning and Teaching, Edge Hill University: Some Helpful Thoughts about Assessment for Success

**Prof. Mark Schofield**, Dean of TLD, Edge Hill University

## Session 3

### Learning without Institutions

The high water mark of MOOC hype has been reached. The ebbing away of the initial surge reveals a barely impacted institutional dominance. Practices, personnel and purpose appear as before. Yet, amongst the flotsam and jetsam littering the departed MOOC flood-lands, some efforts at establishing new ways of networking learning exist. This presentation defines the creation, growth and experiences of an online learning platform that sought to challenge some of HE's most treasured beliefs. COOCs (Community Open Online Courses) is a platform that gives course creation privileges to everyone, choices of course content based on the individual/ community and the access to learning free of cost. Several hundred users and twenty-three research participants revealed that non-institutional space is a rich and contested space. The influence of institutional ideology is not so easily thrown off but desire to seek freedom and autonomy pervades many experiences. This presentation highlights some of the key themes that emerge when learning platforms develop beyond the academy. Themes include Gatekeepers and the tendency toward representation over participation, new voices, institutional gravity, questions of vulnerability and responsibility and nuanced approaches to what learning means. The basis of the research is a Participatory Action Research project, running over 18 months. That this was part of a PhD research thesis lends a further angle of the challenges of developing authentic community-facing, network-immersed research. This paper argues that the influence of the institution on the research, the gravitational pull of convention on the project, means finding truly authentic learning away from tradition is complex and contested. Despite these challenges, the project reveals a number of exciting ways in which participants rethought and reframed the who, the what and the where of learning. These are significant as we continue to seek ways to create future learning opportunities that require widening access to education in an environment of shrinking funding.

#### **Peter Shukie**

Lecturer & COOCs Creator

COOCs, University Centre Blackburn College, Lancaster University

## Session 4

### Critical Realism for Evaluating the Impact of Postgraduate University Learning on Professional Practice

This paper argues for the ontological appropriateness (Healy & Perry, 2000) of critical realism for evaluating the impact of postgraduate, university based learning on the workplace based practices of professionals. I start by reporting the findings of a meta-synthesis of empirical studies with regards to conceptualising 'impact on professional practice' (IoPP) and an overview of the theoretical frameworks previously employed to research IoPP. In doing so, I highlight a gap in the literature indicating that while widely used by other disciplines to investigate impact in other fields (e.g. by sociology, criminology, economics or marketing for public health or safety interventions, IT

systems or advertising), within education, critical realism has until now been predominantly applied to evaluating learning experiences within the learning context, (e.g. Wong, Greenhalgh & Pawson, 2010; Ambrose & Ker, 2014), rather than evaluating education's impact on professional practice in the workplace. With the aim of stimulating participants to consider the potential applicability of these ideas to educational research, and the challenges that might arise, I go on to demonstrate that educational provision can arguably be conceptualized as 'complex' (cf. Glouberman & Zimmerman, 2002; Rogers, 2008) and that realist impact evaluation methodology (cf. Pawson & Tilly, 1997; Pawson & Manzano-Santaella, 2012; Westhorp, 2014), particularly Programme Theory (cf. Rogers, 2008), can play a productive role in evaluating education's IoPP. In part, this argument rests on the critical realist rejection of Humean notions of causality in favour of understanding tendencies (cf. Outhwaite, 1998) and generative causal mechanisms (cf. Archer, 1998). While the focus of this paper is not to answer in depth the question, 'why evaluate education's IoPP?', I conclude with a summary of some important reasons for doing so. Due to word count, references are available upon request.

### **Alison Wells**

Senior Lecturer, Postgraduate Medical Education  
Edge Hill University & University of Cambridge

## **Session 5**

### **StudyCircle project: international peer education experiences to promote active e-learning of students and the student community. New perspectives at Edge Hill University.**

This paper presents a model of teaching and learning conceptualized as the StudyCircle Model of Restorative Communication (Bussu et al, 2016; 2017). It was co-developed among second year psychology students at the University of Sassari (Italy) in 2014-2015 and at the University of Guayaquil (Ecuador) in 2015-2016. The purpose of the project was to facilitate active learning, promoting a culture of peace, student well-being and life skills among students helping to prevent attrition. Drawing on Peace Circles as a holistic methodology for promoting a restorative student community, this paper presents the constructivist theoretical framework underpinning the StudyCircle Model and the impact of this project. The goal of SCM was to train second year students as facilitators/trainers by supporting their personal development and professional identity so that they could in turn support first-year students transitioning to the University. An action research project in Italy and Ecuador was implemented with a mixed methods approach:

- 1) Pre and post questionnaires with second year students on personal perception of their life-skills.
- 2) Semi-structured interviews with first year students on their training needs; satisfaction and the impact of the activities facilitated by second year students.
- 3) Analysis of outcomes (activities, projects, training etc) produced by participants after this learning experience.

The data collection process is consistent with a “grounded theory” approach, in particular Seale’s (1999; 2000) and Lincoln and Guba’ s requirements for data collection (1985). This allowed open discussion of data choices and representation which ultimately led to triangulation of the data. We will present preliminary strategies to promote and implement StudyCirle at Edge Hill University.

**Dr. Anna Bussu**

Lecturer in the Psychological Analysis of Offending Behaviour  
Edge Hill University

**Julianne Harlow**

Senior Lecturer  
Edge Hill University



## Session 6

### **Lecture capture and other stories**

The emergence of lecture capture as a mainstream technology has raised many pedagogical and practical questions and concerns (Owston 2011; Danielson et al 2014; Khee et al 2014). This presentation will look (from an academic perspective) at how the underlying technology provides a platform to enhance the student experience, improve quality assurance in assessment and reduce workloads in ways beyond simply capturing lectures. The presentation is based on experience of using the technology over the last two years, and will be underpinned by recent literature.

#### **Dr. Andrea Wright**

Senior Lecturer in Film Studies  
Edge Hill Univeristy

#### **Dr. Charles Knight**

Associate Director (Learning & Teaching, Student Experience)  
Edge Hill Univeristy

## Session 7

### **Using Technology to Scaffold and Enhance the Assessment and Feedback Process**

This presentation draws on the authors' research on technology enhanced assessment and feedback approaches. The rapid development of technology provides both opportunities and challenges for educators. Opportunities because there are new ways of interacting with students and achieving sustainability with larger groups. Challenges ensuring the use of technology is constructively aligned with principles of good practice (Moscrop & Beaumont, 2017), and the difficulties of enacting any change in assessment practices in a world of rapid technology development (Dawson & Henderson, 2017). The session will present a set of technology 'tools' that can be used by lecturers to scaffold and enhance the assessment process, including the initial delivery of assessment guidelines, understanding of learning outcomes, ongoing student self-assessment, engaging students in large classes, and in the feedback stages. The focus will be on tools that have been clearly evaluated, are aligned with systems of good feedback practice (The Dialogic Feedback Cycle) and that have been shown to enhance the student experience of assessment. This session would be of particular interest to delegates interested in the use of technologies to enhance

student engagement in the assessment process, and those who would like some take home approaches to try themselves.

**Claire Moscrop**

Senior Lecturer Teaching and Learning Development  
Edge Hill University

**Dr. Chris Beaumont**

Senior Lecturer in Learning & Teaching Development  
Edge Hill University

## Session 8

### **What the flip? Inverting the foundation maths classroom**

There is an ongoing debate about the most effective ways to integrate technology into HE learning environments, with flipped learning rapidly becoming a common option. This presentation explains how I have taken a traditionally-taught foundation-level maths module and inverted it to create a flipped classroom with a difference. Foundation students in the Department for Lifelong Learning at Sheffield University are predominantly mature students with disrupted studies, many of whom suffer from maths anxiety. Many also have families or otherwise disrupted lives. Flipped learning provides the flexibility these students need. In 2016/17, I used a unique model to flip my maths module, offering a safety-net approach by adding an interactive lecture to the usual structure of online material followed by tutorials. All stages of learning within my flipped model include opportunities for anonymous formative assessment designed to reduce maths anxiety. A range of creative technologies are used, including Plickers, Numbas, and Padlet. In this presentation, I will discuss the ways in which I have implemented the flip. I will also discuss the students' feedback about this new module design, and briefly consider this year's exam results compared to those of previous years. The results so far have been extremely positive: the percentage of fails has decreased significantly, and the number of good passes has increased. Flipping maths has enhanced the student experience, as well as impacting positively on summative outcomes by reducing maths anxiety.

**Rachel Staddon**

University Tutor  
University of Sheffield

## Session 9

### **'It really made me think about teaching and learning!' The Positive Impact of the EHU Accredited CPD Scheme on Staff**

The CPD scheme at Edge Hill University is a synthesis of current developments in the HE sector and much thought has been given to produce a scheme that embodies sound pedagogical principles and is seen as 'doable' and 'non-onerous' by staff. In accordance with the University Strategic Plan (2013-20) it aims to enhance the

knowledge and expertise needed to deliver innovative and high quality learning and teaching. It, therefore, inculcates a culture of aspiration for using the UKPSF as a framework for development. It consists of a written application and a development viva component. The latter contributes to the evidence base for alignment with the UKPSF, in a summative assessment fashion, but also provides a strong formative component to the process. So in addition to corroborating and expanding on the depth of evidence in the written application, it further engages the applicant in dialogue about teaching and learning thereby helping to reinforce decisions made about the evidence base presented in the portfolio and case studies. For D3 and D4 it also serves as a vehicle to identify examples for dissemination and those individuals who can actively contribute to and grow the capacity of the university's infrastructure to support others engaging in the Framework. This presentation highlights the positive impact of the Scheme on staff. It acknowledges increased engagement of staff with dialogue around teaching and emphasises the developmental, supportive and transparent process as pivotal in encouraging staff to articulate and reflect deeply on their professional activity.

**Dr. John Bostock**

Senior Lecturer in Teaching and Learning Development  
Edge Hill University

## Session 10

### **Integrating digital and social media to enhance meaningful reflective practice in project based learning.**

Projects may be carried out by both individuals and within groups. The outputs might include a report, presentation, poster, artefact or prototype (physical or digital). Project based learning is “a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge.” (BIE 2015).

When undertaking a project, seven distinct stages have been identified that the project owner(s) go through. These are: the question, plan, research, produce, improve, present and evaluate. At each stage students may engage in a variety of activities. This multifaceted form of learning presents opportunities to participate in authentic and meaningful problems and to develop a range of skills along the journey. Reflecting upon these experiences, can encourage students to reconstruct what they have learned, and go on to confidently articulate the skills they have developed (or have yet to develop), and how they can apply these in other situations. Learning *how to self-reflect* on these experiences and developing a habit of doing so, can have a profound impact on learning. However for some this does not come easily and is often undervalued.

In my talk I will share the Project Based Learning (PjBL) Toolkit and how resources within this can be used to scaffold effective and meaningful multimedia reflective practice, develop confident communication skills and digital capabilities.

#### **Sue Beckingham**

Senior Lecturer in Information Systems and Educational Developer (TEL), Sheffield Hallam University

## Session 11

### **Tricky space**

After years of facilitating student-centred learning as a guide on the side, teachers rejoice in discovering that, thanks to the TEF, everyone is paying attention to them. Or are they? The TEF will largely be evaluated and regulated by the Office for Students (OFS) and the relationship is “tricky”.

We make bold claims for higher education as “an engine of social mobility, a driver of economic growth and cornerstone of our cultural landscape...” and yet the government suggest: “students are dissatisfied with the provision they receive, with over 60% of students feeling that all or some elements of their course are worse than expected and

a third of these attributing this to concerns with teaching quality” (Business Innovation and Skills (BIS) 2016, paragraph 5)

So is it the teachers? Or the students? The source cited by BIS for their claim is the 2015 HEPI-HEA Academic Experience Survey. The HEPI summary says: “Those who felt their experience had not matched up to their expectations or had been better in some ways and worse in others were asked why. The most common option was that they had not put in enough effort themselves” [my emphasis]. The 2015 HEPI-HEA Academic Experience Survey report showed: “an overwhelming majority of undergraduates are satisfied with their course, but beneath the positive headline statistics are some tricky issues [my emphasis] that need to be addressed.”

Or is it the institution? The report suggests we need to:

- Support self-directed learning
- Develop and recognise good teaching
- Support the relationship between research, teaching and scholarship
- Support the emotional and relational aspects of learning communities
- Provide high quality learning spaces.

Despite a noisy year of “false news” and unreliable “truth”, we actually do know, with reasonable confidence, what good teaching and good learning are. That we sometimes do not like what we know? Well, as they say, deal with it. And that is what we will do here.

**Dr. George Roberts**

Principal Lecturer Student Experience, Oxford Brookes University

## Session 12

### **Interactive Essays; using multimedia and digital networks in summative assignments**

A current student and staff HEFCE Catalyst funded research project ‘interactive essay assignment model’ promotes technology as a communicative tool that bridges the academic and professional environment, raising skill levels and preparing students for work. The interactive essay (an assessment outcome for level 5 education studies students) seeks to improve student learning outcomes by embedding industry networks and critical evaluation in academic study. Students are required to engage in reflective practice by creating peer and professional networks to encourage critique and feedback, improve their learning outcomes through self-reflection and use of technology and to foster student-employer relationships, encouraging interaction and communication to incorporate industry relevant topics and practices. The project emerged from wanting to establish new ways of developing essays that adhere to the existent, traditional, formal requirements while also embedding the possibilities technology provides. The introduction of animation, video or multiple ways of sharing knowledge also develops new skills. Students are encouraged go beyond just adding hyper-links, or simply embedding videos for no apparent purpose, and urged to think of ways to engage the reader and enable them to interact. For example, the comments box on a blog is an accessible and useful means of getting feedback from readers. This feedback space seeking opinion increases awareness of other perspectives. The essay becomes more than just a final artefact, a single product that is laboured over, submitted and forgotten. It takes a life of its own. The presentation explains the project in more detail and led by the recruited interns who will discuss their research, work with the level 5 students, and their findings so far. As students as researchers they have reviewed literature, created resources, presented and interviewed students. The project will be trialled across discipline areas at the college next academic year.

#### **Joanna Neil**

Lecturer  
University Centre Blackburn College

#### **Peter Shukie**

Lecturer  
University Centre Blackburn College

#### **Dulcie Holden**

Student, University Centre Blackburn College

#### **Asma Daji**

Student, University Centre Blackburn College

#### **Karen McErlean**

Student, University Centre Blackburn College

## Session 13

### Marketing simulation as rehearsal for real world employability

The need to endow marketing and business management graduates with skills relevant to employability continues to grow in importance. Graduates are entering an ever more competitive world competing on a global basis for the best jobs. Hence the need for universities to seek to equip graduates with as many value-added attributes as possible to permit students to differentiate themselves in terms of employability.

All students spend significant time in class learning concepts, theories and frameworks to aid them in their chosen field. However, it can be argued that it is only through the application of these that real depth of understanding and appreciation of the implications and impact of chosen strategies can be gained.

It is unlikely that early career graduates will be in sufficiently senior roles to make strategic decisions and hence be able to develop this depth of knowledge. This gap can be filled through the use of simulation packages which offer the opportunity for students to fulfil the role of senior marketing managers, taking key decisions based on realistic market intelligence. This workshop reports on the use of such a simulation package in Level 6 of a range of Marketing and Business and Management degrees with the intention that it allows the students to consolidate their learning through use of the simulation package. The module consisted of four distinct elements being (a) pre-simulation group selection, leadership and decision-making (b) taught element of the strategic marketing syllabus (c) the weekly simulation process of marketing intelligence analysis, evaluation of results and decision making and (d) a final reflective element.

The tutors will introduce the rationale for use of the package, its mode of implementation and focus on elements a to c including demonstrating some of the key learning and teaching elements of the simulation package.

#### **Fiona Syson**

Senior Lecturer  
Edge Hill University

#### **John Mercer**

Associate Director of the Business School  
Edge Hill University

## Session 14

### The Impact of Quality Concerns on Institutional Culture(s): Navigating the Impossible?

**Purpose** – The need to offer high quality programmes has become something of a survival challenge for many universities both nationally and internationally. In most countries there are regulatory mechanisms and statutory bodies to assure such quality

of provision by universities and other higher education institutions. In spite of the self-interest and the benefits thereof, some universities continue to struggle with establishing an institutional culture that puts a premium on quality teaching and learning. The purpose of the paper is to investigate how concerns with quality in South African universities have helped to (re)shape institutional cultures especially with respect to teaching and learning.

**Design/methodology/approach** – Qualitative research methods were used to collect and analyse data on perspectives regarding the relations between quality concerns and institutional structures and practices at Mangosuthu University of Technology (MUT). Findings from the analysis of the Higher Education Quality Committee’s (HEQC) Audits, the Quality Enhancement Project (QEP), Professional Bodies’ Audits and Internal Programme Reviews on quality issues where these relate to teaching and learning are presented.

**Findings** – The data suggests that concerns with the quality of teaching and learning at the institution have led to significant changes to the institutional culture of the University. More significantly, the shifts in institutional culture is more evident in the replacement of “default modes” of ensuring quality with more deliberate initiatives to produce quality graduates by deliberately structuring and orchestrating quality teaching and learning experiences for students. The paper further traces institutional efforts to shift from ‘default modes’ of quality to focused and deliberate attempts to produce quality graduates by offering a quality teaching and learning experience. Using the conceptual/theoretical lens of Schein (1988) the paper discusses the opportunities and constraints to the development of alternative institutional cultures that promote and enhance quality.

**Originality/value** – This research addresses a gap in current research on quality in higher education by linking issues of quality to institutional culture(s). This work is not only relevant for higher education institutions in South Africa, who currently struggle with shaping new post-apartheid institutional cultures that embrace quality, but is also relevant for other universities across the globe where change has become a norm rather than an exception.

Keywords – Quality concerns; Teaching; Learning; Institutional Culture; Quality Graduates.

**Dr. Manyane Makua**

Senior Director: Teaching & Learning Development Centre (TLDC)  
Mangosuthu University of Technology, RSA

## Session 15

### **Promoting academic confidence and social integration through induction and programme structures**

Students’ entry into HE is challenging and potentially difficult (Reay, 2002). A student’s ability to negotiate the academic demands of a programme of study and integrate into peer networks is recognised as essential to their retention and success (Krause et al., 2005; Tinto, 2003). Consequently, universities have placed increase



attention of the process of student induction. Structured programmes of support to promote integration, including and guidance from academic staff regarding expectations of university-level study, are now commonplace (e.g. Yorke & Thomas, 2003). Such activities are focused at the programme level (e.g. Edward & Middleton, 2002), yet researchers such as Tinto, (2003) advocate the value of a whole-institutional approach to student induction. This paper will discuss research into immersive module practices with first year students in all Schools, as part of a whole Institutional approach to promoting good study habits and developing student to student networks to support learning and thriving in higher education. This will include exploring some of the practical strategies used within the immersive modules to integrate students and promote peer and academic networking. One intriguing outcome is recognition of the value of explicitly scaffolding students time outside class, and the potential benefits of continuing this more supported approach throughout first year and potentially beyond. Employers expect graduates to have good workplace ethics and habits. Is it time to frame our expectations of our students to mirror those expected in the workplace?

**Prof. Pauline Kneale**

Director PedRIO  
University of Plymouth

**Dr. Rebecca Turner**

PedRIO & Educational Development  
University of Plymouth

**Prof. Debby Cotton**

Head of Educational Development, Professor of Higher Education Pedagogy,  
Teaching & Learning Support (Teaching & Learning)  
University of Plymouth

## Session 16

### Using Poll Everywhere to enhance the student experience: An institutional perspective

This presentation explores the institutional deployment of technology to enhance student engagement in learning, teaching and assessment, improve their academic achievement, and increase student satisfaction. Poll Everywhere is an audience response system that can be used with a mobile phone or web enabled device. Research has consistently reported on the effectiveness of such systems, noting improved student engagement, benefits for students from their active-learner role and the instant feedback they receive, and increased student satisfaction (Good, 2013, Shaw et al., 2015, Withey, 2010). Following a successful cross-faculty pilot, in August 2015 a university wide pilot and evaluation commenced. As a result of high uptake during this, exceptionally positive student and staff evaluation feedback, and demand for ongoing usage and growth, full scale deployment started in August 2016. During my presentation, I will discuss the institutional piloting, evaluation and deployment of Poll Everywhere, identify how it is being used for in-classroom and asynchronous learning and teaching activities, and to support co-curricular events such as inductions and conferences. The impact of the project thus far will be explored, including evaluation outcomes and contribution to National Student Survey Assessment and Feedback results. Challenges and opportunities will be discussed, particularly how technology can support formative and dialogic learning.

Good, K. C., 2013. Audience Response Systems in higher education courses: A critical review of the literature. *International Journal of Instructional Technology and Distance Learning*, Vol. 10, No. 5, pp. 19- 34. Shaw, J., Terrion, J. L. and Kominko, S., 2015. Using LectureTools to enhance student–instructor relations and student engagement in the large class. *Research in Learning Technology* 2015, 23. [Online] Available at:

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#### **Dr. James Trueman**

Academic Developer: Assessment  
Anglia Ruskin University

## Session 17

### **Blended learning as a Disruptive Innovation in Higher Education: Student Perceptions Towards the Diffusion of Innovation**

**Purpose** – The advent of Information and Communication Technologies (ICTs) has brought about disruption in the higher education landscape. Leveraging on these technologies, disruptive innovations such as blended learning are beginning to take centre stage providing the 21st century student with more stimulating and innovative approaches towards learning. The purpose of this paper is to investigate factors that impact the rate at which this innovation is adopted by students in the foundation bachelor of commerce programme at the University of KwaZulu-Natal in the college of law and management studies. The programme consists of a class of 60 students of which all took part in the study. **Design/methodology/approach** – The study made use of a quantitative research methodology approach and a questionnaire was used to gather the data. Students in the foundation programme were exposed to the blended learning approach of flipping the classroom of which was optional to students and later were surveyed to examine their perceptions towards their adoption of this innovation for their learning. **Findings** – The results revealed that relative advantage was the main reason students adopted the innovation early (76 percent). Moreover, the results also revealed that students who delayed in adopting this innovation were eventually convinced to use it after being given opportunities to test the innovation beforehand. **Keywords:** Information and Communication Technologies, disruptive innovation, flipped classroom.

**Dr. Ntabeni Jere**

Foundation Programme Coordinator, University of KwaZulu-Natal

## Session 18

### **An Introduction to Critical Realism for Evidence Based Practice**

In this interactive presentation, I aim to introduce the basic, key theoretical concepts of ontological realism and its linked epistemological relativism which were key to the earlier works of UK philosopher, Roy Bhaskar (cf. Maxwell, 2012) in developing the tradition now known as critical realism (cf. Collier, 1994). In doing so, I necessarily invite participants to compare positivist, relativist and realist ontologies and their implications for research study design to inform evidence based practice. This presentation will invoke a discussion on the critical realist rejection of multiple realities in favour of multiple and varying experiences of a mind-independent, social reality and the resultant implications for making knowledge claims grounded in empirical data for evidence based practice. No prior knowledge of critical realism or ontological realism is assumed or needed to participate in this interactive presentation. Also, while participants are warmly welcomed to ask questions of the presenter and of each other, as well as to share ideas and experiences, such interactivity is planned in plenary formation, meaning that those who wish to quietly listen and reflect are also welcome.

**Alison Wells**

Senior Lecturer, Postgraduate Medical Education, Edge Hill University & University of Cambridge

## Session 19

### **The impact/evaluation of a course related holocaust visit (and teaching) on University students' social relational skills**

#### Introduction

This paper presents the main results of an action research project. The primary aim was to evaluate the impact of a visit to Holocaust-related sites on students (BSc (Hons) Psychosocial Analysis of Offending Behaviour) emotional and social relational life skills. The secondary aim of the research was to explore how the educational experience could be further enhanced for future cohorts of students. Methodology A mixed method action research approach was adopted comprising:

- “Quick emotional intelligence self-assessment” questionnaire to student participants (quantitative pre & post visit). The questionnaire comprises scores for 4 subscales (emotional awareness, emotional management, social emotional awareness, relationship management)
- A student focus group to explore the emotional & social impact of the visit
- Questionnaires to lecturers involved in the visit to explore their personal views, and reflections on strategies to improve the educational experience for future cohorts of students.

#### Results

Data is currently being analysed. Due to small numbers of participants (n = 20), who completed the “quick emotional intelligence self-assessment”, descriptive statistics only will be used to analyse the data (not inferential statistics). Data from these questionnaires will however, be used to supplement findings from the focus groups (qualitative element). Focus groups will be analysed using the content analysis approach. Discussion & future directions Discussion of the findings will focus on themes related to the social & emotional impact of the visit (& related teaching) on students; & explore how such experiences can enhance student learning. It is envisaged that this project will inform an application for funding to extend this project to subsequent cohorts of students, and involve collaboration with staff working in Holocaust-related sites.

#### **Dr. Peter Leadbetter**

Senior Lecturer and Programme Lead in Applied Health & Social Care  
Edge Hill University

#### **Dr. Anna Bussu**

Lecturer in the Psychological Analysis of Offending Behaviour  
Edge Hill University

#### **Dr. Michael Richards**

Lecturer in Applied Health & Social Care  
Edge Hill University

## Session 20

### **The Evolving Document: using Google Docs as both formative and summative assessment**

Last year I was at a CPD panel in which I saw four people simultaneously edit a Google Doc. Once I saw this quite powerful demonstration of the potential of Google Docs I then went on to explore its capabilities, one of which was the fact that it could be used to comment on sections of a document and that those comments could be expanded into a discussion forum. One of the pieces of assessment for my PG Cert in Academic Practice is a form in which participants detail their achievement of the different dimensions of the UKPSF. What I've always wondered is if this could be done in a more collaborative fashion i.e. have participants on the course commenting on each other's forms, thereby allowing a much deeper understanding of an individual's engagement with the dimensions to be facilitated than if it was just me commenting on them alone (Carless D, 2016). This year I'm testing this out with my current cohort. The beauty of this form of assessment is that there is an ongoing dialogue between me and the participants as to their engagement with the form. At the point at which I feel they have demonstrated successful engagement with all of the dimensions, then I will allow them to submit it for summative assessment. I use colour as well as my comments to indicate the state of their readiness for completion of the dimensions. An added benefit is that it also allows my External and second marker to see the progress made in a participant's thinking. Carless, D., 2016. Feedback as dialogue. Encyclopedia of Educational Philosophy and Theory.

#### **Dr. Laurence Eagle**

Senior Lecturer in Combined Subjects  
University of Sunderland

## **Session 21**

### **Using Kahoot for better formative assessment**

Kahoot is a game-based student response system (G.S.R.S), which was launched in 2012 (Wang, 2014). It is frequently used by trainee teachers as a diverting quiz. Can it also be a powerful way to empower learners to reflect on how they learn and for teachers to demonstrate how much they have learnt in a lesson? The research indicates that Kahoot has the potential to enable teachers to develop their learners' high order thinking skills and their own questioning techniques. Additionally, it is clear that both sets of data revealed that respondents feel confident using technology but lack the skills required to use T.E.L in the classroom. The research revealed that participants needed more training on how to differentiate and stretch and challenge their learners. It also emerged that some of the trainees surveyed valued Kahoot's potential to enable teachers to encourage collaborative learning, help them design their questions and generate meaningful formative assessment. They also suggested that Kahoot could help learners embrace being wrong.

**Limitations of the Study:** The sample was relatively small. Despite being drawn from I.T.T from two universities, the different contexts are not examined and this presented a risk of losing focus. Moreover, there is a potential risk of subjectivity if the researcher and participants are already familiar with Kahoot.

**Suggestions for Further Work:** The sample could be broadened across faculties and online. There could be a specific focus on differentiation, stretch and challenge or metacognition. Further research could also evaluate the training needs among staff, as well as trainees. Is there evidence, then, that Kahoot can provide evidence of how the transition from social constructivism (Vygotsky, 1978) in education to connectivism (Siemens, 2005) reached a benchmark moment?

#### **Pete Atherton**

Tutor/PQO  
Edge Hill University

## **Session 22**

### **Using Panopto for students' self-submitted lesson observations.**

Teachers on postgraduate specialist inclusion courses are required to have observation of their practice of teaching and assessment. Many of these teachers are distance learners so it was not practical for a tutor to visit these teachers in person. The lessons that the teachers undertake are usually one to one specialist lessons and up to an hour long.

Panopto is available throughout the university, mainly used to record lectures as a tool to support learning but we decided to explore the use of this in an innovative way. The aim was to provide a system where students could upload their recorded lessons

securely to the VLE. These could then be viewed by the observation tutor for formative, then summative feedback.

Students are encouraged to use the recorded lessons to reflect on their own practice and evaluations on lessons have improved since students have been using this process. We also decided to use the system as a tool for teaching and learning. Recorded lessons have been shown in face to face sessions for critical evaluation. The system is being used on the Postgraduate Certificate in SpLD (Dyslexia) and Postgraduate Certificate Education (Dyscalculia). The courses are blended courses with a required number of face to face teaching sessions and the additional teaching is online. The teachers on these programmes are nationwide. The courses have external professional accreditation from the British Dyslexia Association. There are 60-80 teachers on the Dyslexia course and they need 4 observations each. There are 15-20 teachers on dyscalculia course who have 3 observations. Observation tutors give feedback on the lesson observations and there is moderation of these by the programme leader and external moderation by the British Dyslexia Association and external examiners.

Panopto has given us the opportunity to streamline the students' workflow, as well as provide detailed, swift feedback, secure access for moderators, a valuable reflection tool for students and a permanent record of assessment for quality assurance.

### **Anne McLoughlin**

Senior Lecturer, Professional Learning  
Edge Hill University

### **Scott Farrow**

Content Developer & VLE Support Officer  
Edge Hill University

## **Session 23**

### **From Freshers to Scire Feci: LLB Portfolios and Pathways To Legal Practice**

The concepts of 'learning gain' and 'employability skills' are not easily defined by reference to generic terms. For law students in particular, employers are increasingly demanding that LLB programs be grounded in 'whole person models of experiential learning' which will gradually embed and develop complex key 'lawyering' skills via an 'integrative, reflective and transitional' pathway (Eden, 2014: 266). Arguably, the processes involved in generating 'ideal' future employees (Allen et al, 2013) must begin at or before induction and continue (and indeed intensify) throughout the first four semesters of the Law degree, culminating in the production of a 'work-ready' fledgling lawyer (Sims, 2015) by graduation day. This paper focuses upon the linked-learning and employability aspects of two innovative, professions-led undergraduate LLB modules (namely, Lawyers' Skills and Advanced Lawyers' Skills) which together aim to prepare under-graduate students for the challenges of the legal workplace and the courtroom. This portfolio-based module pathway requires students to engage with difficult issues of legal ethics, conduct complex legal research, take part in moots, and draft detailed Legal Opinions on narrow points of law. Together, the two modules equip and enable LLB students to compete for a prestigious place on the Law Clinic (Clinical

Law) module in final year, which itself affords a selective cohort of high-performing students the opportunity to act directly as legal advisors to members of the public, on a wide range of difficult issues. The portfolio tasks in particular are underpinned by the over-arching need to achieve a strong sense of professional 'belongingness' (Yorke, 2016). This paper argues that having students consistently meet the 'right level of challenge' (Eraut, 2007: 418) across tight deadlines, as an ongoing process, promotes the motivation and resilience (Pryce-Jones, 2014) needed for a successful career in legal practice.

**Dr. Alice Diver**

Senior Lecturer in Law  
Edge Hill University

**Sharon McAvoy**

Lecturer in Law  
Edge Hill University

**Robert Collinson**

Lecturer  
Edge Hill University

**Session 24**

**Raising Awareness of Child & Adolescent Mental Health Issues for Undergraduate Trainee Teachers.**

Currently, there is a crisis affecting children and young people's mental health with 1 in 3 children in every classroom experiencing a diagnosable mental health condition (Thorley 2016). Several factors have been identified including changes to family structure, impact of digital technologies eg cyber bullying (NSPCC 2012) educational pressures along with parental mental ill health and socioeconomic disadvantage. The FOHSC and FOE have worked collaboratively to deliver a series of conferences to increase knowledge and awareness of mental health issues within the classroom for undergraduate Teacher Trainees. The conferences have specifically raised awareness of types of mental illness and signs & symptoms, early warning signs, interventions, specialist advice and practical advice for both pupils and teachers.

The aim of this session is to present the collaborative nature of this joint venture by disseminating the information presented at the conference.

**Candi Kitt**

Senior Lecturer in Mental Health  
Edge Hill University

**Richard Kitt**

Senior Lecturer in Mental Health  
Edge Hill University



**Monday 5<sup>th</sup> June**  
**Guest Speaker: 16.15 – 17.00**

## **Session 25**

### **Reinventing Assessment and Feedback**

Assessment and feedback take up ever more of staff time and energy, and are of course vital for students. Despite our best efforts, overall student satisfaction with assessment and feedback remains relatively low. Part of the problem is that we tend to keep on trying to use the processes which used to work well enough years ago, but don't satisfy today's student needs and expectations - and often student numbers are higher too.

In this session, I will outline 15 ideas for making assessment and feedback more manageable for ourselves and for students, and which also make them more effective and efficient, and involve students themselves much more in the design of assessment and feedback.

#### **Prof. Phil Race**

Visiting professor, University of Plymouth and Independent consultant

# Day 2

**Tuesday 6<sup>th</sup> June**  
**Guest Speaker: 9.45 – 10.30**

## Session 1

### **Situating digital space and place within the Porous University**

Framed within the concept of the 'Porous University' as one which values open engagement in the sharing and development of knowledge, and where formal boundaries are fragmented and intersect, this session will explore how digital space and place can contribute to the porosity of our universities in established and emerging areas of educational practice. These include:

- Bridging informal and formal learning opportunities
- Learning across cohorts and communities
- The curriculum as a co-operative space
- Students as public scholars

Within the above context and areas of practice, an important question concerns the extent to which we can apply 'third space' thinking to: re-conceptualise the university as a place of education; extend the ways in which digital spaces and places can supported distribute collaborative learning; and explore where physical and digital spaces for learning can intersect to support greater engagement within, through, and beyond higher education and higher education institutions.

While this session is unlikely to fully answer the 'third space' question above, the examples to be drawn upon point towards what is possible when we mindfully situate digital space and place within contexts of open, co-located and co-operative approaches to education.

#### **Prof. Keith Smyth**

Professor of Pedagogy, University of the Highlands and Islands

## Session 2

### **Developing and using small pedagogic research projects as a basis for writing for journals and in books about learning and teaching**

Many interested in meaningful development of student-centred learning are keen to research the pedagogic aspects of our innovations, and to disseminate findings and good practice. Doing this alongside a full teaching-load is challenging, so for at least three decades, individuals and teams have sought funding both to support the

research and to share outcomes with colleagues. Nowadays funding is much more difficult to attain than previously, but there are still opportunities within institutions, nationally and internationally to achieve funding for such activities. In this very pragmatic session led by a very experienced projectolsti bidder and evaluator, we will explore such questions as

- What makes a bid successful (and what will set off alarm bells for the reviewers)?
- What are the features of successful teaching and learning project bids?
- How can you evaluate a pedagogic project?
- Where do you want to disseminate your findings and how can you make dissemination meaningful?

Participants in the workshop will be encouraged to find like-minded colleagues at the session, with the potential to foster productive inter-institutional future bids.

**Prof. Sally Brown**

Emerita professor, Leeds Beckett University and Independent Consultant in Higher Education

### Session 3

#### **Induction Strategies: A Practical Approach; Engaging the Work Based Distance Learner**

The University of Lincoln's Work Based Distance Learning (WBDL) Programmes reach out to a diverse student population across the world. The challenges in supporting such diversity include limited use of technology and virtual learning environments, a lack of understanding of higher education and expectations of study, a perceived perception of isolated study exacerbated perhaps by the student profile and different time zones across the globe, along with issues faced by students internationally with intermittent internet connections. WBDL at the University of Lincoln has developed a structured framework of support and resources within the virtual learning environment, Blackboard. The next step was to consider how to prepare and support students to study successfully with digital technologies (Jisc, 2013) and to engage students at an early stage easing their transition into higher education and setting them on a pathway to becoming independent autonomous learners. A pre-induction and induction strategy was developed offering a range of options to address the challenges identified. Motteram and Forrester (2007) suggest that a web-based learning environment provides the opportunity for students to select induction activities in a pick-and-mix fashion, which can be tailored according to personal needs. Following Harper and Kenning's (2015) timely study of induction for distance learners, this presentation provides an opportunity to share the development of the WBDL induction strategy and current practice of the WBDL programmes, identifying challenges and opportunities for future developments.

#### **Tracy White**

Principal Lecturer Innovative and Flexible Provision  
University of Lincoln

### Session 4

#### **Learner transformation: A case study of research-rich technology enhanced learning and teaching.**

The global economy is changing and with this, the expectations placed on Higher Education from Governments, employers and learners across the world. In response, Higher Education is reviewing and re-evaluating what graduates need from a careers perspective and how the delivery of the curriculum changes learner capability. It is within this context that Higher Education is developing innovative forms of learning that aim to empower learners and promote the idea of life-long learning. The key to this empowerment of learners is the shift away from didactic, top-down teaching that is designed to transfer knowledge to a passive audience, to an approach where learners are actively engaged in the learning process. The added-value contribution, which enhances the learning experience, is the richness of the technologies that

support this approach and enhance learning. This paper describes the move to a research-rich technology enhanced curriculum within an English Business School that introduced an inquiry-based technology enhanced, collaborative approach to learning.

**Prof. Dr. Stanley Oliver**

Director of Learning and Teaching for Distance Learning  
Northumbria University

**Dr. David Stoten**

Senior Lecturer - Academic Development and Professional Support / International Distance Learning Programmes / Corporate and Executive Development (CED)  
Northumbria University

**Paul Trueman**

System Manager - Learning and Teaching  
Northumbria University

**Session 5**

**Digital Accessibility in Higher Education: a Model for Improvement**

The retention of disabled students in Higher Education (HE) remains low, yet cuts have recently been made to the Disabled Students Allowance (DSA) which helps to support them. With the number of disabled students enrolling in Higher Education (HE) continuing to rise, increasing logistical and financial pressure is being placed on Higher Education Institutions (HEIs) to facilitate reasonable adjustment. This presentation will present a 'Model of Improved Digital Teaching Material Accessibility', which has been developed in an attempt to minimise the increasing pressure on HEIs. The study informing this model investigated the accessibility of digital teaching materials on a Virtual Learning Environment (VLE) in a level 7 course at a UK HEI. The model can be used by academics to create accessible and inclusive teaching materials, including advice for standard document formats like Word and PDF, to other resources such as interactive video resources and presentations. The model assumes a preventative, anticipatory strategy, removing the requirement for retrospective, targeted, reasonable adjustment. The presentation will be relevant to delegates interested in inclusive practice, inclusive technology and student retention. We anticipate that adopting the model will improve both disabled and non-disabled student learning, increase disabled student retention and reduce future logistical and financial pressure on HEIs.

**Claire Moscrop**

Senior Lecturer Teaching and Learning  
Edge Hill University

**Howard Bryan**

Graduate, Edge Hill University

## Session 6

### Hartpury Personal Tutoring

Hartpury Personal Tutoring is an inductive longitudinal case study project exploring how the role of the personal tutor can be further enhanced to support the student experience and contribute to the development of the institutional employability initiative 'Hartpury Advantage'. The project aimed to create an informal and supportive communication network for tutors, mentors and students utilizing a community of practice approach & engaging students as partners in the process. Hartpury is a niche institution heading towards Taught Degree Awarding Powers, with a personal approach at the heart of its culture and strategy. Supporting academic tutors to signpost and facilitate student personal development and learning in collaboration with our wider employability and academic support services is seen as a vital part of the institutional vision and key to building its reputation for teaching excellence and its successful transfer to the university sector (Douglas et al, 2015; El-Hilai, Al-Jaber and Hussein, 2015). Findings from an initial student focus group suggested a desire for available & approachable tutors with whom an effective professional working relationship is established, lasting the duration of the programme of study similar to the work of McFarlane (2016) and Thomas (2012). HE sector best practice was consulted through literature review and conference proceedings, which subsequently fed academic staff consultation and further student focus groups. A personal tutoring policy and support package has since been developed for tutors, including a structured framework, peer mentor group and interactive online platform for sharing good practice. This conference workshop seeks to share up to date findings and progress with this ongoing case study narrative and to gather further feedback with a view to launching the new Hartpury Personal Tutor package across its Higher Education provision in September 2017.

#### **Emma Davies**

Programme Manager  
University Centre Hartpury

#### **Gillian Reindl**

Director of Employability & Industry Partnerships  
University Centre Hartpury

#### **Richard Whincup**

Programme Manager  
University Centre Hartpury

## Session 7

### **Lecture capture – enhancing the International student experience: Can recording lectures really enhance the quality of life for an International student?**

This presentation seeks to disseminate preliminary findings of research into how practical and applicable the use of lecture capture is for improving and/or enhancing the International student experience. Our international students have increased three fold in the last six years they now make up over 20% of our institution's student population. The enculturation process for a number of these students is often a stressful as not only do they have to learn in a different language they also are taught in a different way. These issues can often have a detrimental effect on the experience of students. To address these and other issues the University's strategic plan includes the measurement of key performance indicators related to ensuring our international students have an inspiring world class student experience. The research will use a mixed methods approach probably employing design-based research to evaluate the effectiveness of lecture capture. Arguably this practical method of research proficiently links the areas of research and educational practice. The cornerstone of the research is the applicability of the testing and design to real world classroom intervention (Brown, 1992). This is achieved through a partnership between researcher, practitioner and participants, often including an iterative process of continuing development. The study will develop survey instruments that will be modified to the specific needs of this research. Other methods that will be considered include case studies; grounded theory in which the research is directed by the data (Glaser & Strauss, 1967); action research; dialogic interviewing (Knight & Saunders, 1999); or cognitive mapping and retrospective process interviewing. It is anticipated that the findings from the research will aid Education providers by furnishing them with the knowledge that will improve their training, teaching & learning, whilst International students will benefit from the inclusive nature of multimodal teaching & learning. Brown, A. L. (1992). 'Design Experiments: Theoretical and Methodological Challenges Creating Complex Interventions in Classroom Settings.' *The Journal of the Learning Sciences*, 2(2), 141-178. Glaser, B. G., & Strauss, A. L. (1967). 'The Discovery of Grounded Theory: Strategies for Qualitative Research.' New York: Aldine Publishing Company. Knight, P., & Saunders, M. (1999). 'Understanding teachers' professional cultures through interview: a constructivist approach.' *Evaluation & Research in Education*, 13(3), 144-156.

#### **Richard Dockery**

Student Guidance and Support Officer (International)  
Huddersfield University

#### **Dr. James McDowell**

Director of Learning and Teaching  
Huddersfield University

## Session 8

### Using innovative technology in Blackboard

I am a Solstice Fellow working in the Faculty of Education. Supporting both undergraduate and postgraduate programmes, I am keen to integrate technology that effectively enhances both synchronous and asynchronous learning opportunities. The presentation will be centred on two approaches utilised through Learning Edge (Black Board). These approaches and their practical benefits are:

- Using a combination of Panopto, PowerPoint and Office Mix to effectively highlight the present key module/course information
- Using Collaborate Ultra to further embed support for learners based both on and off campus

Whilst the input for my work is informed primarily by practice and my own experiences, it is also linked to my own doctoral work around blended learning including research connected to this area (for example: the findings of De George-Walker and Keefe's 2009 study on blended learning that strongly advocates an emphasis on a learner centred pedagogy- as opposed to teacher-centred).

#### **Mark Sutcliffe**

Senior Lecturer (FOE)  
Edge Hill University

## Session 9

### Student led Practice Learning

The British Dietetic Association curriculum review in 2008, gave individual Universities the freedom to review their placement model and the learning outcomes in collaboration with local practice partners. Leeds Beckett University's response has been to initiate a student-led approach to competence based practice encouraging practice assessors to stand back and facilitate the student learning process as opposed to leading the assessment process of the developing student. The emergence of this approach has involved the collaborative development of assessment processes and student and practice educator training to ensure that the philosophical shift from the knowledge based approach to the skills based model is successful and that we have a 'shared' understanding of competence. The Francis Report of the Mid-Staffordshire NHS Foundation Trust Public inquiry (Francis, 2013) has had a significant impact on all aspects of NHS governance but there is a particular focus on recruiting a workforce who are 'fit' to deliver high standards of care and compassion with the right knowledge and skills but also values and behaviours that are compatible with 'serving' patients. This recommendation is reflected in the Department of Health's mandate on workforce issue (DH, 2013a) and is one that gives credence to our approach in Dietetics which aims to develop autonomous practitioners who are self-evaluating, resilient and emotionally intelligent. There is a clear 'business case' in the NHS and PRSB at present to nurture student competencies, whilst not overloading practice supervisors whose primary focus is clinical effectiveness and our



student led model of competence assessment responds to these workforce pressures. My presentation will examine my research project which aims to explore our Dietetic, practice competency model to determine whether the student led approach produces graduates with the capability and confidence to work autonomously in today's health and social care sector. I will discuss the use of Q methodology as a legitimate method for analysing the subjective opinion of both students and practice supervisors and examine my key findings to date and the recommendations for NHS practice learning which are emerging from my study.

References: Department of Health (2013a) Delivering high quality, effective, compassionate care: Developing the right people with the right skills and the right values. A mandate from the Government to Health Education England: April 2013 to March 2015. Report, DH, London, May. Francis, R (2013) Report of the Mid-Staffordshire Foundation Trust Public Inquiry. Report, TSO, London.

### **Catherine Coates**

HSS Director of Practice Learning and Employability  
Leeds Beckett University

## **Session 10**

### **The role of technology in Assessment, Feedback and Faculty Affordances**

This interactive workshop will provide a retrospective look at the challenges of providing consistent feedback to students and the role that technology can play in supporting this. The National Student Survey report would indicate that feedback is a problem area within Business Management programmes, which challenges Academic staff to enhance this. One pragmatic approach taken is the introduction of electronic marking, to provide quality feedback and create another useful learning tool. Students' feedback indicates an overwhelmingly positive reaction, evidenced in the Module Evaluation Questionnaires (MEQ) with such comments as "useful", "personal", "helped me improve", "quicker (return) and more detailed". Students also highlighted the advantages feedback being available online, accessible in the student's own time and being capable of being read and referred to later, as many students downloaded the report for future use. The crucial functionality which enables staff to see which students have opened their feedback enables a richer dialogue with students to support their reflection, building on student learning and reflective practice through a coaching approach. Overall, the use of Turnitin as a system for online assessment provides students and the module leader with a positive experience particularly regarding the quality of formative or summative feedback given, managing multiple markers and ensuring consistency of feedback and offering efficiency and pedagogy benefits to the Faculty. The workshop will look at the practicalities of using Turnitin well, including rubric and quick marks, multiple markers and ensuring consistency of marking standards. We will present the emergent findings to date and identify which of these have been most interesting. It will offer dialogic opportunities to participants working in small groups to discuss related experiences in their institutions, as well as

potential directions for future (possibly collaborative) research and opening dialogue about the application of findings to enhance positively feedback and marking practice.

**Andrea Ward**

Senior University Teacher & Director of Teaching Quality & Enhancement  
University of Sheffield

**Prof. Sally Brown**

Emerita professor, Leeds Beckett University and Independent Consultant in Higher  
Education

## **Session 11**

### **Can learning from commercial providers of Technology-Enhanced Learning enhance our practice as educators?**

Commercial providers of technology-enhanced learning have always had a mixed relationship with the higher education sector. Often focusing on content rather than social learning, and frequently equated with computer-based training, commercial provision has rarely been included within HE provision. This presentation explores the content of three courses run by commercial providers and analyses them for their learning design. The presentation examines whether the commercial sector can offer elements to support learning which complements the learning that takes place on undergraduate and staff development programmes. Delegates are invited to contribute to present their own experiences of commercial provision, and share examples of practice that incorporate these into their own teaching.

#### **Dr. Mark Childs**

Affiliate Consultant, Oxford Brookes University and Education Consultant (markchilds.org)

## **Session 12**

### **Disrupting the ownership model of educational technology.**

“What should the next generation of digital learning environments do?” – This was a question posed by Jisc earlier this year as part of their #codesign initiative. What emerged, was a proposed shift from institutionally owned technology to a more personalised approach, similar perhaps to the “If This Then That”(IFTTT) model of technology integration.

Dabbagh & Kitsantas (2012) identified that these environments provide a “potentially promising pedagogical approach for both integrating formal and informal learning” (p. 1) and yet most institutions have not been able to make effective use of these formal and informal spaces together.

At Leeds Beckett University we are exploring this through a HEFCE funded research project into Personalised User Learning & Social Environments (PULSE). This project explores the development of a hub for connecting students’ existing spaces with institutional spaces. This session will provide an overview of the project, experiences so far and invite participants to discuss the implications of a shift from #edtech to #mytech.

Join the conversation before the session using the hashtag #vle2ple & #SOLSTICE2017

**Simon Thomson**

Head of Digital Pedagogy, Centre for Learning and Teaching, Leeds Beckett University

### **Session 13**

#### **Encouraging a positive culture around social media through the concept of 'Brand Me'**

There are many windows through which an individual may be viewed when applying for a placement or graduate position, (CV, interviews, Facebook, Twitter, Blog, Linked-In) and the digital landscape has created new opportunities for communication and personal self-expression, however, in some instances the lines may become easily blurred between personal and professional use and may lead to a conflict of interest. Encouraging the student to be a 'professional digital citizen' in managing their 'digital footprint' and raising the student awareness of 'brand-me' in the transition from school leaver to graduate career planning is a challenge for many universities. Personal branding and developing 'brand-me' may be viewed as others perceptions of the person and the intangible values individuals contribute through their reputations, expertise and experience, their relationship with others, how they speak, how they behave, their 'habitus', which collectively send signals that come together to create an image to shape and exude a personal brand. How social media may contribute to personal branding or 'brand me' was investigated through a study based on a survey of almost 400 students and using supportive online materials. These resources will be showcased in the presentation. Results confirmed that the concept of personal branding, and the creation and destruction of personal brand equity of both oneself and others, has salience with the students and is useful in altering their behaviour and encouraging them to use social media in a more responsible, perhaps more professional, manner and in shaping their 'brand-me' though-out their journey from student to graduate.

#### **Patricia Parrot**

Principal Lecturer – Agri-food Marketing  
Harper Adams University

#### **Dr. Lydia Arnold**

Education Developer  
Harper Adams University

### **Session 14**

#### **Turnitin: A formative feedback tool not a plagiarism tool**

Turnitin is probably erroneously best known as a plagiarism detection tool and arguably less well known as formative feedback tool to enable students improve academic writing skills. Here at Edge Hill University, we want to ensure Turnitin is used to develop information and referencing literacy which is of paramount importance to all students. Studies are emerging to inform us that when Turnitin is used as a formative feedback tool the incidence of plagiarism reduces as students are alerted of poor practice which they can easily correct (Rolfe, 2010).

To avoid what McGowan (2005) describes as “Cart before the Horse” by using Turnitin just for the detection of poor practice such as plagiarism and ensure that Turnitin is viewed positively by staff and students as primarily a formative feedback tool to achieve good academic practices it is important to know what plagiarism is and isn't. Therefore, this presentation will provide examples of academic practice in order to demonstrate the limitations of Turnitin as a plagiarism tool.

This presentation will be of interest to those who want to explore the challenges faced by institutions and departments when introducing Turnitin as a formative tool in order to develop a sustainable approach. As well as ensure that the formative feedback generated by Turnitin is used to aid academic writing.

## References

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Rolfe, V. (2011) Can Turnitin be used to provide instant formative feedback? British Journal of Education Technology Vol 42 Issue 4 p701-710

### **Laura Taylor**

Senior SOLSTICE Fellow  
Edge Hill University

### **Dr. John Bostock**

Senior Lecturer in Teaching and Learning Development  
Edge Hill University

### **Adrian Cain**

Learning Technologist  
Edge Hill University

## **Session 15**

### **Educators for the Future: Insights from European ESD Professional Development Initiatives**

Educators for the Future: Insights from European ESD Professional Development Initiatives. Higher education is ideally positioned to address sustainable development, by preparing future generations of professionals, challenging dominant paradigms and producing ground-breaking research. International movements and university initiatives have triggered a wave of activity over the past 10 years to advance learning for sustainability in higher education. However, there is evidence of the need for stronger focus on professional development to achieve lasting curriculum change and to engage more widely with the academic community on sustainability. Despite interest in Education for Sustainable Development (ESD), its approaches to learning and education are not yet in common practice in HE. There are large ‘translation gaps’ in applying ESD ideas in different subjects and courses, so that learning processes

can contribute to more sustainable futures. The University Educators for Sustainable Development (UE4SD) project tackled this need by focusing on professional development of academic staff to advance ESD. UE4SD was led from the University of Gloucestershire with regional Steering Group leads across North, West, East and South Europe. It was funded by the European Commission Lifelong Learning Programme from 2013-2016 and involved a network of 53 active partners (mostly universities) in 33 European countries.

The presentation will share insights and practices from the UE4SD project outputs:

- state of the art report that mapped national policy and new practices across Europe
- leading practice publication of different approaches to ESD professional development
- training academy residential for university teams using action learning principles
- online toolkit of resources, including practical experiences and new examples

The session will share an outline of the project and offer interactive dialogue with participants about challenges, tips, experiences, as well as ways to adapt and use the professional development materials

**Dr. Alexandra Ryan**

Director of Sustainability  
University of Gloucestershire

**Session 16**

**The thorny issue of feedback: how to enhance student and staff experience of feedback with technology**

This proposal focuses on a case study of electronic marking and audio feedback, of formative assessments on a postgraduate Masters in Legal Practice at the University of Sheffield. The proposed presentation sets out an explanation of how feedback was addressed by those teaching on the Masters in Legal Practice (namely on two modules within this masters), and how both electronic marking and audio feedback were introduced for formative assessments completed by students.

The presentation will set out how this presentation will set out how Blackboard and Kaltura Media were utilized in order to carry out both electronic marking and audio feedback, including some of the specific methods implemented e.g. the use of colour coded comments, the use of 'quickmarks', the use of focused, structured and personalized audio feedback, and the active engagement of students with any feedback provided. The presentation will also explain the rationale for implementing such techniques, drawing on wider literature in relation to the provision of feedback. In particular, the presentation focuses on methods attempted to engage student with feedback on formative assessments, create and encourage proper 'feedforward' to summative assessments, and to provide effective, focused, consistent and constructive feedback.

The presentation also sets out qualitative comments from both students and staff experiencing this model of feedback, and from this reflects on how the study compares to both the perceived benefits and challenges as drawn from other studies and wider literature.

The presentation aims to provide an informative and critical analysis of both electronic marking and the use of audio feedback, specifically for formative work, and will be of particular benefit to anyone involved in the provision of formative feedback. The presentation in particular aims to show how both electronic marking of assessments and the provision of audio feedback can greatly enhance the student learning experience, and can provide a more positive attitude generally to the giving, and receiving, of feedback from both staff and students alike.

**Gareth Bramley**

University Teacher  
University of Sheffield

**Kate Campbell-Pilling**

LPC Lecturer  
University of Sheffield

**Ian Loasby**

Learning Technologist, Senior Fellow of the Higher Education Academy  
University of Sheffield



## **Session 17**

### **How forums and webinars can engage and support distance students in a dissertation module.**

In 2012 David used discussion boards and a webinar system to engage sixty distance students in a dissertation module. The pedagogy was Peer Review - enabling students to review each other's work; to see their and others work from different perspectives; to have an audience in mind when creating their own drafts; to comment on other students drafts; and enabled students to share resources. Socially the technology reduced isolation for distance learners, and created a safe community to ask and answer questions within. The Community of Practice (Wenger, 1999) / Inquiry (Garrison & Anderson, 2003) generated an active learning approach (Revens, 1993) and echoed with the work of Nicol (2010) who stresses that the act of constructing feedback for peers (Peer Review) is the most powerful learning experience. The impact for the tutor is significant as the technology affords amplification; webinar sessions were recorded to be available for review or for non-attendees; discussion board questions addressed the whole cohort. Headline outcome: 57% of the students got a First for their dissertation (<http://tinyurl.com/57firsts>) In 2016 Toni found she has 18 students that required dissertation supervision - double previous cohorts - so Toni was looking for ways of engaging distance learners to receive an equitable experience - to make them feel part of a cohort. Other drivers included the desire to facilitate students learning at times that could accommodate the many students who are in employment. Toni heard of David's approach, had some initial meetings, and was keen to implement the ideas from 2012 in FoE to see if they could transfer to her current cohort. This presentation explores the similarities and differences between David and Toni's experience. Colleagues may be interested to see if the approaches could transfer to their areas and discuss how these may be effected with Toni, David and delegates. References on: <http://dbcallaghan.blogspot.co.uk/2010/02/current-reference-list.html>

#### **Toni Bewley**

Senior Lecturer – Children's Health  
Edge Hill Univeristy

#### **David Callaghan**

Senior Educational Technologist  
The Liverpool School of Tropical Medicine (LSTM)

## **Session 18**

### **Assessing and Fostering Teamwork: The Behaviour in Teams (BiT) system**

It is increasingly recognised that good teamwork is a key to success at University and in work. The Behaviour in Teams (BiT) system is based on Neil Rackham's established Behaviour Analysis (BA) category system for categorising verbal behaviours

meetings. The BiT coding system comprises 15 categories (including 'Proposing Ideas', 'Giving Task Information', 'Bringing in', 'Defending/Attacking' and 'Lightening the Mood'). Observers listen to the team meeting and code each speaker's contributions in terms of the categories. This allows data such as the overall 'air time' for each speaker to be determined, together with more detailed breakdowns in terms of who said what and how frequently. We hypothesised that giving participants explicit feedback about their own contributions would lead to desirable outcomes subsequently in terms of more even distribution of air time across the group, more satisfaction with team processes and better final grades.

In order to allow large scale implementation we developed an automatic ipad-based coding system and an explicit ipad-based observer training system incorporating embedded video, training exercises and accreditation criteria. Following the one week ipad-based training the observers attended a two day interactive training seminar, and those meeting the coding accuracy criterion were included in the project. Additional materials were provided for those observers not initially meeting the criteria. The system was utilised in January 2017 in a project with the entire first and second year Engineering undergraduates at the University of Sheffield (over 2000 students in groups of 5 or 6), together with over 70 trained observers. It generated 10,450 person-hours of data within the two weeks, and facilitated immediate individual-level and team-level feedback. Research data are currently under analysis. The approach has the dual benefit of helping the students understand and improve their own teamwork, while providing the observers with highly beneficial teamwork skills and insights.

**Prof. Roderick I. Nicolson**

Professor of Psychology  
Edge Hill University

**Dr. Samuel Farley**

Neil Rackham Research Associate  
University of Sheffield

**Daria Hernandez Ibar**

Postgraduate Student  
University of Sheffield

**Prof. Jeremy Dawson**

Professor of Health Management  
University of Sheffield

**Rose Evison**

Change Weaving

**Session 19**

**The (re)design of teaching rooms to enable teaching excellence: choices and opportunities.**

This session will demonstrate how/why the effective (re)design of teaching rooms is a critical but often neglected factor in the pursuit of learning and teaching excellence,

and then analyse what can improve this situation, with a particular focus on cost-effective innovation. Literature about teaching excellence and learning gain (e.g. Arum et al, 2016) seems to assume that lecturers can readily employ the most effective pedagogy, with little or no mention of physical constraints on teaching innovation. The growing literature on the impact of physical space on learning and teaching (e.g. Brooks, 2012; Scott-Webber et al., 2013; Harrison and Hutton, 2014) tends to focus on institutional initiatives such as 'flexible learning centres'. Within these developments, the status of the 'standard teaching room' (seminar/workshop activities for groups of 20-40 students) is often neglected, apart from updating the data projection. A major initiative at University of Westminster aims to provide adaptable teaching rooms which support teaching excellence by enabling effective pedagogies. Work to date has included:

- Surveys of staff and student opinions on existing and redesigned spaces.
- Development of different room types to support innovation in teaching excellence.
- Establishment of standardised core AV/IT
- Incorporation of new features in room design and technological support, such as 'mirroring' and a novel lectern type.

Most recently, the work has focussed on detailed examination of what lectures actually do in both 'traditional' and redesigned teaching rooms. We present our major conclusions (and discuss unresolved issues) on the most effective innovations in room design and facilities which can have a significant impact on staff and student behaviour. We also comment on major initiatives elsewhere, including: new-build developments such as Northampton; teaching room designs for new pedagogies such as Team-Based Learning (e.g. Bradford and Anglia Ruskin) or Scale-Up (e.g. Nottingham Trent); and other detailed room changes (e.g. plectrum tables)

**Federica Oradini**

Senior Lecturer E-Learning  
University of Westminster

**Prof. Gunter Saunders**

Director Internet and Education Technology Services  
University of Westminster

**Prof. Peter Hartley**

Independent HE Consultant and also Visiting Professor at Edge Hill University

**Session 20**

**An O.S.C.E.r for an O.S.V.E.! A joint collaboration between nursing and performing arts.**

Objective Structured Clinical Examinations (OSCEs) are widely used across health education to determine that students are able to assimilate and apply theoretical knowledge in practice (Henderson et al, 2013) The OSCE involves the student having to respond appropriately to a specific simulated clinical situation. The student is

observed and assessed by a registered health professional/educator. Due to large cohorts of healthcare students it can however prove difficult to arrange for adequate numbers of clinical examiners and service users to act as patients. The Observed Structured Video Examination (OSVE) is an alternative approach. A scenario is recorded, the student views it and provides answers to either written or verbal questions. The OSVE is logistically much easier to organise and also ensures standardised and equitable assessment for each student (Watson et al, 2016) Within FOHSC, the second year skills module team collaborated with the performing arts department to develop a summative OSVE for student nurses. A script was carefully written by nurse lecturers to correspond with learning objectives. This was then edited by a senior lecturer in performance. A combined group of third year drama students and alumni acted out the scenario which was then filmed by media. This partnership has resulted in a short film which is both professional and realistic. Frequently, the problem of having readily available actors is often met by nurse educators but this brings several disadvantages. Staff are immediately recognised by the students and the assessment is taken much less seriously. The nurse educators also have prior knowledge of the skills being assessed and these techniques can sometimes be overplayed. Drama students having no clinical experience bring less bias and prejudice; the final product being the creation of an authentic clinical situation which facilitates the transition of knowledge from the education setting to the clinical environment.

References: HENDERSON, A., NULTY, D., MITCHELL, L., JEFFREY, C., KELLY, M., GROVES, M., GLOVER, P., KNIGHT, S., 2013. An implementation framework for using OSCES in nursing curricula. *Nurse Education Today*. 33 (12), pp. 1459-1461

WATSON, P., STEVENSON, M., HAWKINS, S. 2016. Neurology Assessment by objective structured video examination. *The Clinical Teacher*. 13. Pp 348-351

**Alexandra Swift**

Nurse Lecturer  
Edge Hill University

**Lisa Adams-Davey**

Senior Lecturer in Performance  
Edge Hill University

## **Session 21**

### **The use of augmented verbal feedback in lesson observations**

The vast majority of pre-service teachers-in-training undertake a teaching practice, to provide experience and support from mentors (Copeland et al, 2010). One mentor role is to assess the trainee's teaching against a set of criteria, most often providing terminal, written/verbal feedback (Hyland and Lo, 2006). Whilst, video reflection has been prevalent in teacher education (Santagata, 2009), reviewing video reflection in education and training, Fukkink, Trienekens and Kramer (2011) concluded there is a need to clarify which approaches are more effective, in order to optimise the design of skills training for professionals. This video approach relates to Schon's (1983) 'reflection on action'. However, Gibson and Purdy (2012:17) explain 'teacher reflection seeks to critically evaluate experiences from both the past and the present and to use that information to inform and enhance what practitioners will do in the future'. Therefore teacher reflection is part of an 'on-going' process which demands reflection before, during, and after teaching. For teachers, this 'reflection in action' (Schon, 1983) is a necessary skill to develop, but one in which experienced teachers are more skilled (Steven, 1996). Interestingly Magill (1994:314) points out, 'augmented feedback is a common component of the communication between instructor and student in skill learning...for some skills it enables the learner to acquire the skill faster'. With developing technology, it is possible to provide augmented feedback to support this 'reflection in action'. From personal experience it is clear that trainees find linking terminal feedback to specific instances a challenge. Therefore the work undertaken explored whether feedback via walkie-talkie, during observed lessons, could support reflection and trainee skill development. Questionnaires were used to identify how verbal augmented feedback impacted on the process. Results indicated that the trainee was positive about the experience and mentor found the walkie-talkies were a useful tool to support trainee learning.

**Dr. Gillian Griffiths**  
FoE  
Edge Hill University

**Helen Zoldan**  
Curriculum Mentor  
Harper Green High School

**Jessica Leigh**  
PGCE Student  
Edge Hill University

## Session 22

### E-Safety or E-Healthy?

E-Safety is currently viewed solely as a behavioural concept, and has been classified by Byron (2008) as either an issue with content, contact and conduct. It clearly states that the technology itself is not an issue. Since 2008, there have been massive changes in technology and their use. Thus, children have access to technology almost all the time without considering the potential consequences. In the UK today children age 5-16 on average enjoy over 6 hours screen time a day, mostly made up of TV, playing games consoles, using a mobile/tablet or a computer. Within the age 5-10 group, it is around 4.5 hours average, which has almost doubled from 20 years ago (Connected Kids, 2015). Research indicates that young children require 2-3 hours per day of active rough and tumble play to achieve adequate sensory stimulation to their vestibular, proprioceptive and tactile systems. Currently, 79% boys and 84% girls aged 5-15 years in England are not meeting that current physical activity recommendation (HSC, 2013).

Technology is an issue, and the increase in technological use creates an imbalance (Rowan, 2013). This imbalance between the physical and the visual/sensory creates a wide range of problems (Chalkley et al, 2015) in children, teenagers and adults.

The presenter aims to discuss this increase, and the suggested issues that can occur as a result of this overuse of technology, such as isolation, emotional disconnections, avoidance of personal communication, sedentary behaviour, increased obesity, reduced attention spans, and even the reduction in creative writing capabilities (Gardner, Cited in Harvard Magazine.com, 2013). There are even links to the increase of disorders such as ADHD, autism, anxiety and depression (Kaiser Foundation, 2010). This could have serious implications as these children enter the HE system. Research suggests that this will create a “virtual future”, which is unsustainable (Rowan, 2012). This presentation will look at the impact this potentially virtual future could have on teaching in Higher Education. If children are not educated at a young age on the implications of technology overuse on their physical and mental well being, then the consequences may play on into their future as an adult learner.

As a result, the presenter will also discuss the rationale for a change in the approach to E-Safety education.

Health and Social Care Information Centre. Health Survey for England, 2012. Leeds, UK; 2013.

Chalkley A, Milton K, Foster C (2015) Change4Life Evidence Review: Rapid evidence review on the effect of physical activity participation among children aged 5 – 11 years. London: Public Health England

### **Graham Stow**

Lecturer in Computing for Primary Education  
Edge Hill University

## Session 23

### **An exploration of the links between confidence, resilience and the uptake of academic literacy support sessions on an undergraduate degree programme**

As the diversity of the student body has increased, the work of academics such as Reay (2003; Reay et al., 2005) suggest that students from so-called 'non-traditional' backgrounds can experience significant difficulty in accessing the culture of higher education, which can be further reinforced by a 'invisible pedagogic practices' (Tapp, 2015) which the student needs to access knowledge and learning at this level. Tapp's (2015: 714) suggests that, who asserted that the issue of traditions such as those found in universities which are 'reified' such as 'critical analysis' and 'argument' "can never adequately represent the practice to which they refer". Thus, Shields (2015) argues that terms such as 'analysis' aren't enough, and that these must be broken down to give students feedback which is useful to them.

Lea and Street (1998) suggest that 'literacy' is as much a social practice as it is a set of applied skills. Thus, 'academic literacy' should constitute both study skills and academic socialisation; encompassing the cultural and social dimensions of academic life. This suggests that stand-alone support for 'study skills' which is decontextualized from the holistic university experience could be counterproductive to those students who already feel overwhelmed and incapable of achieving, as it reinforces the idea that they are in deficit, rather than the institution's cultural practices (Hallett, 2013).

The 'ARC' Programme, delivered alongside one undergraduate degree programme at Edge Hill University, aims to develop the Achievement, Resilience and Confidence (ARC) of students on the degree programme by delivering a suite of sessions which address the principle skills of academic writing, reading, constructing an argument, as well as addressing common barriers to achievement such as stress. Of interest for this study, is what the factors are that contribute to building resilience and confidence and those that mitigate against it. This presentation will present findings of a research project evaluating the efficacy of an intervention embedded into an undergraduate academic programme to support the academic socialisation of students into the higher education community.

#### **Christina Donovan**

Graduate Teaching Assistant  
Edge Hill University

#### **Marianne Erskine-Shaw**

Research Student  
Edge Hill University

## Session 24

### **A snapshot of the student experience: Exploring student satisfaction through the use of photographic elicitation**

Student satisfaction is both an important, yet controversial issue within Higher Education, which is typically measured through policy-driven metrics such as the National Student Survey (NSS). However, less is understood about the qualities of a

satisfying student experience “as lived” from the perspective of the student, thus questioning the adequacy of such measures. In response to this, the current study used student-driven photographic elicitation as a means of more adequately capturing the holistic student experience. This entailed nine final year undergraduate psychology students who each gathered a series of photos, which formed the basis for discussion in an interview. Thematic analysis of the narratives of the interview discussions revealed several main themes surrounding their experiences. These were: “Learning Environment”, “Work-Life Balance”, and “Wider University Community”. Findings are discussed with reference to the implications of student satisfaction, and national metrics used for measuring it, for institutional policies of recruitment and retention.

**Dr. Linda Kaye**

Senior Lecturer in Psychology  
Edge Hill University

**Joseph J. McCann**

Research Assistant  
University of Cumbria and Edge Hill University



### **The Role of Gamification in Attacker-Centric Cyber-Security Education**

Gamification is defined as applying game mechanics in a non-gaming context; Game players regularly exhibit persistence, risk-taking, attention to detail and problem solving; behaviours that are ideally suited for effective cyber-security training[1]. Existing cyber-security teaching practices and methods use defensive strategies, in line with the current dominant practice in cybersecurity training. The training/learning is aimed at delivering strategies for defensive reaction against attacks and not on anticipatory or offensive strategies. Moreover, there is a general lack of attacker-centricity within cyber-security education due to various reasons. In a University setup, the network and IT security constraints inhibit the setting up of a hacking lab. For effective cyber-security training it is critical to incorporate characteristics of attacker to not only enable the students to understand the attacker-behaviour but also to anticipate attacks, which is a nifty skill to possess as a cyber-security professional. Lack of safe training environment that emulates the real world scenarios make it challenging to impart ethical hacking skills.

The CyberGaTE project [2] is aimed at building gamified cyber-security training environment. One of the games developed as part of Cyber-GaTE is particularly aimed at investigating the effectiveness of attacker-centric cyber-security training on student learning and engagement. This is achieved by: Creating challenge-based, 'think like a hacker' –type learning resources that would be gamified. Some gaming techniques that shall be explored are real-life problem-based storytelling that would form the basis of the learning content and the use of characters (avatar/role play) and the use of narrative to create a bond between the learner and the avatar thereby enhancing engagement as suggested by literature[3]. CyberGaTE aims to use the known characteristics of cyber-attackers to train participants in anticipating an attacker's motivation and behaviour in carrying out certain attacks. This anticipation enhances the creation and application of both offensive and defensive strategies against cyber-attacks.

[1] Bada, M., Sasse, A., & Nurse, J. R. (2014). Cyber Security Awareness Campaigns: Why do they fail to change behaviour?. Report). Global Cyber Security Centre. [2] CyberGaTE, <http://www.cybergate.org.uk> [3] Klopfer, E., Osterweil, S., & Salen, K. (2009). Moving learning games forward

**Dr. Chitra Balakrishna**  
Senior Lecturer  
Edge Hill University

## **Using on-line simulation packages to consolidate student learning**

The underpinning rationale for the proposition that a marketing simulation is a good medium for enhancing depth of learning and understanding is based on the contention that a simulation game is first and foremost an engaging learning experience within which students can become engrossed, it can chime with their competitive nature and it can be easier for students to grasp complex data, models and solutions when these are contextualised in a simulated real-world experience. This poster will report on the implementation of a web-based marketing simulation package which formed the central component of a Level 6 module on the Marketing and Business and Management programmes. Simulation software can assist in developing live case study material allowing students to interact with practical business decision making and evaluate how theory is linked to practice and can be used to exhibit outcomes from actions. Use of this on-line simulation package informed the design of all elements of this module from the syllabus content, teaching style, learning opportunities afforded to the resource requirements and assessment design. Student engagement and motivational commitment to learning through the simulated experience is reflected upon, with particular reference to their reflective blogs about the experience.

### **John Mercer**

Associate Director  
Edge Hill University

### **Fiona Syson**

Senior Lecturer  
Edge Hill University

## **The Graduate Trainee Scheme: Providing an insight to working within the HE sector**

The Graduate Trainee Scheme provides graduates with valuable experience and training within the HE sector whilst working across four different University Faculties and Departments over two years. Its aim is to equip graduates with an in depth understanding of the University as a business and how departments and faculties contribute to the University's success and enhance the student experience.

Working in the Centre for Learning and Teaching (CLT), I have had the opportunity to work on three exciting projects from start to finish. From the reorganisation of the Taught Degrees Framework and its resources – used by academic staff for curriculum development up to validation, to assisting in the creation of a BlackBoard community for the University Fellowship Scheme to enhance communication. I have also had the opportunity to work with FoHSC and students to coordinate a student led project focused on the QR coding of Anatomical and Physiological models. During my time in CLT I feel I have made a difference within the department. I have learned how the important work of CLT influences and impacts on the University and how it works with other departments and faculties to promote the University's core values.

This presentation will offer information and insight into the outcomes of these projects that may be of interest to other universities.

**Ivy Sala**  
Graduate Trainee  
Edge Hill University

### **Student Led Staff Awards: What students value**

Edge Hill University students vote annually to celebrate the importance of excellent teaching, tutoring and general support. The Students' Union have been sector leaders on this front and have received recognition and grants from the NUS. This presentation will be a flavour of what students have valued in 2017 based upon thematic analysis of the evidence from all of the nominations received.

**Rachel Arland**  
Vice President Academic Rep  
Edge Hill University Students' Union