

Thursday 7th June 2018 – SOLSTICE and CLT Conference

8.45 – 9.15 Conference registration and refreshments (Business School Foyer)				
9.15 – 9.45 Welcome and Introduction, Prof. Mark Schofield, Dean of Teaching and Learning Development - B001 Lynda Brady, Pro Vice – Chancellor, Edge Hill University - B001				
9.45 – 10.30	Session 1 – B001 Go forth and elsify! What else can we do with feedback, teaching and assessment to make learning happen better? Prof. Phil Race	Session 2 – B002 Are we all adult returners? Dr. George Roberts		
10.35 – 11.20	Breakout 1:			
	Session 3 – B005 (Paper) How do I?...Refugee access to Initial Teacher Training (ITT): A case study Martin Ford and Dr. Charlotte Hastings (both Edge Hill University)	Session 4 – B003 (Workshop) The Impossible Dream: Students as co-combatants in the transformation of assessment conventions Gillian Pye and Susan Williams (both Edge Hill University)	Session 5 – B002 (Paper) Interventions to support students Dr. Charlotte Stevens and Anna Welch (both The Open University)	Session 6 – B004 (Paper) Using sequential blogs to develop HE study skills in level 4 learners Dr. Valerie Todd (University Centre at Blackburn College)
11.20 – 11.40 Refreshment break (Business School Foyer). Opportunity for informal discussions about Poster Presentations:				
Disseminating academic research , Dawne Bell (Edge Hill University)				
Themes and Trends in Published Pedagogic Research , David Wooff (Edge Hill University)				
11.40 – 12.10	Breakout 2:			
	Session 7 – B005 (Presentation) The drivers and barriers to teaching excellence: an animal - and veterinary - curriculum perspective	Session 8 – B003 (Presentation) StudyCircle Peer Mentoring Project. Strategies to support first year students and promote second year students' development	Session 9 – B004 (Presentation) Online induction to support transition to taught postgraduate study	Session 10 – B002 (Presentation) Digital badges for transition and employability: lessons learned

	<p>Emily Chapman-Waterhouse (Harper Adams University)</p>	<p>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 (all Edge Hill University)</p>	<p>Dr. Megan Kime (University of Leeds)</p>	<p>Averil Robertson and Steve Briggs (University of Bedfordshire)</p>
<p>12.15 – 13.00</p>	<p>Guest Speakers</p>			
	<p>Session 11 – B001</p> <p>Exploring Social Media for Learning</p> <p>Sue Beckingham</p>		<p>Session 12 – B002</p> <p>“Well I wouldn’t start from here if I were you.” Designing a modern distance learning university</p> <p>Dr. Mark Childs</p>	
<p>13.00 – 14.00 Lunch</p>				
<p>14.00 – 14.45</p>	<p>Breakout 3:</p>			
	<p>Session 13 – B003 (Paper)</p> <p>Biographies of Internationalisation: Methodical reflections on using the Biographical Narrative Interpretive Method (BNIM) to capture international students’ discourses and policy narratives</p> <p>Dr. Lisa Moran (Edge Hill University) and Dr. Simon Warren (National University of Ireland Galway)</p>	<p>Session 14 – B005 (Presentation)</p> <p>Can greater use be made of employer feedback on curriculum content and design to enhance graduate employability?</p> <p>Neil Malone (Edge Hill University)</p>	<p>Session 15 – B002 (Paper)</p> <p>Integrating TEL into Curriculum</p> <p>Laura Taylor (Edge Hill University)</p>	<p>Session 16 – B004 (Workshop)</p> <p>Disrupting the paradigm: technology infused approaches in higher education</p> <p>Sarah Wright (Edge Hill University)</p>
	<p>Breakout 4:</p>			

<p>14.50 – 15.20</p>	<p>Session 17 – B101 (Presentation)</p> <p>Scoping potential future synergies; exploring simulation as a pedagogic tool for inter-disciplinary learning</p> <p>Kevin Henshaw, Andrew Whittle, Lawrence Forrest, Barry Matthews, Rory McKelvin and Dawne Bell (Edge Hill University)</p>	<p>Session 18 – B003 (Presentation)</p> <p>Student Perceptions on the use of a marking rubric to provide feed forward to level 5 Sport students</p> <p>Dr. Eddie Bradley and Laurence Eagle (both University of Sunderland)</p>	<p>Session 19 – B002 (Presentation)</p> <p>The trials of teaching and learning</p> <p>Dr. Alice Diver (Edge Hill University)</p>	<p>Session 20 - B005 (Presentation)</p> <p>Supporting Online Students at University of Liverpool</p> <p>Paul Catherall (University of Liverpool)</p>	<p>Session 21 – B004 (Presentation)</p> <p>In how far does technology (iPads) enhance subject knowledge within mathematics?</p> <p>Mark Anderton and Catherine Langridge (Edge Hill University)</p>
<p>15.20 – 15.40 Refreshment break (Business School Foyer). Opportunity for informal discussions about Poster Presentations.</p>					
<p>15.40 – 16.10</p>	<p>Breakout 5:</p>				
<p>Session 22 – B002 (Presentation)</p> <p>Factors affecting student assessment feedback engagement</p> <p>Claire Moscrop (Edge Hill University)</p>	<p>Session 23 – B004 (Presentation)</p> <p>Big Data for Big Results?</p> <p>Carol Chatten Brooks and Justin Malewezi (Edge Hill University)</p>	<p>Session 24 – B005 (Presentation)</p> <p>The Learning and Assessment of Rational Thinking</p> <p>Huan Chen (Hunan First Normal University, China)</p>	<p>Session 25 – B003 (Presentation)</p> <p>Do you need to be present to present?</p> <p>Paul Lees and Catherine Langridge (Edge Hill University)</p>		
<p>16.15 – 17.00</p>	<p>Session 26 – B001</p> <p>Towards a Concept of Solution-Focused Teaching: Learning in Communities, About Communities, for the benefit of Communities</p> <p>Prof. Mark Schofield</p>				
<p>17.00</p>	<p>Closing note, Prof. Mark Schofield, Dean of Teaching and Learning Development – B001</p>				