

2018 SOLSTICE eLearning and CLT Conference

7th and 8th June 2018

Abstracts



Edge Hill
University



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Session 1

Go forth and elsify!

What else can we do with feedback, teaching and assessment to make learning happen better?

Einstein is reported to have said ‘it is sheer madness to keep doing the same things, and expect different results’. At several previous Solstice conferences, I played with ideas about factors underpinning successful learning, reinventing assessment, making feedback work and many such things. In this session, we’re going to be creative, pathfinding, innovative and have fun – all the hallmarks of Solstice conferences. What we’ll try to do, is to think of ‘else’ things – other things we can try to enhance students’ learning experiences – and indeed to make our own work happier, more efficient and effective – and more fun. There will be many post-its, a Twitter feed, and all the ways we can think of to collect and discuss the ideas you all come up with.

Prof. Phil Race

Independent HE Consultant and also Visiting Professor at Edge Hill University

Session 2

Are we all Adult Returners?

Keywords: adult learning, curriculum development, safe spaces, TEF, dialogic narrative

I am troubled by the infantilisation of learners. This manifests itself in many ways. Safe spaces, the “Prevent agenda” and populist hostility towards lazy lecturers all signal the same issue from different perspectives. There is a risk that current TEF and similar policy led, metrics-driven, curriculum-development initiatives further embed a diminished model of learners and learning. In this session we will work with our experiences of returning to learn (maybe even this one), using a structured sorting technique to test, in discussion, a model of dialogic (synoptic narrative) learning and to confront the necessary problem of modelling, which any curriculum development initiative entails.

I came to academia late: an adult returner. Moving from passion to competence in university teaching has been my journey. A core experience faced by adult returners is named *impostership* by Brookfield and Preskill (2005, 144) but that is only part. This sense of “impostership” is well documented, particularly with regard to “vernacular cosmopolitans”: racially, sexually, economically, politically, mentally, religiously intersected and excluded from the “global cosmopolitanism” of (white, cis-gender/straight, Western, upper middle class) “imagined communities that consist of

Silicon Valleys and software campuses” (Bhabha 2006, xi-xiv). The life journeys of working class university students typically include experiences of impostership at particular moments:

This is not the time for a “grown-up conversation”. Return for me has involved, each time, rediscovering a primary lesson. At Ruskin College, in 1986. my students were soldiers just left the services, mothers whose children were grown, laid-off factory workers. The hypothesis I developed was that all learners in post compulsory education are, in essence, adult returners: 18 year old undergraduates and silver surfers; first-in-family or grandfathers-old-school. And, new lecturers on their first PG Cert. In returning to learn, we often seek to argue more effectively for what we already believe and we find our beliefs challenged by new evidence, interpretation, argument, theory, and teaching. The contextual nuances, knowledges and shadows each person brings are unique. The conflicts between democracy, privilege and hierarchy cast deep shadows in post-compulsory education (Montross & Montross 1997). This continues to have practical impact for teaching and learning.

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- Montross, K. J., & Montross, J. F. (1997). Characteristics of Adult Incarcerated Students: Effects on Instruction. *Journal of Correctional Education*, 48(4), 179–186.

Dr. George Roberts

Oxford Brookes University and also Visiting Fellow at Edge Hill University

Session 3

How do I?...Refugee access to Initial Teacher Training (ITT): A case study

Edge Hill University (EHU) has sanctuary scholarships for asylum seeking / refugee students, waiving fees. Anecdotal evidence suggests that there are no refugees currently studying Primary education at EHU. These students are potentially a lost contingent of future teachers. Studies suggest that refugee students in primary and secondary classrooms can be an asset to their British-born peers, stressing the benefits of education and providing insight into the wider world beyond the UK classroom (Pinson et al, 2010). There is no reason to believe that this would not be the case for ITT (Initial Teacher Training). Studies of HE suggest that there are numerous barriers to accessing education for those with refugee status (Refugee Council, 2013; Stevenson and Willot, 2007). Whilst young people under the age of 18 are able to access free education regardless of immigration status, older young people who arrive in the UK are often behind in their studies and unable to access targeted support to catch up. Despite this, young people are often motivated and keen to access HE (Peterson et al, 2017). Barriers to accessing HE include previous qualifications being recognised by the UK system, knowledge of the British system to access education, financial barriers and academic English requirements. However, the limited literature in the field also points to an absence of studies. EHU has an opportunity to make a difference for young people who have not been able to access HE whilst promoting diversity in the teacher population and the student body. This paper will explore the current 'state of the nation' in terms of supporting refugee students who wish to attend EHU with a focus on ITT, in order to understand what support or barriers might be currently operating.

Martin Ford and Dr. Charlotte Hastings, Edge Hill University

Session 4

The Impossible Dream: Students as co-combatants in the transformation of assessment conventions

This workshop will demonstrate what happened when the Culture Critique Feedback Feed-Forward (CCFF) assessment model was introduced four years ago to undergraduate students and staff from the inception of a Hefce education degree programme. This Action Research project considers the importance and role of feedback and feed-forward in student learning. It has been grounded in the paradigm shift from 'monologue to dialogue' (Nicol, 2010) in relation to students' engagement with feed-forward and impactful work around student learning gains. It has investigated the effect of establishing a culture of student peer critique and action planning on student learning. In essence, the research project has investigated a system of sharing feedback and feed-forward with students without student marks in the first instance, as a mechanism for encouraging students to engage in meaningful reflection and action planning about their next steps in terms

of their academic progress. Over the four years, the project has evolved from a pilot investigation through ethical approval for a longitudinal study involving a cohort of students throughout the length of their degree. In the initial stages, the focus was on sharing research informed assessment protocols and practices with students and staff (module tutors & personal academic tutors). In its developmental stages, it focused on the development of reflective practice and the refinement of action planning, supported by peer critique. In its latter stages, the researchers have worked with a focus group of students in refining programme documentation to capture student learning gains, including the synergy of learning conversations and subsequent actions between student and personal academic tutor.

Outcomes for attendees are:

- To engage with the background to establishing the project, including the processes involved in this longitudinal study
- To discuss the main findings of the project
- To participate in a student and personal academic tutor information exchange
- To raise an awareness of the implications for the future of student engagement with feedback & feed-forward on your programme
- To showcase the development of peer critique across a programme.

Gillian Pye and Susan Williams, Edge Hill University

Session 5

Interventions to support students

The Open University has fifteen Student Support Teams which support students according to their subject area of study. One of the ways students are supported is via a suite of interventions which form the Undergraduate and Postgraduate MILLS (Model of Integrated Learning and Learner Support) Frameworks. Each year, teams plan and schedule their interventions, and documentation is compliance-checked against the Frameworks. Approved schedules of interventions are then delivered to students either by telephone or by email using a specifically-developed tool. The communications are themed, for example, 'study preparation and 'getting ready for your exam' and are timed to coincide with key dates, such as assignment deadlines. Exemplar email intervention texts are made available for teams to use, or adapt for their own students. Live Reports collect data about expected behaviours following an intervention, for example, the number of students who contacted their Student Support Team to change their study intentions before or after a communication. Tracking data is collected to examine how students interact with links embedded within intervention texts; students are also invited to rate the usefulness of interventions, and provide written feedback. Each year the Student Support Teams, along with a wide range of university stakeholders, have the opportunity to feedback and update the Frameworks with best practice and new knowledge about student support as part of a formal refresh process. Exemplar intervention texts are also refreshed, and Student Support Teams report on the success of their interventions via annual reports. This paper will seek to share the MILLS Frameworks as an example of innovative practice in student support. It will be of interest to anyone looking to develop new ways to improve student retention and progression.

Dr. Charlotte Stevens and Anna Welch, The Open University

Session 6

Using sequential blogs to develop HE study skills in level 4 learners

Learners entering HE from traditional academic routes have usually developed the basic skills to be able to acquire and accurately demonstrate understanding of knowledge, but may struggle to navigate the more HE driven study skills of analysis, synthesis and application of knowledge, along with academic writing and referencing skills. If the development of HE study skills is not smooth, it can damage the student experience, negatively impact on academic self-efficacy, and lead to poor retention and attainment. To facilitate the development of these HE study skills, a level 4 first semester module was developed in which the academic content was front loaded, with knowledge tested by Multiple Choice Test mid-semester, followed by sequential blog writing to apply the learning to real world issues and develop academic writing and referencing skills. In the blog exercise, learners were paired up and invited to create a blog on a subject of their choice, but it needed to incorporate theory and academic content from the taught module, along with credible external sources and references. Learners created the blogs during workshops, they were then submitted for assessment, and the following week they were posted live. Learners were required to comment on the group blogs and engage in online discussion, again using relevant theory to support their statements. A second blog was created using the developmental feedback, and the process was repeated. The use of pairings increased the safety for nervous learners and enhanced the student experience. The process of fast developmental feedback from both tutors and peers created a collaborative learning environment where the student voice was valued, and provided opportunities for immediate application of feedback and peer learning. The development of HE study skills became a natural part of the process, which was reflected in the improvements in grades as the semester progressed.

Valerie Todd, University Centre at Blackburn College

Session 7

The drivers and barriers to teaching excellence: an animal – and veterinary – curriculum perspective

The profile of teaching excellence has been highlighted due to the cross-sector implementation of the Teaching Excellence Framework (TEF). This framework currently considers the impact of the undergraduate student journey rather than the quality of the teaching provision at any one institution. Working with staff to define what teaching excellence ‘looks like’ and how we can enhance practice provides opportunity to positively contribute to future institution- and subject-level TEF submissions, if assessment of teaching quality forms a part. Positive changes to the extent of teaching excellence within an institution would also be favourable in light of students as consumers. The proposed presentation will showcase some of the early findings of an institution-funded pedagogic project being undertaken this year to establish an understanding of the drivers and barriers to teaching excellence within the Harper Adams-specific culture and context.

Emily Chapman-Waterhouse, Harper Adams University

Session 8

StudyCircle Peer Mentoring Project. Strategies to support first year students and promote second year students’ development

This paper presents a peer mentoring project, co-developed among second year Psychosocial Analysis of Offending Behaviour (PAOB) students at Edge Hill University in 2017-2018. The aim of the project is to train second year students as facilitators/trainers by supporting their personal development and professional identity. These second year students in turn support first year students in transitioning to the University. The purpose of the project is to facilitate active learning, promoting a culture of peace, well-being and life skills among students, helping to prevent attrition. The project draws on Peace Circles as a holistic methodology for promoting a restorative student community. Project goals focus on increasing the academic and social integration of first year students at the university through peer mentoring. We want to develop peer mentors’ life skills, empowerment and self-regulation (Bandura, 1995; Srikala, 2010). We also aim to explore new learning strategies/best practices to involve students in active roles (Prince, 2004) at the university in order to promote community building and explore which tools/strategies could be most effective in facilitating this. The project also encourages the participation of students in research projects and highlights the importance of disseminating scientific research in the student community. To evaluate student impact we use quantitative (Emotional Intelligence Questionnaire) (Salovey and Grewal, 2005) and qualitative methods (Semi-structured interview, focus group). The project enables first year students to integrate into the university community, fostering globally aware students who are capable of creating new social

systems to sustain our future (Botvin and Griffin, 2004). This experience demonstrates the importance of involving students in a more dynamic role, so that they consider themselves active players within the university community.

Dr. Anna Bussu, Gergana Ganeva and Peter Leadbetter, Edge Hill University
Student Peer Mentors, Edge Hill University: **Joanne Dennett, Sally Hayes-May, Siham Ibrahim, Jessica Peach, Ben Powell**

Session 9

Online induction to support transition to taught postgraduate study

This presentation will explore how online resources can be used to support students through the transition to taught postgraduate study. It will showcase an online induction course – Pathways to Success - developed to prepare students for study on Online Distance Learning (ODL) Masters degree programmes at the University of Leeds; and discuss work currently ongoing to develop the course into a resource that can support a wider cohort of PGT students at the University. Pathways to Success has been designed to help students begin to develop a sense of community in their cohort and feel part of the university. It covers typical features of face-to-face induction, such as programme administration and how to use the library, and also includes dedicated activities to develop skills to become a successful Masters student, including critical thinking, academic integrity and intercultural learning. The course promotes principles of active and experiential learning. The content is led by student stories and interactive exercises with immediate feedback. The course is delivered in the University of Leeds Minerva VLE (Blackboard Learn) and showcases the full potential of the platform. The course materials include a number of interactive online lessons developed using the Evolve authoring tool, designed from the outset to be transferable and appropriate for a wide range of applications. This presentation will explore the challenges, both technical and content-related, associated with developing resources that are sufficiently targeted to particular cohorts to be relevant, whilst at the same time sufficiently generic to enable re-use across a range of contexts. Evaluation of the course is ongoing, and initial student feedback will be presented here, along with plans for future evaluation.

Dr. Megan Kime, University of Leeds

Session 10

Digital badges for transition and employability: lessons learned

Many HE institutions are using digital badges/awards in a variety of learning contexts – crediting academic skills, employability courses, extra-curricular activities, staff CPD, standard HR courses and more. This presentation will report on the findings from a two-year project which examined the use of Open Badges to support transition to university, student perceptions of digital badges and potential links to enhancing employability. The project team included academic staff, learning developers and the SU, and was supported and funded by the university's learning

and teaching support unit, the Centre for Learning Excellence. Using an Open Badges platform, we initially assigned students badges for undertaking a range of transitional tasks which could be added to social media profiles and CVs, for example, as evidence of achievement. We found that initial student uptake was limited. This led us to deviate from the original project brief and investigate, through consultation with staff and students, the circumstances and infrastructure that would be required in order to more successfully integrate digital badges within our university context. This has led to the development of a badge dissemination model which positions digital badges within the wider institutional employability agenda, through an enhanced student transcripts and co/extracurricular activities. As the project draws to a close, we will share our experiences and lessons learned. Practitioners who are interested in adopting digital badges will find this session to be a useful introduction to the subject and some key 'dos' and 'don'ts'.

Averil Robertson and Steve Briggs, University of Bedfordshire

Thursday 7th June
Guest Speakers: 12.15 – 13.00

Session 11

Exploring Social Media for Learning

This session will introduce the SMASH project – a student led partnership looking at ‘Social Media for Academic Studies at Hallam’. Our developing framework considers three areas where social media is utilised: within learning activities, as a means of organising learning, and as a way of showcasing learning.

1. Helping staff to identify and use social media tools for communication and collaboration within and beyond the classroom (Learning Activities).
2. Helping students and staff to identify and use relevant social media tools to curate and organise information relating to learning (Organising Learning).
3. Helping students to prepare digital portfolios to openly share outcomes and projects to develop a professional online presence (Showcasing Learning).

During the presentation, resources the students have created will be shared and participants will be invited to contribute their own ideas. Finally and with equal importance, reflections from the students on their experience during this project and the learning gained will also be shared.

Sue Beckingham

Sheffield Hallam University and Visiting Fellow at Edge Hill University

Session 12

“Well I wouldn’t start from here if I were you.” Designing a modern distance learning university

Existing distance learning universities are facing competition from new online education providers. How do staff within these universities respond to the challenges?

In this participatory session, modelled after the format of a Choose Your Own Adventure™, you are in an education support role within a fictional distance learning university (though based on a real one, to preserve its anonymity all place names will only be referred to by an abbreviation). This university (“The OU”) has been a successful distance learning university for 50 years in a European country (“the UK”) but now needs to adapt to a changing landscape of providers. You will be faced with a series of challenges to which you will respond via a menti voting system. Each response will take you closer, or further away from, your goal of ensuring the survival of your university.

This session aims to present many of the challenges distance education providers, provide an opportunity to discuss opinions about the role of online provision, and perhaps come up with some solutions that could be implemented at a real distance learning universities. Knowledge of distance learning universities isn't necessary; an outside perspective is, in fact, very helpful.

Dr. Mark Childs, The Open University and Visiting Fellow at Edge Hill University

Session 13

Biographies of Internationalisation: Methodical reflections on using the Biographical Narrative Interpretive Method (BNIM) to capture international students' discourses and policy narratives

This paper focuses upon a qualitative, Biographical Narrative Interpretive Method (BNIM) study of 'knowledge cultures' (Tsouvalis et al., 2000), and narratives of internationalisation that are embedded within international student's biographies. Drawing upon qualitative materials from a biographical research study of 6 students categorised as 'international' in one Irish university, the paper illustrates areas of confluence and convergence in international student narratives about internationalisation and 'storylines' that appear in Irish policy on internationalisation. The argument in this paper is threefold; firstly, that the BNIM approach (Wengraf, 2001) which elicits participants' memories, knowledge and 'life worlds' goes farther than some 'conventional' approaches to interviewing in capturing how international students recreate international identities, 'negotiate' insider/outsider distinctions and processes of stereotyping and labelling. Secondly, it is argued that how international students interpret internationalisation as a 'lived experience' and express these understandings through narrative is intricately bound to how they negotiate international identities. Thirdly, we argue that the kinds of narrative generated by the BNIM approach enables us to 'trouble' dominant discourses of internationalisation by inviting an ethic of openness to the 'other' and learn from rather than just learn about the experience of internationalisation students. Such an approach helps us to think higher education 'otherwise'.

Dr. Lisa Moran, Edge Hill University and **Dr. Simon Warren**, National University of Ireland Galway

Session 14

Can greater use be made of employer feedback on curriculum content and design to enhance graduate employability?

Employability is considered important by academics and policy makers, often because it "will foster the learning outcomes that employers value" (Knight and Yorke, 2003; 1) and also because the labour market is intensely competitive (Greatbatch and Lewis, 2007). Furthermore, the strategic plans of many Higher Education (HE) establishments note improved graduate employability as a key learning and teaching performance measure (e.g. Edge Hill University Strategic Plan, 2013-2020 and Curriculum Strategy 2014-2020). However, it is often the role of the employer, not academic or policy maker, to evaluate and assess graduate employability and as such there appears to be value in exploring employer perceptions.

This paper explores the role of the employer in evaluating and enhancing graduate employability from a qualitative, interpretivist perspective via phenomenological study. Employers are interviewed from a range of businesses in order to examine three specific topics: employer experience of assessing and recruiting graduates, employability traits that employers see as desirable in graduates and finally, direct employer involvement with curricula. Considering existing work on employability (such as Knight and Yorke, 2003; York and Knight 2004; Moreau and Leathwood, 2006; Dacre Pool and Sewell, 2007; Maher and Graves, 2008; York, 2010), the research identifies themes and concepts present in the perceptions of employers with regards to graduate employability. Through analysis and discussion, the conclusion demonstrates a degree of synergy with several themes explored by Reich (2002) and Yorke (2006) in terms of the traits employers often seek. However, further observations both general and specific, are revealed that may not only help to enhance graduate employability, but also aid employers and curriculum designers in achieving the same goal.

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GREATBATCH, D. and LEWIS, P., 2007. Generic employability skills II. *A paper prepared by the Centre for Developing and Evaluating Lifelong Learning at the University of Nottingham in collaboration with the South West Skills and Learning Intelligence Module at the University of Exeter.*

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MAHER, A. and GRAVES, S., 2008. Enhancing Graduate Employability: Can Higher Education Deliver? In: *Graduate Employability*

MOREAU, M.-P. and LEATHWOOD, C., 2006. Graduates' employment and the discourse of employability: a critical analysis. *Journal of Education and Work*. 19 (4), pp. 305–324.

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Neil Malone, Edge Hill University

Session 15

Integrating TEL into Curriculum

In a period of rapid change, staff and students need to be skilled and knowledgeable

users of technologies and be ready to embrace further developments in order to participate in the workplace. As a result, it is important that students be exposed to technologies that promote learning throughout their course, which are not just the object of learning, but designed to develop an understanding of the role and impact of technologies through activities aimed to improve digital literacies.

Digital literacies are those capabilities which fit an individual for living, learning and working in a digital society. Digital literacy looks beyond functional IT skills to describe a richer set of digital behaviours, practices and identities (JISC 2015)

This presentation tells how technologies were integrated into curriculum to enhance the quality of learning and teaching as well as ensuring that technical skills and digital literacy were clearly communicated as key employability skills.

Laura Taylor, Edge Hill University

Session 16

Disrupting the paradigm: technology infused approaches in higher education

Zhu (2015:3) acknowledges that higher education institutions are continually facing 'rapid social, technological and economic changes' and that technology is often pivotal in these transformations. Technology Enhanced Learning (TEL) has become a widely accepted term in UK Higher Education (HE) for describing the relationship between technology and teaching in higher education. Having been adopted by the Higher Education Funding Council for England (HEFCE) and the UK Higher Education Academy (HEA) it has become an integral part of higher education infrastructures. This is apparent in the development of TEL teams and indeed courses at many UK Universities (Lancaster 2012; Derby 2010; Sheffield Hallam 2014; Liverpool 2012) and significant funding streams such as the UK Research Council's 2007-2012 TEL project which attracted funding of £12 million. Mobile learning is especially under theorised in pre-service teacher education, (Kuklska-Hulme et al, 2009.) A large body of research highlights several key barriers to the successful implementation of TEL in HE, such as scepticism, inability to see value, lack of time, resistance to change, lack of technical skill and weak institutional direction (Schuck et al, 2013; Walker et al, 2016; Buchanan et al, 2013.) Whilst innovation is not necessarily perceived as positive by all (McKeown, 2008; Pelgrum, 2001; Zhu, 2015), Stevens (2004) maintains that the importance of technology based innovation is critical. An increasing body of research suggests that the implementation of TEL in HE is positively impacting student outcomes and experience (Aldridge 2013; means, Toyama, Murphy, Baika and Jones, 2009) two critical aspects of consideration for any institution. Described benefits include enhanced engagement, flexibility of working and learning environments, and in some cases, improvements in academic outcomes (Clark 2010; Laurillard, 2007.) The

use of an integrated TEL approach can have many positive impacts on students and academics alike, such as an increase in independent learning, improved communication, reduced cost and more flexible learning environments, (Boticki et al, 2015; Cheon et al, 2012; Liu et al, 2010; Reychav et al 2015.) This offers a real opportunity to disrupt the traditional paradigm of higher education from learning and teaching paradigms, to student expectation and experience. This workshop will identify and model the clear benefits between a strong implementation of TEL and HE teaching methods, based on a digital leadership model, the integration of TEL support and learning sessions and an increased use of social media, (Fossland, 2016; Kirkwood et al, 2014; Bayne, 2014)

Sarah Wright, Edge Hill University

Session 17

Scoping potential future synergies; exploring simulation as pedagogic tool for inter-disciplinary learning.

Within the social and physical context of practice, simulation is a technique that replicates 'real-world' activities, and provides students with the opportunity to explore their own learning in a controlled environment.

Depending upon the specific situation, this student-centred approach may be utilised to support students (across numerous disciplines) to develop and apply theoretical knowledge, practical skills and hone personal aptitude within a safe environment. Through high quality simulation learners may become immersed within a given situation or scenario, and are able to put emergent skills and knowledge into practice. For example, within paramedic or policing training, simulation may be utilised to imitate real-world working environments to develop a student's professional attributes where they may be alerted to potential dangers of field work, and in raising awareness of potential dangers help support them to avoid taking unnecessary risks in practice.

Pedagogically as a learning tool simulation has several significant benefits. Within a simulated learning environment because the scenario has been 'designed' to replicate reality scenarios may be open-ended. As such they provide the opportunity for students to anticipate and respond to the implications of an evolving scenario because of its nature leads to more engaging interactions by learners. Utilised in this way simulation promotes the use of critical and evaluative thinking.

Simulation may also be utilised to expose students to situations that support learning but are not practical to explore in practice, for example geohazards. As such simulated learning has the potential to support inclusion, equality and diversity, for example enabling all students to experience an environment where the physical needs of an individual may otherwise limit or prevent them from engagement.

Adopting a workshop format, this presentation will share for dissemination emergent cross-faculty, inter-disciplinary simulation activities, with the aim of encouraging collaborative discussion to scope potential future synergies.

Kevin Henshaw, Andrew Whittle, Lawrence Forrest, Barry Matthews, Rory McKelvin and Dawne Bell, Edge Hill University

Session 18

Student perceptions on the use of a marking rubric to provide feed forward to level 5 Sport students

Whilst there is agreement to the pedagogic benefits of utilising rubrics from a teaching perspective, less attention has been given to students approaches to and use of rubrics and how rubrics are perceived by the users (Andrade and Du 2005). The aim of the study was to identify whether a group of Framework for Higher Education Qualifications (FHEQ) Level 5 Sport students find a marking rubric helpful

in providing feed-forward on a draft version of a lab report. A paper-based questionnaire was administered on completion of the assessment to 58 Sport students who sat the Level 5 module to identify their perceptions of the marking rubric. The majority of students reported agreement that the rubric was beneficial in completing the lab report, with median scores for all 11 questions between 4 and 5 (slightly agree or agree). Student perceptions of the marking rubric were generally positive in clearly defining the criteria needed to succeed and increasing the understanding of what was required in the assessment. The role of the rubric in the feed-forward process was also beneficial as it enabled the students to understand what they were doing well on and what was needed to be worked on. Additionally, improvements in attainment and achievement levels were observed within the cohort. Overall, marking rubrics are an important tool in improving academic performance and should be considered when implementing a laboratory based practical assessment and report.

Andrade, H., & Du, Y. (2005). Student perspectives on rubric-referenced assessment. *Practical Assessment, Research and Evaluation*, 10(3)

Dr. Eddie Bradley and Dr. Laurence Eagle, University of Sunderland

Session 19

The Trials of Teaching and Learning: Avoiding Litigation in Times of Austerity

As Tokic (2014) has recently observed, the purchase of a 'ticket' to enter the classroom should 'guarantee more than a right to enter and remain...during the scheduled class.' The right to education is itself grounded in a number of fairly ambivalent human rights provisions. Article 2 of Protocol 1 of the European Convention for example frames the right in negative terms (i.e. 'to not be denied an education') but is silent in relation to what standards or levels of education governments are obliged to provide. Clearly, there is a duty upon signatory states to enable equality of access to (higher) education. Jurisprudence from other jurisdictions is often similarly equivocal, suggesting, for example, that 'a failure to learn does not bespeak a failure to teach' and arguing that 'in education, the ultimate responsibility for success remains always with the student.' And yet, the various court cases grounded in negligence or breaches of contract seem to have a tendency to call into question the academic integrity of individual tutors. As *Miller v Loyola University of New Orleans* (2000) illustrated, issues such as the untimely organisation of course materials, changed class times, requiring that students engage in presentations, and partial coverage of a syllabus, were all factors that led to litigation (albeit unsuccessful). As Fee (2002) has similarly observed, 'the liability of individual tutors and educational authorities to claims of negligence is in the ascendant.' Recent cases from the UK such as *Siddiqui v University of Oxford* [2016] EWHC 3150 (QB) and *Croskery's (Andrew) Application* [2010] NIQB 129 increasingly highlight some of the challenges associated with HE learning and teaching. In *Siddiqui*, the issue was one of graduate disappointment over his career trajectory, whilst *Croskery* focused upon an allegation of inadequate undergraduate dissertation supervision. Given the current and projected economic landscape, it may be argued that the avoidance of litigation will become an increasingly significant

aim for 'teaching-active' academics. This paper will argue that the issue of 'academic judgment' (as being immune from judicial scrutiny) is likely to feature more prominently in future cases involving the right to access an education.

Dr. Alice Diver, Edge Hill University

Session 20

Supporting Online Students at University of Liverpool

The University of Liverpool operates a range of academic programmes across disciplines such as Education, Management, Law, Public Health and Psychology, the programmes are implemented in partnership with a commercial provider, Laureate Education (Laureate International Universities); further online programmes are also operated outside the Laureate partnership in areas such as Medicine and Records Management. Whilst the Laureate partnership is characterised by a significant onus on Laureate resources such as online faculty and programme maintenance, a key resource provided by the University directly comprises the University Library, encompassing access to electronic Library resources such as e-journals or e-books and information literacy teaching and support. The session will briefly explore the structure and format of the online programmes and principal areas of the University engaged in online learning. The session will explore challenges for online students for engagement with Library services within the Laureate and non-Laureate online programmes, aspects for provision of Library support, training and approaches used for teaching information literacy skills, such as use of subject databases, citation management software and referencing. The session will also explore connectivity issues encountered by online students and remotely-based staff when located in regions experiencing connectivity difficulties. The session will also highlight key platforms and systems used to deliver online teaching and support in a remote context.

Paul Catherall, University of Liverpool

Session 21

In how far does technology (iPads) enhance subject knowledge within mathematics?

This area of research focused on the potential impact of a mathematical piece of software accessed through the use of iPads. The target group was a whole year 5 class from a primary state school. Observations were carried out involving a series of statistical mathematics lessons, in which a proportion of those lessons were delivered utilising technology, compared to others, which were carried out devoid of technology. By carrying out this research we hoped to determine whether or not there was an enhanced level of subject knowledge in relation to mathematics. The hypothesis for this research, was that technology can enhance mathematical subject knowledge. The process in which to test this hypothesis was based around the 'my-

maths' software and the collection of the data for analysis. The same test data was used at the end of both the technology and the devoid of technology lessons. This data was then compared with the results, either proving or disproving the hypothesis.

Mark Anderton, Edge Hill University

Session 22

Factors affecting student assessment feedback engagement

Students' experience with assessment and feedback has become a preoccupation for many higher education establishments since the introduction of the National Student Survey (NSS) in 2005. While universities have seen improvements in many areas, the NSS has continually highlighted students' concerns about issues relating to assessment and feedback. The aim of this presentation will be to explain the results of a thematic analysis of the literature on the factors that affect student feedback engagement and use, with a consideration of how these are linked. Those attending the session will get an overview of the key factors to consider when delivering feedback and attempting to increase their students' feedback engagement.

Claire Moscrop, Edge Hill University

Session 23

Big Data for Big Results?

Data is being collected about us every single second from multiple sources. In Higher Education, being able to harness and respond to this 'big data' can have a powerful impact on student engagement and attainment and especially where educational technology tools allow for greater 'data mining'. A large amount of data was required to begin the research for Health Education England (North West) from their PGCert in Medical Education delivered in partnership with Edge Hill University. Much of the content is delivered online to NHS doctors working full time. There was a requirement to capture data about access times and frequency as well as types of content accessed to discover whether there is a correlation between time spent in the VLE, the types of content accessed and their final overall grade. This presentation explains the reports available specifically within the Blackboard VLE platform and the methodology used to extract this specific data. We will demonstrate how we then pulled this data together into a form that could then be shared with the Researcher. Please note that the presentation doesn't cover the research as this is still in progress. It will present the techniques of VLE data reporting and collection and will discuss the challenges of this with its limitations. This session will appeal to current users of Blackboard who are beginning to investigate what data Blackboard holds, how it can be accessed and in what format.

Carol Chatten Brooks and Justin Malewezi, Edge Hill University

Session 24

The Learning and Assessment of Rational Thinking

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.

Huan Chen, Hunan First Normal University, China

Session 25

Do you need to be present to present?

The assessment for one of the level 5 modules on the CYPLD (Children and Young People's Learning and Development) programme requires the students to 'research and make an individual presentation to their peers on an aspect of their curriculum area'. As a module team, we decided to think differently about what the presentation aspect of the assessment would look like. We challenged students to develop an asynchronous presentation and utilise a variety of online tools in order to engage with the teaching, learning and assessment process. We experimented with face to face and on line seminar support sessions and tracked student participation as we wanted to challenge our assumptions around engagement with alternative assessments which incorporate technology. We generated participation data around age, gender and SpLD (Specific Learning Difficulty) and explored patterns and correlations. As part of the presentation, we will discuss other studies which have referenced participation in alternative forms of assessment; specifically papers which aim to seek student perceptions of non standard assessment. Our presentation will

outline the challenges and opportunities we encountered. We will incorporate student feedback which was collected at the start, mid-point and end of module which gathered thoughts, opinions and attitudes around the value of this particular alternative assessment strategy. We will address the question 'Do you need to be present to present?'

Paul Lees and **Catherine Langridge**, Edge Hill University

Session 26

Towards a Concept of Solution-Focused Teaching: Learning in Communities, About Communities, for the benefit of Communities

This presentation is derived from an unexpected invitation to deliver a session entitled 'Solution-Focused Teaching' at an event centred on 'Community Development and Engagement' at the HEA in 2014. This felt initially outside of my field, even though I have a longstanding interest in the Scholarship of Teaching and Learning, theorisation of curriculum and design for learning. The literature indicated connections allied to 'solution-focused' in Cognitive Behavioural Therapy and nursing and were predominantly clinically orientated. However, the focus on learning, cognition and links with feelings and behaviours, offered me insights into the notion of being 'Solution Focused' as a curriculum and teaching mission in broader terms.

The presentation is aimed at promoting discussion and reflection on potential approaches, with particular reference to social sciences (and professional and academic disciplines which gravitate towards communities)

I will explore:

- (a) the potential to further elaborate the idea of solution-focused curriculum design and implementation (including teaching and assessment) in the form of a 'mash-up' of ideas from existing theoretical positions and practises, and
- b) a compelling notion of 'community' extended to communities of learners, who learn in communities, about communities, alongside community members and 'experts' in the field, ultimately for the benefit of communities.

See: Schofield, M. (2016). *Towards a concept of Solutions-Focused Teaching: Learning in Communities, About Communities – for the Benefit of Communities*. (pp 11-23) in Halsall and Snowden (Eds.). Springer, Switzerland.

Prof. Mark Schofield, Edge Hill University

Day 2

Friday 8th June
Guest Speakers: 9.45 – 10.30

Session 1

Evidence-based practice, pedagogic research

Focusing on pedagogic research into the question, 'How do I improve my pedagogic practice?', the presentation will include evidence-based explanations of educational influences from practitioner-researchers who have asked, researched and answered this question. These explanations are offered in the form of multi-media narratives that draw insights from self-study, action research and auto-ethnographic methodologies. The idea of a living-educational-theory as an explanation of educational influences in the individual's learning, in the learning of others and in the learning of social formations, will be used to show how the ontological and relational values a pedagogue uses to give meaning and purpose to their lives can be used as explanatory principles in explanations of educational influences. The presentation will draw insights from evidence-based practice from global contexts to explore the potential of Living Theory research as a social movement for enhancing the flow of values and understandings that carry hope for the flourishing of humanity.

Prof. Jack Whitehead, Visiting Professor Edge Hill University.

Session 2

International perspectives on higher education: an initial examination of the key issues

International understandings of assessment in Higher Education are highly diverse, with divergence from nation to nation on what should be assessed, what aspects of students' capabilities and performance are valued and what are appropriate methodologies and approaches for assessment. With Kay Sambell of Edinburgh Napier University, I am currently exploring these issues, drawing on accounts from research contacts internationally. Although the study is not unproblematic, initial findings are enlightening and likely to have value both to those working with international students and staff in the UK, and for UK colleagues working beyond these shores. The implications of the research suggest that greater awareness of the underlying issues can avoid some misconceptions and confusions. By the end of the session participants can hope to have:

- Gained a greater awareness of practices of assessment and feedback globally;
- Recognised the complexity of designing and delivering assessment in transnational contexts;
- Identified a range of ways in which we can work better with international and home colleagues and students on assessment and feedback to enhance the student experience.

Prof. Sally Brown, Visiting Professor Edge Hill University and **Prof. Kay Sambell**, Edinburgh Napier University

Session 3

HE Teaching: A journey into character and/or conception

This presentation will draw on an analysis of my own journey in Higher Education teaching. The discussion of my own teaching perspectives inventory (see: <http://www.teachingperspectives.com/tpi/>) results will allow for and be used to prompt discussion around the nature of personal change HE teaching practice. I have undertaken this profiling of my own teaching style (there are five possible forms and these can be 'dominant' or 'recessive') for the last twelve years and recently have consider the scores in relation to events within my teaching life. The framework for this coming from Norman Jackson's idea of learning ecologies that are "created by a person to achieve proximal goals from distal goals." This approach lead me to consider further as higher education practitioners, do we change in response to developments in practice or developments in our conceptions, and how does our work ecology influence and impact upon this? Muchmore's (2001) Story of Anna, which broadly, although it predates Jackson's work, incorporates a range of ecology questions, such as, "to what extent are beliefs and practices related and how has this relationship been mediated by context" (p.3) will be utilised as discussion points.

Dr. Peter Gossman, University of Worcester

Session 4

Doing induction: a student perspective

At the heart of first year undergraduate engagement is the facilitation of a smooth transition to academic study and effective induction to university life. The provision of induction programmes as an early mode of engagement focuses on a range of key issues, from social integration to academic skills and future employability, but the experience of our students is always predicated on their own expectations of undergraduate life and necessarily on their experience of formal education elsewhere. This workshop arises from a joint project undertaken by the universities of Newcastle and Leeds, where students' experience of the universities' respective induction programmes was tracked to gauge their effectiveness and impact. The project recruited thirty first year undergraduate students who completed an initial questionnaire, engaged with induction activities and materials and then fed back at two further stages in their first semester. The final stage of enquiry was a series of Focus Groups that enabled the students to speak freely about their experience, including their confidence, sense of value and belonging, beyond the restriction of a questionnaire. The workshop enables participants to reflect on the main findings from this project in respect of students' experiences and the extent to which their expectations were met by the induction programmes. We shall then be able to suggest and consider a thematic approach to the project output. Participants will be

invited to explore their own practice and to consider the main issues that have emerged with the two project leaders. One key question that arises relates to the extent to which we can really influence the expectations of our students before they arrive, and there are also very interesting points to consider about the culturally fluid phenomenon of social expectations, the ever-present matter of student confidence, and the physiological impact of a major point of transition.

Dr. Ruth Payne, University of Leeds and **Sarah Graham**, Newcastle University

Session 5

Evaluating the effects of interactive educational software (IES) on the student learning experience in study skills workshops at Manchester Metropolitan University.

Historically, student response systems (SRS), such as ‘clickers’, were considered an innovative teaching tool in higher education (HE) to increase student engagement (Roschelle et al., 2004; Mu and Paras, 2015; McCabe, 2016; Smith, 2016). However, stand-alone SRS are increasingly being replaced by cloud-based Interactive Educational Software (IES), which can be accessed through students’ personal mobile devices (e.g. Kahoot!, Poll Everywhere). This shift is linked to the broader BYOD (‘bring your own device’) trend in HE, where students are actively encouraged to use their personal devices in classroom settings (Rogers, 2015).

There has been a considerable amount of research supporting the use of IES in HE, which argues that their use is beneficial to student learning (Bojinova and Oigara, 2013; Heaslip, Donovan and Cullen, 2013; Wang, 2014). Yet, there is little research into their use in non-subject specific areas, such as study skills (McCabe, 2016 and Fies and Marshall, 2016).

As such, throughout 2017/18, the Learner Development team at Manchester Metropolitan University, investigated the potential of using IES in central study skills workshops, and evaluated its benefits to the student learning experience, including increasing engagement. Examples of IES used in our study skills workshops, such as critical thinking, included NearPod and Padlet. By sharing our reflections and student feedback, this workshop aims to introduce IES software, encourage delegates to explore its strengths and limitations for their own setting, and apply it to their teaching practice.

Workshop breakdown:

- 10 minutes reporting the findings of the project. This includes demonstrating some of the IES.
- 15 minutes for delegates to map out how they could use the demonstrated IES in their own teaching.

- 10 minutes sharing ideas and responding to any questions. This includes gathering responses.
- 5 minutes to close the session and take final questions. Delegates will be asked to leave contact information if they wish to have a copy of the collated responses.

Gill Robinson

Session 6

Audio feedback in formative assessment

Harnessing the use of technology to aid students learning is not a new phenomenon. The use of audio, as a feedback tool, over the past few years, has instigated much investigation and discussion. Prior research has shown that the use of audio seems to improve certain areas of learning and that “students responded favourably to the use of audio feedback, whatever the discipline studied” (Hunter-Barnett & Murrin-Bailey, 2010:1) and “indicated a preference for audio feedback” (Parkes & Fletcher, 2016:1). Further studies show that students who interact with their feedback improve their performance (Zimbardi, Colthorpe, 2016). This presentation will discuss the utilisation of recording formative feedback and discuss how the use of this technology improved the formative feedback process, for both tutors and students in two Computer Science modules. Participants consisted of 105, 3rd year students and 3 university lecturers. The aim of this study was to explore the future potential of recorded feedback as a tool to alleviate the problems of large group formative feedback, whilst promoting its delivery in an inclusive alternative format. A research methodology that incorporated techniques from qualitative and quantitative methods was used for the empirical data collection, in order to gather rounded reliable data. Data was collected through module evaluations and a survey completed by students. The data gathered was mostly perception based views on the use of recording formative feedback. Results show that students appreciated the use of recorded feedback as it was “clear”, “fast” and “useful”.

Shirley Hunter-Barnett, Edge Hill University

Session 7

When is feedback not feedback? When it's also peer mentoring!

I am the Scheme Manager for our University's HEA Fellowship Recognition Scheme. This means that not only do I review applications for Fellowship but I also give feedback to unsuccessful candidates. Another component of my role is to ensure that recognition decisions are consistent across a panel of about 20 staff. Last year I discovered that iPads can now screencast together with audio so I decided to do something a little different. I took an application that I hadn't previously seen and then proceeded to assess it in real time with commentary. I then cut the video into manageable pieces and sent them to the applicant as feedback. The applicant found this very helpful as it was a very detailed assessment of their work, far more than they would have gotten if I had just given written feedback. I realised that I could also use the video to provide an insight into my detailed thought processes whilst assessing an application for our recognition panel. As an Accreditor for the HEA I have a great deal of experience in assessing applications and I have been asked how I do this, particularly by new reviewers. This video has consequently also been used to provide a mechanism whereby I can also offer peer mentoring to the whole panel collectively. This presentation will detail the issues and insights I gained through this process and how it can be applied to student feedback practices.

Dr. Laurence Eagle, University of Sunderland

Session 8

Snapchat, Padlet, Stormboard, Wikispaces, Google Groups: Can they work for classroom activities and assessments?

This paper explores online collaborative software and asks if integrating this technology into classroom practice is effective as a tool for teaching, learning and assessment. We study the ways students read, write and interact with one another online and how this differs from face-2-face classroom practices in order to better understand the complexity of integrating the digital world into pedagogy. Currently, use of web-based content in the classroom appears to be driven by the need of educators to be seen to be modern, up-to-date facilitators of learning rather than the adoption of proven tools and frameworks to support learning (Cheok and Wong, 2015). Typically, materials are provided in multiple formats and are delivered and presented in multiple ways based on the knowledge and competencies of the lecturer (van Bree et al., 2004). This delivery may not always benefit the student and may impact on their learning and success in assessments (Kirkwood, 2009). Screen recording and eye gaze data are coded and analysed using the Gazepoint Analysis software package. This multi-layered micro-analysis enables texts to be described and through systematic qualitative analysis reveal the complexity and dimensions of the modes and interactivity students use to find, synthesise and transform information needed to respond to classroom tasks. By creating multimodal

transcriptions and carrying out multi-layered analysis, we offer further understanding of the engagement of students with digital media. This rich picture of student's online habits and interactivity may then inform the development of rules to optimise the learning interface allowing convergence with the practices student encounter in their use of digital media outside the classroom.

References: Cheok, M.L. and S.L. Wong, S.L. (2015) "Predictors of E-Learning Satisfaction in Teaching and Learning for School Teachers: A Literature Review", *International Journal of Instruction*, Eskişehir Osmangazi University, Turkey, pp. 75-90. van Breek, J., Tondeur, J. Valcke, M. (2004) "Explaining different types of computer use among primary school teachers", *European Journal of Psychology of Education*, Springer, Netherlands, pp.407-422. Kirkwood, A. (2009) "E-learning: you don't always get what you hope for", *Technology, Pedagogy and Education*, Taylor and Francis Online, London, pp.107-121. Gazeption Analysis, (2016) UX Edition, Gazeption, Vancouver, British Columbia.

Dr. Adele Creer and Myles Dempsey, University College Isle of Man

Session 9

Use of a cloud based visual collaborative system in the classroom

The AMRC (Advanced Manufacturing Research Centre) training centre is part of the University of Sheffield offering new pathways into degree engineering for students in apprenticeships. Our students are in full-time work and attend one day of teaching each week. Course material is delivered via flipped learning so we have to maximize the effectiveness of contact time to build on this. For academic year 2017 /18 we equipped 3 classrooms with interactive displays. These were used initially for presentations and whiteboard applications but we have started a pilot project to use them as a group collaborative tool in semester 2. Tools such as padlet are ubiquitous but we wanted to try something with more collaborative features. We are aware of the peer to peer presentation problems that occur using devices on eduroam so chose a cloud-based solution. We selected Span software from Nureva and have initially purchased 20 licenses for staff and students. Span gives us an expansive digital canvas that everyone can use to share creative ideas and solve problems in the classroom but can also contribute to remotely. We seek to set out the benefits of this technology in promoting student engagement, and deeper learning amongst the student cohort. It also enables us to separate the students into groups with each group owning a separate area of the canvas, or their own canvas, in which to work on their solutions to problems. We have a suite of iPads that can be used in lectures to contribute to the session but as Span is cloud-based, students can use their own device without an app. We will run the first pilot with our 3rd-year cohort of 9 students on a cross-faculty module management for engineers. If possible we should like to conduct a live demo of the system.

Ian Loasby, University of Sheffield

Session 10

Team based learning: The good, the bad and the Ugly!

This presentation will narrate the experiences of academics and learning technology professionals involved in the implementation of a team based learning teaching strategy with two large multiprofessional research modules within healthcare professional curricula. Team based learning is a collaborative learning and teaching strategy that purports to enable people to follow a structured process to enhance student engagement and the quality of student learning. It is credited with promoting group learning, social interdependence and problem solving skills amongst others. It is also supposed to be fun. Essentially TBL involves guided study packages that students are expected to work through before then attending seminars in which they undertake first an individual test of their knowledge using technology and then a further group test using scratch cards also facilitated by technology. Students also undertake interactive activities related to the subject they are studying so that they learn to apply the knowledge they have developed. Finally students are expected to peer evaluate group members performance using technology again. Students get summative credit for all sessions attended and tests undertaken and so in this way it is credited with promoting attendance (Michaelsen, 1982). On paper it sounds good, however in reality it can also be bad and on occasions downright Ugly! We would like to share our experiences of this teaching strategy with you and discuss some of the unforeseen issues, challenges we encountered particularly with the technology during its implementation. We would also like to share the successes we had and the positive lessons learnt in the hope of helping others who are considering using this strategy.

Karen Currell and **Paul Dagg**, University of Huddersfield

Session 11

Making the case for programme-level assessment

Every HE programme/course confronts the issue of designing an effective, efficient, inclusive and sustainable assessment strategy which can deliver key programme outcomes. However, broad strategic perspectives can easily be neglected in programme planning given the increasing pressures on academic staff and programme teams in HE. As a result, assessment strategies in programme documents are often weak or limited. The student experience suffers as a direct consequence. To improve student learning, programmes need more substantial and evidence-based assessment strategies. One way forward is to focus on programme-level rather than module level assessment.

This workshop will introduce and review major developments in programme-focussed assessment and discuss how they might be applied to your institutional and disciplinary context, using case studies and examples from national projects such as the PASS project - <http://www.pass.brad.ac.uk> - and TESTA – <https://www.testa.ac.uk> - and highlighting specific initiatives which have been able to demonstrate the impact of a programme-focussed approach, e.g. 'Integrated Programme Assessment' in Biosciences at Brunel, winners of an HEA CATE Award in 2016 - <https://www.heacademy.ac.uk/person-cate/brunel-london> - and the Pharmacy team at Bradford, winners of an HEA CATE Award in 2017 - <https://www.bradford.ac.uk/news/2017/cate-award.php>.

This workshop will review the main principles of PFA, introduce different approaches which have been adopted, and discuss both the advantages of and potential barriers to successful implementation. Delegates will have the opportunity to consider and contribute their views on the benefits and implications of PFA to their own programmes and context.

Prof. Peter Hartley, Visiting Professor at Edge Hill University and **Ruth Whitfield**, University of Bradford

Session 12

Robot Teachers and Human - Technology Intersection in Higher Education

Artificial intelligence research and development has expanded significantly over the past 20 years, with a 14x increase in active US start-ups developing AI systems since 2000 and a sharp increase in the past 7 years (Stanford University AI Index, 2017). But what does this mean for us, the humans which AI is intended to replace?

We have already seen the expansion of self-driving cars and a computer which allegedly passed the Turing test (passed if a computer is mistaken for a human more than 30% of the time during a series of five-minute keyboard conversations). How long will it be before the “robot” replaces the human as teacher? This session will propose that it’s not about robots replacing humans, but more about the intersection of technology & humans, and how we make colleagues feel comfortable with that.

Simon Thomson, Leeds Beckett University and Visiting Fellow at Edge Hill University

Session 13

Developing the scholarship of teaching and learning (SOTL) at an institutional level

This workshop will build on a current initiative by Bolton University and University of East London 'SOTLVision', which brings academics together in person and online to discuss SOTL issues. The purpose of the workshop is to engage participants in discussion around factors affecting SOTL development, from its value in the development of research (TEF/REF) and teaching and learning practices, to how we drive wholesale cultural change that embraces SOTL as part of the academic framework. The workshop convenors will share outcomes of those discussions from the two initial institutions who took part, but also wish to engage those attending the workshop in discussions around these themes to build on the work.

Duncan Cross, University of Bolton and **Claire Moscrop**, Edge Hill University

Session 14

One size does not fit all: innovative and inclusive assessment

This highly interactive workshop will provide an opportunity for participants to explore new approaches to assessment and to understand how to create a range of inclusive opportunities where students can demonstrate their understanding. In keeping with the conference theme of inclusive practices, the workshop will be an opportunity for participants to reflect on how they can engage students and introduce truly inclusive approaches to their assessment design. Participants will come away with the beginnings of a toolkit of approaches that will enable them to develop inclusive practices in their own teaching. Assessment in Higher Education has fallen behind its own contextual setting and the diverse nature of contemporary student cohorts (Ball et al., 2012). Approaches to students with disabilities are fundamentally reactive and lean extremely heavily on the reasonable adjustments outlined by the Equality Challenge Unit, rather than reflecting a fully inclusive approach in the assessment design from the outset. Despite the progress that has yet to be made, the creation of new assessments does not need to be onerous, and many inclusive approaches also actually reduce marking workload, whilst increasing student engagement. The content and the activities undertaken during the workshop are sufficiently generic to give participants a lively and transferable understanding of inclusive assessment design in any context. The principles and theory are exemplified in an adoptable format that demonstrates how colleagues can immediately engage more fully with inclusive learning and teaching practices.

BALL, S., BEW, C., BLOXHAM, S., BROWN, S., KLEIMAN, P., MAY, H., MCDOWELL, L., MORRIS, E., ORR, S., PAYNE, E., PRICE, M., RUST, C., SMITH, B. & WATERFIELD, J. 2012. A marked improvement: transforming assessment in higher education. York.

Dr. Ruth Payne, University of Leeds

Session 15

Should all students be music students? Enhancing Employability for all.

Research shows that music graduates are 50% more employable than those of other subjects. Furthermore, if they do not follow a career into music, they are likely to enter the workforce at management level in careers such as finance, law and consultancy. The key to this are the transferable skills that music graduates obtain during their three year degree course, which include being able to work as team or by oneself, time management skills, analysing a significant amount of data, problem solving and marketing. Given that universities are in the business of making students employable at the culmination of three years should a music module be incorporated in all undergraduate degrees? This would allow students of other subjects to gain the same skills. Thus enhancing their employability. Additionally, in recognition of the benefits of music, the University of Liverpool introduced a musical theatre group for medical students. It states on the homepage of the group that it promotes relaxation and stress relief, confidence and the integration of students from all years as a support network for each other. This is in addition to the aforementioned transferable skills. The methodology of this topic includes a survey undertaken of business leaders which demonstrates the importance of the skills of music studentship. Additionally, music students have been surveyed to ascertain if they would consider a career outside of music and what skills they think would be brought to this employment from their degree. At a time when investment into music teaching is reaching an all-time low. It cannot be stressed how important music is. If it can be demonstrated how the positive effects of music education can be placed into the workforce, then it would exhibit how music should be invested in during early school years.

Joanne Bolland, Edge Hill University

Session 16

Empathetic Assessment?: Exploring the impact of feedback modality

This session focuses on the practice of electronic marking and audio feedback, of formative assessments on a range of programmes at Sheffield University and Edge Hill University. A substantial body of research provides evidence about the positive effects of assessment (Black et al. 2003; Harlen 2005a; Knight 2002; Hattie 1999). There is however little evidence regarding how technology impacts assessment practices and outcomes. The presentation therefore explores feedback modality, contrasting the use of traditional text based electronic marking with a variety of audio feedback mechanisms. Participants will consider the specific methods implemented e.g. the use of colour coded comments, the use of 'quickmarks', the use of personalized audio feedback, and the active engagement of students with any feedback provided. This presentation also explains 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 in the study to engage student with feedback on formative assessments, create and encourage proper 'feedforward' to summative assessments, and to provide focused, consistent and

constructive feedback. Impacts from the assessment activities were gathered from qualitative comments from students and staff in the context of perceived benefits and challenges drawn from the wider literature. Evidence is drawn from several years of pilot schemes, including collaboration between HE institutions. The presentation considers the collaborative staff experience, benefits and challenges of innovating assessment with technology. This session provides a critical analysis of assessment modality for formative work, and will benefit anyone involved in the provision of formative feedback. In particular it aims to show how choice of feedback modality can impact the student learning experience, and can potentially improve the assessment process for staff and students.

Gareth Bramley and **Kate Campbell-Pilling**, University of Sheffield and **Carl Simmons**, Edge Hill University

Session 17

My essay's due in tomorrow...I'd better start it! Procrastination and its association with student success.

Many studies have linked procrastination in students with reduced academic outcomes (Kim and Seo, 2015). These studies have a common feature in that most used self-report questionnaires, which may not reflect actual student behaviour. There are only a scattering of studies which have used learning analytic data as a behavioural measure of procrastination in order to predict performance within discrete academic disciplines, and thus there is little systematic research on this. These analyses have mostly used assignment submission times, i.e how close to the deadline a student has handed their work in, as a proxy for student procrastination. This is of course based upon the assumption that students that hand in work at the last minute have been putting off working on their assignments, leading them to submit very close to the deadline. We are analysing eight years' worth of institutional submission records from Turnitin together with the marks of the accompanying assignments. In this presentation, we will discuss some of the challenges in cleaning and analysing such 'big data', and will share a preliminary analysis on a selected set of data showing a small but reliable relationship between submission time and student marks, and how this relationship differs across 13 discipline clusters. We will discuss the implications and limitations of these findings and whether they could be a useful additional predictor of student academic performance. Kim K, & Seo E, (2015) The relationship between procrastination and academic performance: A meta-analysis, *Personality and Individual Differences*, 82, pp26-33

Dr. Laurence Eagle, Dr. Sophie Cormack and Prof. Mark Davies,
University of Sunderland

Session 18

Ensuring the development of effective and inclusive teaching and learning to address A5, K1-3 and V3 of the UKPSF Dimensions of Practice

In light of the continuing engagement with CPD Schemes in the UK and abroad and increasing aspirations to Senior and Principal Categories (HEA annual report 2017), it is pertinent to explore further how we, in fact, facilitate the development of Pedagogical Content Knowledge (PCK) in staff i.e. how subject knowledge becomes taught matter, particularly those who are influencing and shaping others in practice. In this presentation we will consider how, through A5, K1-K3 and V3, a clear and meaningful relationship between what subject content is (K1), how pedagogical content is created (K2) e.g. through CPD (A5) and how it is best communicated to students (K3) could be established. For example, could embracing certain dialogic and literary practices in development schemes ensure that discussion and debate around PCK naturally and meaningfully arises? Further

scrutiny of the standards and an understanding of the essential skills and knowledge show that effective engagement is premised on using subject knowledge to interpret and translate that knowledge into pedagogical practices. Such processes require critical reflection on how Content Knowledge (CK) becomes PCK, which must be understood in terms of a sophisticated and meaningful relationship between subject content and subject pedagogy. In other words the development of explicit and shared understandings of the 'episteme' of disciplines to help identify and define disciplinary pedagogies and their relationship with, for example, how students learn and the appropriate pedagogical methods required (K3). The international mobility of students assumes effective systems in place to support the teaching and assessment of international students. We should therefore, through the specific dimensions of the UKPSF, explore the idiosyncrasies and challenges that drive innovation across particular cultures, disciplines and institutions in teaching and learning. All categories of Fellows of the HEA must evidence a deep conceptual understanding of their chosen discipline and its pedagogies including a capacity to understand and value different cultures and perspectives e.g. using resources and examples of scholarship from around the world. Overall the important question is: In how far are we actually using the dimensions to evidence discipline focused CPD, the application of subject content to effective and inclusive teaching including research informed approaches, and what does that evidence look like?

Dr. John Bostock, Edge Hill University

Session 19

Negotiation role-plays to enhance the teaching and learning experience

Simulations and role-plays are widely employed teaching methods in negotiation education, as well as in the pedagogy of other related fields (Druckman & Ebner, 2013) and this presentation explores the use of such methods as embedded in a variety of undergraduate and postgraduate modules. In particular, the presentation will identify ways of dealing with three particular challenges associated with negotiation role-plays, as follows: (i) Pedagogical and Logistical Considerations (e.g. as per Alexander and LeBaron 2009), (ii) Transferability and Verisimilitude (e.g. as per Stokoe, 2012) and (iii) Cultural and Contextual Suitability (e.g. as per Alexander and LeBaron 2009). It will show how these challenges were addressed by the use of suggestions from the literature (structured around Druckman & Ebner, 2013), for example in the use of providing relevant conceptual and theoretical background on the subject prior to the role-play and creating sufficient time for reflection and feedback. The presentation will also draw on experiences running role-plays with students from different cultural and pedagogical backgrounds and in different age groups and educational levels (from Secondary School to Postgraduate). Overall, it aims to provide other educators with some best practice and guidance in running role-plays in their own education settings.

Dr. Stephen Kelly, Edge Hill University

Session 20

#techtalktuesday: Encouraging Innovation in a Busy Learning Technology Team

Edge Hill University has had a Virtual Learning Environment (VLE) for over 18 years, and during that time, the use of the VLE and related tools has become standard. The associated ongoing growth in workload for Learning Technologists has left less time for them to experiment with new tools and technologies. In the Learning Technology Development team, we have tried to make time for innovation by running an informal, weekly, 'Tech Talk' meeting, where team members are encouraged to bring something related to teaching and learning technologies, to share. In this presentation, we will explore how this event has developed, and how the innovations shared in the sessions have ultimately had an impact on the student experience. This session will be of most interest to other busy Learning Technologists, and those who are interested in technology adoption.

Peter Beaumont, Edge Hill University

Session 21

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. Over the past two years, 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.

Tracey White, University of Lincoln

Session 22

Employability: A case study from psychology.

This presentation will discuss the development of a 'Mock Assessment Centre' in Psychology. The Centre is unusual in that it serves both as a vehicle for profiling graduate employability, development and assessment of generic employability skills and (latterly) as an opportunity for psychology graduates to practice and develop specific psychological skills. The process for the development of the intervention will be discussed and ideas for further development considered. Delegates will explore examples of work related learning and consider the contribution that assessment centres can make. There will be opportunities to develop plans to introduce such learning in their respective areas. In summary, the presentation will examine the concept of work related learning and include an example case study related to mock assessment centres and the opportunity to consider the relevance of this approach to their own area.

Pat Hornby-Atkinson, Edge Hill University

Session 23

Teachers don't Tweet!

The meteoric rise of social media has made fundamental changes to our lives, (Kolbitsch & Maurer 2006; Wodzicki et al 2011.) yet the perceptions of its place in higher education differs widely between students and academics alike. The use of social media within higher education is becoming increasingly popular (Manca and Ranieri; 2016) and this paper will explore the potential impact of using mobile devices and social media with undergraduate pre-service teachers. Wilson (2013) is clear that social media in higher education is not simply about a use of technology. Several key benefits have been identified such as the use of social media to support knowledge creation Kassens-Noor (2012) and motivation, Moody (2010). The paper will demonstrate a variety of approaches that have been undertaken to enhance these benefits and an exploration of their impact. An integral aspect of pre-service teacher education is the development of a professional presence, Scanlon (2011). Fenwick (2016) suggests e-professionalism is term for significant consideration. This suggests that the use of social media goes far beyond its use for administration or marketing purposes and that both students and academics could benefit from a creative and innovative use of these tools. The paper will explore both current practices and potential future projects which use mobile technologies to develop pre-service teacher presence and professionalism.

Sarah Wright, Edge Hill University

Session 24

Hero parent to zero parent - creative practice in Health Education

This photo education presentation aims to explore the use of a creative three minute video using a series of photographs, poster and audio to depict an often missed topic of disability and loss. The video and associated poster were displayed in the Faculty of Health in a loop video format, for two days. Feedback from students and staff were collected during this time. The learning objective was to explore the use of creative photography in relation to sensitive topics. It expands on the debate by Lindstrom (2006) as to what is creativity and can it be taught. Horner (2016) notes that a photo educator has power to inspire students to see the world in greater depth. The power of the photograph, film or video is that it is viewed in realist ways (Wells, 2009) and requires there to be the physical presence of the observer. The photographic communication of this presentation enabled there to be a powerful discourse amongst the audience .

Toni Bewley, Edge Hill University

Session 25

Taming the beast! How social media can be a powerful pedagogic tool

There may be extensive research in other specific online learning platforms, notably M.O.O.Cs (massive open online courses) but not in terms of how trainee teachers can deploy social media for formative assessment. Initial predictions are based on the chapters on social media in my book: '50 Ways to Use Technology Enhanced Learning in the Classroom'. Here, the suggestion is that trainees will not have used social media for formative assessment, only communication or extra-curricular activity. Furthermore, trainees may be interested in the potential impact of the tools and formative data that social media can generate – but adequate models of reflection are essential if they are to cut through their own fears and the barriers surrounding social media. The research will test the proposal that social media can be a productive and meaningful pedagogic tool – if appropriate reflection models are applied. The chapters on social media in '50 Ways to Use Technology Enhanced Learning in the Classroom' indicate that Twitter, Facebook, Instagram, Pinterest and Snapchat have the potential to enable trainees to produce meaningful formative assessment and generate powerful data. Both quantitative and qualitative data will test the desire and likelihood of trainees unleashing more of the potential of social media. Additionally, it is clear that there are many barriers to trainees using social media in the classroom. This paper will examine these and use the data to make suggestions on finding a way through. Though the research was undertaken with Secondary I.T.T (Initial Teacher Training) trainees at a U.K university, the sample could be broadened across faculties and online. There could be a specific focus on formative data. Further research could also evaluate the training needs among staff, as well as trainees.

Pete Atherton, Edge Hill University

Disseminating academic research

With a growing number of conferences including poster presentations within their programmes, research posters are an increasingly popular way for scholars from a range of academic disciplines to disseminate their research. When presented in an effective visual format, the academic research poster has the potential to draw interested parties to engage directly with the work under consideration, creating a platform for informal academic discourse between researcher and delegate. Hence communication of research in this way is a powerful method for scholars to share and gain perspectives on their work in real time. Typically, an academic poster is a combination of text, charts, and images, with the most effective academic posters being those that summarise the important aspects of the research concisely, and that present findings in a visually stimulating way, one that is both easy to read and understand. However often, because of poor design practices, ideas and concepts are not always conveyed successfully and as a result opportunities for effective dissemination are reduced or lost. Considering the formal elements of design, and software, printing, copyright and permissions, irrespective of the academic discipline, this poster is designed to facilitate researchers with basic design knowledge which they can use as a tool to support and guide them in their ability to produce visually appealing academic research posters.

Dawne Bell, Edge Hill University

Themes and Trends in Published Pedagogic Research

UK Institutions of higher education have long been assessed for their excellence in research through a raft of national assessment exercises (RAE2001, RAE2008, REF2014 and the impending REF2021). More recently policy makers have introduced an assessment exercise seeking to establish how effective Universities are at actually teaching the students who study there (TEF2016). There is clear synergy between the two areas of assessment, research and teaching, if one considers the area of pedagogic research. This poster presents the initial findings of a study investigating themes and trends in published pedagogic research. The purpose of this work is to help identify areas which are heavily researched and conversely, by inference, those which seek little attention.

Dave Wooff, Edge Hill Univeristy

The use of eye tracking to understanding learner interaction with technology

This research explores the use of digital media within pedagogy and asks if integrating technology into classroom practice is effective as a tool for teaching and learning. The aim is to understand the relationship between online learning materials and FE students so that the design and delivery of educational material can be optimised, potentially enhancing student use and experience of online learning systems. Eye tracking and screen capture software (Bergstrom and Schall,

2014; Boiko, 2013) is used to investigate how learners interface with technology at a micro-level, recording moments of interactivity and hyperlink activity. Gaze analysis and a micro-analysis of the modes of engagement describes the user flow and interaction with online material, illustrating some of the complexities of different media introduced in classroom textual practices to inform pedagogical choices regarding modal resources (Jewitt, 2009; Kress, 2010). A student's online learning experience is determined by a range of variables however the objective is to find ways to analyse how students search for and use digital information. This research ask questions such as: How do students interact with the digital page? What draws their eye, how long do they look at a point of interest and is it long enough to gain an understanding or is it a transient glance? In addition, consideration is given to the types of media the students are interacting with to ascertain the richness of the multimodal artefact.

Bergstrom, J.R and Schall, A.J., (2014) *Eye Tracking in User Experience Design*, Mogan Kaufmann, Massachusetts. Bojko, A., (2013) *Eye Tracking the User Experience*, Rosenfeld, New York. Jewitt, C. (2009) 'An Introduction to Multimodality', in C. Jewitt, (ed) *The Routledge Handbook of Multimodal Analysis*, Routledge, Oxon. Kress, G. (2010) *Multimodality: A Social Semiotic Approach to Contemporary Communication*, Routledge, Oxon.

Myles Dempsey, University College Isle of Man

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 2017/18 based upon thematic analysis of the evidence from all of the nominations received.

Luke Myer (Vice President Academic Representation) and **David Jones** (Policy & Campaigns Manager), Edge Hill University Students' Union