2014 SOLSTICE eLearning and CLT Conference

Learning and Teaching in Higher Education: Effective Practices

5th and 6th June

Programme

Supported by:

Edge Hill University

The Higher Education Academy

2014 SOLSTICE eLearning and CLT Conference

Programme

Contents

Day one: 5th June 2014

Focus: Technology Enhanced Learning Practices

08:45 – 09:15	Registration and refreshments	Business School Foyer
09:15 – 09:30	**Introduction** – Prof. Mark Schofield, Dean of Teaching and Learning Development **Welcome** – Lynda Brady, University Secretary and Pro Vice-Chancellor (Student Experience)	B001
09:30 – 10:20	**Keynote 1:** **Where is the new blended learning?** **Dr George Roberts, Senior Lecturer, Educational Development, Oxford Brookes University**	B001
10:25 – 11:05	**Breakout 1**	
Session 1	**Observing Online Teaching: Creating a supportive process** (Workshop - 40 minutes) Shirley Bennett, Northampton University and Jacqui Basquill, Edge Hill University	B004
Session 2	**MOOCed out? Learning from being a MOOC student** (Workshop - 40 minutes) Dr. Anne Dickinson, Coventry University	SPS003 (IT Lab)
Session 3	**The Flipped Steering Group. Using Blackboard Communities to Enhance Staff Development for TEL** (Workshop - 40 minutes) Stu Field, Carol Chatten and Martin Baxter, Edge Hill University	B002
Session 4	**"Distance makes the brain grow stronger". Using Blackboard Collaborate with the Flipped Classroom Model to Teach Distance Learners** (Presentation – 40 minutes) Andrew Tomkins, Mark Wilcock and Michelle O'Connell, Edge Hill University	B003
Session 5	**Contribution of Intelligent Repeat Engine in Mobile Learning for Enhancing Students' Learning in Industrial Engineering Education** (Paper – 40 minutes) Dr. Murat Saran and Ulas Gulec, Cankaya University, Turkey	B005
11:05 – 11:25	**Refreshment break** Opportunity for informal discussions about poster presentations: **Use of Augmented Reality to Enhance the Student Experience** (Poster presentation) David Wooff, Edge Hill University **Technology Enhanced Learning (TEL) – Enhancing the Learning Experience for all** (Poster presentation) Dawne Bell, Edge Hill University	Business School Foyer

11:25 – 12:25	**Breakout 2:**	
Session 6	**Encompassing design – exploiting the VLE to create the online resource for nursing students planning a voluntary placement** (Presentation - 30 minutes) Karen Currell and Paul Dagg, University of Huddersfield **Technology Enhanced Learning Strengthening Practice Learning Across the Faculty of Health and Social Care Professional Programmes** (Presentation - 30 minutes) Tracey Baker and Alan Seatwo, Edge Hill University	B004
Session 7	**All Ears? Effects of Formative Assessment Screencasts on Tutors and Students** (Presentation - 30 minutes) Carl Simmons and Dr Phil Wood, Edge Hill University and University of Leicester **Capturing Students!** (Presentation - 30 minutes) Kevin Henshaw and Dominic Rimmer, Edge Hill University	B005
Session 8	**Triangulating TEL: What's currently happening, what do staff think and what do students want?** (Presentation 30 minutes) Peter Reed, University of Liverpool **Undergraduate Students and their Lecturer's use of the 'Socrative' Classroom Response System** (Presentation - 30 minutes) Gethin Foulkes, Edge Hill University	B003
Session 9	**Online Assessment Feedback – Revisited** (Presentation - 30 minutes) John Jackson, University of the Arts London **Using Turnitin as a Formative Assessment Tool to Support Academic Writing Skills** (Presentation - 30 minutes) Dr. John Bostock and Laura Taylor, Edge Hill University	B002
12:30 – 13:00	**Student Presentation**	**B001**
13:00 – 14:-00	**LUNCH** **B002 and B003 will be available for delegates to use during lunchtime**	**Business School Foyer**
14:00 – 14:45	**Keynote 2:** **Tablet Devices: Enabling, Enhancing, Enriching and Empowering our Learners and Teachers** **Simon Thomson, Head of E-Learning, Centre for Learning and Teaching, Leeds Metropolitan University**	**B001**
14:50 – 15:20	**Breakout 3:**	
Session 10	**Well-placed for Success – Enhancing Preparation for Practice Placements** (Presentation - 30 minutes) Paul Dagg, James Youdale and Prof. Janet Hargreaves, University of Huddersfield	B005
Session 11	**Creating a Climate of Digital Citizenship in Higher Education** (Presentation – 30 minutes)	B004

	Dr. Sandy Murray and Dr. Suzanne Maniss, University of Tennessee at Martin, USA. Dr. Joseph Molinatti, College of Mount Saint Vincent, USA. (Not in attendance - David Dietrich, University of Tennessee at Martin, USA.)	
Session 12	**Playing Nicely.** (Presentation – 30 minutes) Ursula Curwen, Edge Hill University	B103
Session 13	**Hygiene Factors & VLE Minimum Standards: a conceptual framework for understanding student satisfaction and dissatisfaction** (Presentation – 30 minutes) Peter Reed, University of Liverpool	B003
Session 14	**EXIT-M (Extending Interactions with Text and Other Media)** (Workshop – 30 minutes) Prof. Mark Schofield, Edge Hill University	B002
15:20 – 15:40	**Refreshment break** Opportunity for informal discussions about poster presentations.	**Business School Foyer**
15:40 – 16:40	**Breakout 4**	
Session 15	**Satisfaction, experience or engagement: what are we measuring and why?** (Workshop – 1 hour) Prof. Rhona Sharpe, Oxford Brookes University	B002
Session 16	**Lightening Talks Caused by Blogs** (Presentation – 30 minutes) Laura Taylor, Edge Hill University **Blackboard** (Presentation – 30 minutes) Susan Canning, Edge Hill University	B003
Session 17	**Adopting the Principles of Gamification to Enhance the Teaching and Learning of ECG Recognition and Case Management of Various Patient Medical Complaints via an Interactive Online Experience.** (Presentation – 30 minutes) David Watson and Kevin Armstrong, Edge Hill University **Enhancing the Teaching and Learning Experience of Midwifery Education through the use of synchronous hybrid e-learning technologies** (Presentation – 30 minutes) Georgina Lessing-Turner and Alan Seatwo, Edge Hill University	B004
Session 18	**Whatsapp-ening in Higher Education?** (Presentation - 30 minutes) Paul Smalley, Edge Hill University **Moving a Face-to-Face Session Online: The Case of 'Finding Information for your Dissertation'** (Presentation - 30 minutes) Peter Beaumont and Helen Miller, Edge Hill University	B005
16:40 – 17:00	**Closing Note and Presentation of SOLSTICE Fellowship Certificates** – Prof. Mark Schofield, Dean of Teaching and Learning Development.	**B001**

Day two: 6th June 2014

Focus: Learning and Teaching Practice

08:45 – 09:15	**Registration and refreshments**	**Business School Foyer**
09:15 – 09:30	**Introduction** – Prof. Mark Schofield, Dean of Teaching and Learning Development **Welcome** – Steve Igoe, Deputy Vice-Chancellor	B001
09:30 – 10:20	**Keynote 1:** **Internationalising the Curriculum: from the 'symbolic' to the 'transformative' in learning, teaching and assessment practice.** **Dr. Viv Caruana, Reader in Internationalisation of Higher Education, Leeds Metropolitan University**	**B001**
10:25 – 11:05	**Breakout 1**	
Session 1	**Supporting Students to Build Up Positive Mental Health and Resilience** (Workshop - 40 minutes) Dr. John Bostock, Liz Diamond and Hazel Devereux, Edge Hill University	B002
Session 2	**Research Modules and Learning Maps: promoting critical thinking and graduateness** (Paper - 40 minutes) Dr. Julie Kirby, Edge Hill University	B004
Session 3	**Student Academic Mentoring - Two Years On** (Workshop - 40 minutes) Gillian Pye and Susan Williams, Edge Hill University	B105
Session 4	**Taking the 'Ass' out of Assessment: Getting rid of the Donkey Work** (Workshop – 40 minutes) Prof. Mark Schofield, Edge Hill University	B003
Session 5	**From Student to Educator – Mentoring Junior Faculty in Higher Education** (Presentation – 40 minutes) Dr. Joseph Molinatti, College of Mount Saint Vincent, USA. Dr. Sandy Murray and Dr. Suzanne Maniss, University of Tennessee at Martin, USA. (Not in attendance - David Dietrich, University of Tennessee at Martin, USA)	B005
11:05 – 11:25	**Refreshment break**	
11:25 – 12:25	**Breakout 2:**	
Session 6	**The 'glocal' terrain of learning and teaching in transnational higher education (TNHE): Exploring equivalence, positionality and interculturality in practice context** (Workshop – 1 hour) Dr. Viv Caruana, Leeds Metropolitan University	B002
Session 7	**Integrating Web 2.0 Tools to Engage Pre-service Teachers** (Presentation - 30 minutes)	B005

	Dr. Karen DiBella and Dr. Kimberly Williams, University of Tennessee at Martin, USA **Assessment Feedback for Learning Disabled Students in Higher Education** (Presentation - 30 minutes) Liz Richards, Edge Hill University	
Session 8	**Enhancing Employability through Positive Digital Identities** (Workshop – 1 hour) Stu Field, Edge Hill University	B105
Session 9	**The Student Research Internship, a Coventry University Add+Vantage Module** (Presentation - 30 minutes) Alun Evans and Stacey Tilling, Coventry University **Employability – Giving Students a Sharper Edge** (Presentation - 30 minutes) Andrew Tibbs and Mariana Andrade, Edge Hill University	B003
Session 10	**An MSc in nursing (pre-registration) Objective Structured Clinical Examination** (Presentation - 30 minutes) Julie Devereux, Karen Connor, Mairi Byrne, Jennifer Hampton and Robert Welsh**,** Edge Hill University **Working in Partnership with Pre-registration Student Nurses: The development of a Practice Learning and Skills record as a tool to Enhance Learning in the Practice Placement Setting** (Presentation - 30 minutes) Anita Flynn and Cathy Griffiths, Edge Hill University	B004
12:30 – 13:00	**3-minute Thesis Presentations** **Presentations of the origin and nature of PhD these by Edge Hill University students.**	**B001**
13:00 – 14:-00	**LUNCH** **B002 and B003 will be available for delegates to use during lunchtime**	**Business School Foyer**
14:00 – 15:00	**Breakout 3:**	
Session 11	**Supporting the Struggling Sophomore** (Presentation - 30 minutes) Dr. Suzanne Maniss and Dr. Sandy Murray, University of Tennessee at Martin, USA. Dr Joseph Molinatti, College of Mount Saint Vincent, USA. (Not in attendance - Dr. David Dietrich, University of Tennessee at Martin, USA.) **Supporting Student Transitions from Further Education to Higher Education** (Presentation - 30 minutes) Dr. John Bostock and Jane Wood, Edge Hill University	B004
Session 12	**Improving Final Year Student Success through Work-based Learning - Two Case Studies** (Presentation - 30 minutes) Prof. Judy Donnelly, Leeds Trinity University and two recent graduates A Brown and P Ainsworth	B003

	Preparing Students for the Graduate Labour Market: from unfreezing to action (Presentation - 30 minutes) Dr. Paul Greenbank, Edge Hill University	
Session 13	**Supporting Student Learning Transitions** (Workshop – 1 hour) Prof. Peter Hartley, Visiting Professor at Edge Hill University and independent HE consultant	B002
Session 14	**Which way works better? A Comparison of the Effectiveness of Two Forms of PDP Initiative in a First Year Psychology Curriculum** (Presentation - 30 minutes) Dr. Linda Kaye, Edge Hill University and Dr. Elizabeth Bates,, University of Cumbria **Professional Networking at its Best** (Presentation - 30 minutes) Angela Hepworth, Edge Hill University	B105
Session 15	**Intervention and Support to Improve English Proficiency and Cultural re-adjustment for International Students** (Presentation - 30 minutes) Dr. John Bostock and Keith Cook, Edge Hill University	B005
15:05 – 15:35	**Edge Hill University Student-Led Staff Awards – Things that Students Value** **Edge Hill University Students Union**	**B001**
15:35 – 16:00	**Closing Note and Presentation of University Learning and Teaching Fellowship Certificates** – Prof. Mark Schofield, Dean of Teaching and Learning Development.	**B001**

SOLSTICE Keynote 1:

Dr George Roberts

Senior Lecturer, Educational Development

Oxford Brookes University

Where is the new blended learning?

Where is the new blended learning? Looking back ten years we see an image of the future (today) as envisaged from the past. Much of that vision has been realised in both physical and virtual space. This talk will look briefly at the changing context of the institution: physical as well as organisational and then argue that through a new understanding of blended learning, beyond the polarities of physical and virtual, we may reclaim space for transformational learning. People will only ever partially inhabit any space and they will always occupy it to some extent on their own terms.

Now, space is as much about people as it is about their built and natural environment. An area in which change has been very evident is in the blending of the once largely distinct domains of "learning" and "socialising" and in the foregrounding of the transactional component of learning. Another place sees the disruption of a fundamental concept in computing: that hardware, operating systems, applications and data should be rigorously demarcated. This space has collapsed under the influence of apps, and the virtualisation of computing infrastructures (the "cloud"). Through these changes, the physical location of staff not engaged in face-to-face transactional services becomes fluid, their accommodation a problem.

Learning is increasingly taking place outside institutional spaces. Learners create their own learning environment outside, inside and in-despite of the intentions of others.. Physical spaces as a central element of learning appear ever more fluid, polyvalent spaces between. Our new conception of blended learning is located in an in-between space, which does not privilege the virtual or the physical, the didactic or the dialogic, the classroom or the forum, the private or the social. Such blended space is where learning through activity occurs, and reflection on - and dialogue about - authentic experience happens. This is the space of both community and identity where all participants, institution, teacher and student, are co-constructors of the space itself and of the learning that occurs within it. Learning that happens in that space, to be transformational, must have the confidence to travel in company through liminal areas of disorientation and uncertainty: a threshold between where we are and where we will be.

Biography

George has been at Oxford Brookes since 2000 and joined OCSLD in June 2006 as an Educational Developer. In his previous role he advised the Head of eLearning and the Senior

Management Team of the University on policy for offcampus elearning and elearning partnerships.

As an educational developer he leads and teaches on the Postgraduate Certificate in Teaching in Higher Education (PCTHE) as well as conducting other educational development activities: workshops and consultancies.

He completed his doctorate (July 2011) at the University of Southampton on biographical narratives of adult users of a community IT centre on a large estate.

George is a Senior Fellow of the Higher Education Academy, (SFHEA) and a Certified Member of the Association for Learning Technology (CMALT); He is also a CMALT assessor.

He undertakes research into the pedagogical, social and technical dimensions of elearning nationally and internationally and is interested in the interactions between personal identity and the values and beliefs that are embedded in the artefacts of Learning Technology.

He has managed a series of JISC and HEA project teams delivering more than £3M of largescale programme support and synthesis projects with funding ranging from about £100K to £1.5M. For all these he wrote the bids to get the grants, delivered the projects on time and in budget and reported on the outcomes.

George has been an Invited to speak on MOOCS, elearning and flexible learning at the Universities of Hertfordshire, Bournmouth, Dundee, Gloucestershire the HEA, ELESIG, the Scottish QAA and the University of the Highlands and Islands.

George is a visiting lecturer at Cranfield University and previously taught on the Open University MA course, "Language and Literacy in a Changing World". He was on the Executive Committee of the Association for Learning Technology (ALT) and head of the organising committee of the ALTC conference from 2005-2007.

For 10 years before joining Brookes George was an instructional designer in the international energy industry.

SOLSTICE Keynote 2:

Simon Thomson

Head of E-Learning, Centre for Learning and Teaching

Leeds Metropolitan University

Tablet Devices: Enabling, Enhancing, Enriching and Empowering our Learners and Teachers.

Technology is not the answer, especially when we don't really know what the questions are. Technology is a tool, powerful and effective if implemented appropriately but damaging and disruptive to learning if ill informed and inappropriate. Using the conversational framework of Laurillard (1993,2002) as a basis for the 4E framework we are moving away from the notion that technology is a requirement to one that it is a choice, identified through conversation and needs analysis. The 4E framework is still in "beta" mode and so the first part of this session will ask participants to test out a toolkit activity, engage in conversation and explore the framework as a practical tool to help course teams identify technology needs. Bringing your web enabled devices is encouraged, but post it notes and pens still welcomed in this session. The second element of the session will seek to demonstrate the framework in practice and explore how using the framework has assisted us in our cross institutional deployment of tablet devices. Delegates will be presented with the early research data from that project and be invited to contribute their own experiences to capture some live data.

Biography

Simon Thomson is a "flipped academic" driven by the passion he has for technology & learning. An educational practitioner - working in academia and flipping experiences for a wide range of staff and students in Higher Education.

So, what is a flipped academic? An unorthodox academic working in an H.E. environment, trying to make a practical difference to the staff and student experience. The Flipped Academic (Bruton 2012) is someone who:

• Informs first and publishes later
• Works within the research-teaching-service paradigm but adopts criteria to maximize impact
• Seeks "the truth" and "usefulness" together
• Views funding received as an input, not an output
• Builds learning environments, not lectures
• Works where they need to work

He has led on a number of funded projects including a £200'000 JISC/HEA funded OER project as part of the Phase 1 UKOER programme which implemented an OER repository at Leeds Metropolitan University and established an embedded approach to OER use. He is currently leading on an institution-wide pilot of tablet devices as part of funded research into the impact of 1to1 tablet device deployment and the effects on learning & teaching. He has presented his work at a number of national and international conferences and is now working towards his PHD by published works. His current research focusses on the development of a conversational framework for e-learning. The purpose of the framework is to humanise the use of technology and to begin to seek to establish the use of technology as a solution to a task or problem rather than a "must have" activity. The "4E Framework" can be attributed to questioning the use of e-learning in the following ways:

• What can technology "enable" us to do?
• How can technology "enhance" what we already do?
• How can technology "enrich" our learning experiences?
• How can technology "empower" learners & teachers?

Simon is an Apple Distinguished Educator, SEDA accredited in Embedding Learning Technologies and a Senior Fellow of the Higher Education Academy.

You can follow Simon on twitter @digisim

Session 1:

Observing Online Teaching: Creating a supportive process

Presenters: Jacqui Basquill and Shirley Bennett
Institutions: Edge Hill University and Northampton University
Theme: Approaches to enhancement of learning, teaching and assessment

The use of observation in Higher Education Institutes (HEIs) is becoming more common place, the structure and purposes of the observation vary depending upon the policy of the HEI. As on line teaching becomes more common place, teachers are having third party observations using this medium. Cosh (1998) discusses how beneficial it is to expose yourself to a variety of teaching techniques and that the peer observation process supports this. There is a need to ensure that observers have empathy and focus on the positive aspects as well as the negative Shortland (2010); she also highlights the need for time to prepare and give constructive feedback as well as to form supportive relationships from continuity of observer and observe. There is a disparity between the way academics seek to have their writing peer reviewed yet not their teaching, in the same way that that peer reviewing of research gives an article credence so too should peer review of teaching to the tutor (Davis, 2011) Gosling (2009) expresses the importance of peer observation not just being a tick list exercise; the process needs to be constructive and detailed and separate from other university processes such as probation and appraisal. Government drivers and the strategic plans of universities encourage the use of the internet within learning and teaching, involving either wholly-online or blended learning. However, many teaching staff lack personal experience of online learning and teaching when embarking on online teaching or support.   This workshop explores how online peer observation can help to fill this gap and can build awareness of what is possible online and demonstrates how early implementation of online peer observation indicates that even experienced online practitioners can develop new insights from a third party perspective to enhance their work. COSH, J., 1998. Peer Observation in Higher Education A Reflective Approach. Innovations in Education & Training International, 35(2), pp. 171-176. DAVIS, T.S., 2011. Peer observation: a faculty initiative. Currents in Pharmacy Teaching and Learning, 3(2), pp. 106-115. GOSLING, D., 2009. Educational development in the UK: a complex and contradictory reality. International Journal for Academic Development, 14(1), pp. 5-18. SHORTLAND, S., 2010. Feedback within peer observation: continuing professional development and unexpected consequences. Innovations in Education & Teaching International, 47(3), pp. 295-304.

Session 2:

MOOCed out? Learning from being a MOOC student

Presenter: Dr Anne Dickinson
Institution: Coventry University
Theme: MOOCS and developments in online course structures

There is a huge variation of opinion on the impact that MOOCs (Massive Open Online Courses) will have on Higher Education. Some report that MOOCs will take over the role of the traditional university. Others suggest that MOOCs have peaked in their popularity. Whatever the case, the main objective of this workshop is to seed a discussion on what we can learn from MOOCs and what the implications are for moving forward with learning online. The workshop will be informed by reflections on MOOCs from a student's point of view; based on experiences from two learning technology MOOCs recently attended by the author. The first MOOC, attended by thousands, utilised online discussion and peer assessment as the student activities. Delivery of the course was marked by critical incidents that resulted in the tutors changing their original plans. The second MOOC, which is continuing, is much smaller and also contains a group of people who are attending face to face sessions. Activities include using twitter, creating a blog and commenting on others' blogs. There was assessment but only for the face-to-face group. Drawing on these experiences this workshop will also explore how strategies that are used in MOOCs might be adapted to make learning online more active and engaging. Questions that will be addressed include:
   • How can Higher Education exploit the technologies that enable MOOCs? What are the aims of engaging with MOOCs in terms of mission, recruitment and innovation?
   • What are the implications for separating learning and accreditation?
   • To what extent should institutions adopt a philosophy of 'openness'? This might include the use and development of Open Educational Resources, encouraging greater peer learning and collaborative relationships.
   • What organisational changes do new online models of education require in terms of sustainability, pedagogy, credit and capacity?

Session 3:

The Flipped Steering Group. Using Blackboard Communities to Enhance Staff Develpment for TEL.

Presenters: Mr Stu Field, Carol Chatten and Martin Baxter
Institution: Edge Hill University
Theme: Getting the best out of the VLE

The rise of the 'flipped classroom' has promoted the use of a range of technologies in order to facilitate this blended approach to learning and teaching. Students are now preparing for face to face sessions by gathering information from websites and blogs, accessing visual content through video sharing platforms and engaging in conversations on social networking sites, all in the name of enhancing their classroom experience. But why stop there? Perhaps

higher education institutions could benefit from flipping more than just the classroom. This workshop will look at the creation and development of an 'organic' staff development community of practice that is housed in Blackboard's latest offering of 'communities'. The objective of this online space is to support the work of a faculty based TEL Steering Group and to allow more staff from across the faculty to access the wealth of TEL information and good practice that is going on in the faculty. Within the session there will be discussions of 'flipping', an explanation of the design process and some examples of the content that is populating the online 'community'.

Session 4:

"Distance makes the brain grow stronger" Using Blackboard Collaborate with the flipped classroom model to teach distance learners

Presenters: Andrew Tomkins, Mark Wilcock and Michelle O'Connell
Institution: Edge Hill University
Theme: Creative use of technologies in the classroom

Edge Hill University offers a number of courses which are available on a distance learning basis and the support of such students has often involved a member of staff travelling to a distant location to deliver a support session, typically a library induction or information literacy workshop. This has involved significant expenditure in terms of the time and money involved in travelling and so a group of Learning Services staff from the University engaged in a project to look at the use of Blackboard Collaborate to provide online support. Blackboard Collaborate is a synchronous, web-based tool with video, audio and chat features, which has the aim of bringing the classroom to an online environment. The multi-stranded project aimed to explore the potential of Collaborate to:
• Improve equity of access to expertise for off campus students
• Increase staff and student engagement with non-compulsory training and support sessions
• Introduce service efficiencies (through cost & time savings associated with a reduced travel burden for session presenters & participants)

This paper will focus on the outreach strand, the specific aims of which were:
• Develop the knowledge and experience of Learning Services staff
• Pilot and evaluate use in a small number (i.e. 1 or 2) teaching & learning situations (to include encouraging academic engagement with the pilot activity) – producing a case study to articulate findings
• Review the outcomes of a pilot study in the outreach strand and identify recommendations for roll-out to all distance learners and partners

This paper will discuss the results of piloting the use of Blackboard Collaborate in the teaching of information literacy with a group of postgraduate distance learning students. Pre-session materials were designed with the use of iSpring software and made available to the students before the Blackboard Collaborate session, with a view of bringing a flipped classroom approach to the session. It was envisaged that the Collaborate session would be devoted to answering questions associated with the pre-sessional materials, as well as introducing new

15

material that would build on those materials. This paper will discuss the pilot, lessons that can be learned and the next steps in the use of Blackboard Collaborate to support distance learning students.

Session 5:

Contribution of Intelligent Repeat Engine in Mobile Learning for Enhancing Students' Learning in Industrial Engineering Education

Presenters: Dr. Murat Saran and Ulas Gulec
Institution: Cankaya University, Turkey
Theme: Approaches to enhancement of learning, teaching and assessment

In this study, our main purpose was to investigate the potentials and effectiveness of using mobile phones in engineering education. In order to achieve this aim, we developed a web-based mobile learning platform that includes "Intelligent Repeat" feature; moreover, we developed suitable mobile learning materials for "Operations Research" course which is a must course in industrial engineering program. The algorithm behind the Intelligent Repeat Engine (IRE) was designed to enhance students' retention of learning materials. We conducted a quasi-experimental research study to investigate the effectiveness of IRE, and the learners' opinions and usage of supplementary materials delivered through mobile phones. Both the control and the experimental groups received a pretest and a posttest at the beginning and at the end of the study. In addition, opinions of the participants toward the use of mobile learning in Operations Research learning were collected. Although there are several researches on the use of mobile phones in different learning contexts, there is any on learners' usage of Intelligent Repeat Engine via mobile phones for out-of-class learning. Analyses of the quantitative data showed that using mobile phones had positive effects on students' Operations Research learning. All of the students provided positive feedback about the mobile learning application used in this study. All students (n=22) believed that the use of mobile phones for Operations Research learning is very effective. The participants reported several positive aspects of the treatment in their answers in the questionnaire conducted at the end of the study.

Session 6.1:

Encompassing design - exploiting the VLE to create the online resource for nursing students planning a voluntary placement

Presenters: Karen Currell and Paul Dagg
Institution: University of Huddersfield
Theme: Getting the best out of the VLE

This presentation will showcase a new educational VLE-based innovation collaboratively developed by a nursing academic and a learning technology advisor. A VLE space has been developed to assist students with their plans for their placement or voluntary experiences. VLEs provide a range of simple tools for sharing content and enabling interactivity, but don't necessarily provide the most engaging or visually interesting experience. However, with some basic design skills and simple techniques we have provided an inspiring, engaging and interactive space for information and advice on how to get started as well as inspirational stories from students who have already planned or undertaken an adventure. The space exploits the university's VLE tools to allow staff and students to collaborate on content, whilst providing a secure and protective environment for students to share their views and experiences. The context for this development is a recent change to a new nursing curriculum at a North of England University that presented the opportunity to offer undergraduate nursing students the chance to undertake a placement or voluntary based experience at home or abroad as part of their second year. The placement is optional and is intended to complement the compulsory placement activity of the course. Undertaking such an experience is potentially enormously valuable, not only enhancing the student experience whilst studying but also potentially positively affecting employability upon qualification. This is even more vital in today's competitive job market for graduates. Such an undertaking is also challenging, requiring careful planning and organisation. A need was therefore identified to provide resources to support students in finding suitable placements. Future plans include the expansion of the resource across the university and to undertake a research project looking at the benefits of national and international short experiences during an undergraduate course.

Session 6.2:

Technology Enhanced Learning Strengthening Practice Learning Across the Faculty of Health and Social Care Professional Programmes

Presenters: Tracey Baker and Alan Seatwo
Institution: Edge Hill University
Theme: Creative deployment of technologies to enhance the student experience

This presentation will showcase a unique approach to the creation of a dedicated online practice learning support tool (PLST) which collaborative working and technology enhanced learning has been a central focus in the tools development.

Within the presentation we will explore some of the real benefits of this tool which will be focused across three key areas: firstly, it's accessible to students, academic staff and practice mentors, in practice, at home or in University. Secondly, how it provides teaching and learning resources, curriculum and professional body information at the point of need, to strengthen and support learning in practice. Finally, how collaborative support structure have been embedded across the faculties' professional programmes to assure quality, steer developments and foster an environment for sharing of best practice.

As part of this exploration participants are asked to consider and discuss how this tools approach and framework, maybe supportive of heir programme needs. Is there potential for extending collaborative working across other faculties within the University?

In the context of pre-registration professional programmes, where 50% of the learning is undertaken in practice, the provision of high quality practice learning experiences for students remains a significant challenge for the providers of professional education programmes (Warne et al, 2010; Pollard et al, 2007; Hall, 2006; Williamson, 2004; Field, 2004; Moseley et al., 2004, Mentorship is a widely accepted approach in strengthening the quality of learning in practice and in the preparation of professionals (Gidman et al 2011). The role of the mentor, who takes prime responsibility for the student learning and is, expected to facilitate the application of what is learnt in the university with actual experience in the context of practice (NMC, 2008). Given the diversity of Universities professional programmes and the diversity of the learning experiences which support student learning, consistency and access to quality practice learning resources is essential in enhancing the quality of the learning experiences across the Faculties professional programmes.

References
Field, D. (2004) Moving from novice to expert the value of learning in clinical practice: a literature review. *Nurse Education Today* 24, 560-565.

Gidman, J., McIntosh, A., Melling, K.& Smith, D. (2011) Student perceptions of support in practice. *Nurse Education in Practice. 11*, 351-355.

Hall, W. (2006) Developing Clinical Placement in times of Scarcity. *Nurse Education Today.* 26, 627-633.

Moseley, L, G., Mead, D, M., & Moran, L., (2004) An empirically-derived clinical placement evaluation tool: 3-country study. *Nurse Education Today.* 24, (5), 350-356.

Nursing and Midwifery Council (2008) *Standards to support learning and assessment in practice*. NMC: London.

Pollard, C., Ellis L., Stringer. E., & Cockayne, D. (2007) Clinical Education: A review of the literature. *Nurse Education in Practice*. 7, 315-322.

Warne, T., Johansson, U., Papastavrou, E., Tichelaar, E., Tomietto, M., Van den Bossche, K., Moreno, M., & Saarikoski, M., (2010) An exploration of the clinical learning experience of nursing students in nine European countries. *Nurse Education Today. 30,(*8), 809-815.

Williamson, G. (2004) Lecturer Practitioner in UK nursing and midwifery: What is the evidence: a systematic review of the research literature. *Journal of Clinical Nursing* 13, (7), 787-795.

Session 7.1:

All Ears?: Effects of Formative Assessment Screencasts on Tutors and Students

Presenters: Carl Simmons and Dr. Phil Wood
Institution: Edge Hill University and Leicester University
Theme: Technologies and formative assessment

This session examines "Screencasting" as a formative assessment and content creation tool. It compares the experiences of tutors and students in creating and using either "traditional" feedback or screencast feedback. Use and impact of these methods is explored from the viewpoint of tutors producing assessment comments and students receipt and use of that feedback. A content analysis of tutor feedback highlights differences which are at least partially dependent on the feedback medium. Module evaluations and interviews with students provide an insight into the impact of the feedback medium on student perceptions and subsequent actions.

Our contention is that screencast feedback offers time efficient learning gains related to the effectiveness of feedback comments and positive affective effects on student engagement. Here we offer some practical advice and possible next steps for colleagues engaged in student assessment.

Carl Simmons has used screencast feedback as an alternative to written assessment for several years and here presents an overview of his experience and research with undergraduate students.

Phil Wood has recently started to experiment with the use of screencasting across several postgraduate contexts within the School of Education, University of Leicester. Initial

experimentation with international masters students has led to very positive feedback, predominantly due to the non-written medium and the direct link between comments and issues as highlighted on the screen which have been useful for those with English as an additional language. The same positive feedback from distance learning masters students has followed in preliminary trials related to poster and presentation work. Finally, he has worked with one EdD student using screencasting to feed back on written assignments. Reflections from the student suggest a greater interaction with, and use of, feedback information and a perspective that the audio track is more positive in tone than receiving written comments alone.

Session 7.2:

Capturing Students!

Presenters: Kevin Henshaw and Dominic Rimmer
Institution: Edge Hill University
Theme: Creative use of technologies in the classroom

This session will examine some of the problems and issues faced by educators when using AV equipment to record student assessment at both formative and summative levels. Some of the logistical problems of recording assessments will be examined, together with an examination of a variety of theories which underpin and support current best practice. The use of digital technology to capture the student's learning experiences and provide feedback of those experiences will be explored. Also, the use of digital recording as a vehicle which can be used to enhance and develop peer reviewed and self assessed teaching practice will be examined. The session will adopt an open 'seminar' approach in the sense that there will be opportunities for participants who have experienced this type of TEL to share and discuss feedback and comments from colleagues and students.

Session 8.1:
Triangulating TEL: What's currently happening, what do staff think and what do students want?

Presenter: Peter Reed
Institution: University of Liverpool
Theme: Approaches to enhancement of learning, teaching and assessment

Further to earlier work carried out by the Liverpool Guild of Students (LGoS) along with strategic discussions regarding Technology Enhanced Learning (TEL), this research aimed to identify existing practice in relation to the use of technology in learning, teaching and assessment; and gauge the attitudes and experience of teaching staff alongside the attitudes and expectations of students. Kregor et al (2012) suggest the need to remain competitive in the HE marketplace means universities no longer have a choice with regards to implementing

eLearning strategies. Furthermore, students are expecting and demanding effective use of technology to support and enhance their studies (Bee, unpublished, 2013), and such expectations are very likely impacting on National Student Survey (NSS) data. However, such student expectations might collide with the lack of time, as well as lack of technical skills, of academic staff to respond accordingly. This presentation shares data and draws conclusions from each of the three phases of this project related to VLE minimum standards; online submission, marking and feedback; and lecture capture. For example, the audit (phase 1) identified a range of isolated good practice and innovation. The staff (phase 2) questionnaire identified agreement to VLE minimum standards; and experience and interest in solutions for online submission, marking and feedback, as well as lecture capture. It also highlighted perceived barriers to adopting technology. The student questionnaire (phase 3) identified specific criteria for inclusion in VLE minimum standards; demonstrated value for feedback on their work and desire to receive grades electronically; and value for recordings of lectures to help clarify misunderstandings and prepare for summative assessment.

Session 8.2:

Undergraduate students and their lecturer's use of the 'Socrative' classroom response system

Presenter: Gethin Foulkes
Institution: Edge Hill University
Theme: Adding value to large group teaching using technology

Outline 'Socrative' is an online, electronic 'Classroom response system' (CRS) that utilises smart phone and tablet applications as well as web browser interfaces such as 'internet explorer', 'Firefox' and 'Google Chrome'. The software allows the lecturer/teacher to ask questions in the lecture/seminar that participants can respond to through their personal web enabled device. Where "Socrative" differs from previous incarnations of CRS such as "Turning Point™" is that it uses the students own devices, isn't limited by the number of response devices that you have and allows typed short answer questions as well as true/false and A-E Likert style questions. Quizzes can be prepared beforehand, i.e. module evaluation, or individual questions asked spontaneously, such as a check for understanding. The study aims to investigate two areas.
1. What undergraduate students think about their lecturer's use of the software?
2. What they think about their own engagement with the software?
The study will attempt to ascertain not only what the students think about their own engagement but also why they think in the ways they do. Literature around CRS indicates that students and teachers/lecturers deem them to be useful and that interactivity between teacher and participant is increased (Draper Brown 2004 Patry 2009; Termos 2013 and Chen 2010). There is evidence to suggest that grades increase by varying degrees (Bojinova and Oigara 2013 and Termos2013), while Arnesen et al (2013) suggest that an increase in learning outcomes is more prominent among students who usually have academic achievements in the lower part of the group.

Session 9.1:

Online Assessment Feedback - Revisited.

Presenter: John Jackson
Institution: University of the Arts London
Theme: Electronic assessment and feedback

At Solstice 2012 we showed how an in-house (newly) developed online assessment feedback tool was being used at University of the Arts London (UAL) to provide timely, accessible and useful assessment feedback to students in a largely practice based learning environment. Two years later we can show how use of this optional feedback method has grown dramatically across the four diverse colleges of the university for many types of assessments and how users' (student and staff) engagement with it continues to yield iterative improvements both to the tool itself and most importantly to students' appreciation of assessment feedback. We will also explore the challenges faced in further developing and supporting this initiative as it has moved from a 'proof of concept' into the mainstream. Additional contextual information taken from the UAL Online Assessment Tool (OAT) Support Blog: The Online Assessment Tool (OAT) is custom developed in UAL for UAL. So far it has been used to provide grading and feedback to approximately 5,500 students in 2011-2012 and almost 11,500 students in the 2012-2013 Academic Year. In the current Academic Year (as of 14th February 2014) over 11,800 students have received grading and feedback via OAT. (This means over 88,000 instances of grading and feedback have been provided to students via OAT so far). OAT offers several key benefits to students, including feedback that is: 1. Timely – making it particularly valuable for students executing subsequent work. 2. Legible. 3. Detailed and accessible.

Session 9.2:

Using Turnitin as a formative assessment tool to support academic writing skills

Presenters: Dr John Bostock and Laura Taylor
Institution: Edge Hill University
Theme: Technologies and formative assessment

One of the aims of using Turnitin as a formative assessment tool centres on trying to shift habits of practice in respect of developing academic writing. The use of Turnitin is promoted as a means of shifting practice, for students and tutors, by challenging existing habits in respect of academic writing. Therefore we have investigated Turnitin as a support for the development of new approaches to engaging students with their writing. A significant aspect that emerged in our research was use of the software to promote its developmental advantages, and to shift student perceptions away from plagiarism detection toward supporting and developing their academic writing skills. Also we found that the lack of understanding about the implications of originality and similarity reports has meant a need to engage in more discussion around student writing development, their responsibility for that writing and how the tool enables opportunities for formative feedback. In these respects it is useful to consider the use of Turnitin as a means to question particular habits of practice and develop a more student-focused tool to support and enhance academic writing skills. This presentation shows how we have worked as a team to encourage staff and students to use Turnitin as a formative tool to support academic writing. We will review and synthesise our data from the fellowship staff development series' seminars and suggest practical and innovative ways to inspire staff and students in the use of Turnitin.

Session 10:

Well-placed for Success - Enhancing Preparation for Practice Placements

Presenters: Paul Dagg, James Youdale and Prof. Janet Hargreaves
Institution: University of Huddersfield
Theme: Creative deployment of technologies to enhance the student experience

We report on on an online, interactive tool designed to enable students to reflect on their preparations for placement and to act accordingly. Placement activity is of increasing importance in higher education, in terms of giving students the opportunity to practice and enhance their skills in real world contexts in order to prepare them for the world of work and to enhance their employability. Whilst placement activity might range in length from a year through to only a few days, what is clear is that a successful placement depends as much as on contingent factors such as adequate planning and preparation as it does on the skills and knowledge that students bring to their placements. Lack of awareness, and insight into their strengths and areas for improvement or poor financial planning and are known limitations. This interactive tool, known as PPA (Preparation for Practice Assessment) uses a simple and easy-to-complete questionnaire that guides the student through practical issues such as financial planning of the placement and arranging care for dependants. The tool also contains other useful resources, such as a budget calculator and a travel to work game. This highly interactive session will explain the development, functionality and use of the tool, as well as encouraging attendees to think about how it could be integrated into their teaching and learning activities.

Session 11:

Creating a Climate of Digital Citizenship in Higher Education

Presenters: Dr. Sandy Murray, Dr. Suzanne Maniss, (not in attendance - Dr. David Dietrich) and Dr. Joseph Molinatti,
Institutions: University of Tennessee at Martin and College of Mount Saint Vincent, USA
Theme: Digital Citizenship

In 2012, "a group of people passionate about learning, about serving today's students, and about using every tool" (Corcoran, 2013, para. 1) available met to discuss how to better serve students. Their premise was that the Internet has created a unique and virtually free venue for learning and teaching. From this initial meeting the group developed A Bill of Rights and Principles for Learning in the Digital Age (Corcoran, 2013). Their broad goal was to "inspire an open, learner-centered dialogue around rights, responsibilities and possibilities for education in the globally-connected world" (Corcoran, 2013, para. 9). Aligned with the Bill of Rights is the need to create an atmosphere of digital citizenship. This is "a holistic and positive

approach to helping children learn how to be safe and secure, as well as smart and effective participants in a digital world" (Cable in the Classroom, 2013b, para. 1). Cable in the Classroom has developed a series of lessons for grades three to eight, however, based on the experiences of the presenters there exists a need to teach students in higher education these same responsibilities. This presentation will provide a number of topics related to digital citizenship in higher education. Additionally, participants will be provided with examples of materials to be used to increase the awareness of higher education students of their responsibilities as digital citizens. Cable in the Classroom. (2013). Digital citizenship. [Online forum]. Retrieved from http://www.ciconline.org/DigitalCitizenship Corcoran, B. (2013). A bill of rights and principles for learning in the digital age. edSurge. [Online forum]. Retrieved from https://www.edsurge.com/n/2013-01-23-a-bill-of-rights-and-principles-for-learning-in-the-digital-age

Session 12:

Playing Nicely

Presenter: Ursula Curwen
Institution: Edge Hill University
Theme: Computer mediation of communication with autistic spectrum young people

There is evidence to suggest that people on the autistic spectrum (AS) deal more easily with asynchronous communication. High functioning AS young people may find social interaction possible where it is mediated through online gaming or social media.

Online games are becoming increasing popular (ISG, 2011). The existing research on online gaming habits and motivations has typically been conducted through online questionnaires examining the motivations for playing specific types of online games (e.g., World of Warcraft, Everquest, Minecraft). Typically the main factors which motivate players, social, immersion and achievement motivations for playing online games. However, little research has been dedicated to examining these motivations in other sub-samples such as AS young people. This issue is reflected by Durkin (2010), highlighting that although there is adequate understanding of the reasons why typically developing children play digital games, less is known about these issues in AS young people Although there is the possibility that there may be sensory reasons for the use of digital games in AS young people, the social dimensions of online games presents an interesting area of enquiry.

My study aims to discover whether this lived experience may prove to be a useful tool for educators and families of young people on the autistic spectrum. Early indications are that where AS young people are released from the 'social norms' of conversation and facial/body language interpretation they feel more able to communicate freely either through written or spoken media e.g a headset and mic worn when playing online military games such as Call of Duty might enable a young person to act as group leader where extraneous, subtle group dynamics are not in play. This in turn appears to have a knock on effect for young people in

their everyday lives. As my work is phenominological in nature I trust that more will be revealed throughout the course of ongoing interviews with young people and their parents/carers.This is a work in progress.

- Durkin, K. (2010). Videogames and young people with developmental disorders. *Review of General Psychology, 14*(2), 122-140
- Information Solutions Group (2011). *PopCap Games Social Gaming Research*. Retrieved March 22, 2014, from http://www.infosolutionsgroup.com/pdfs/2011_PopCap_Social_Gaming_Research_Results.pdf

Session 13:

Hygiene Factors & VLE Minimum Standards: a conceptual framework for understanding student satisfaction and dissatisfaction

Presenter: Peter Reed
Institution: University of Liverpool
Theme: Getting the best out of the VLE

Despite the range of innovations taking place related to the use of technology to support and enhance learning, teaching and assessment, we are still battling with more basic issues related to supporting students in their studies. In particular, the introduction of minimum standards to the Virtual Learning Environment (VLE) is a topic of particular interest across higher education (Reed 2014), and was raised as an issue by the Liverpool Guild of Students. This presentation will share primary data to demonstrate staff and student perspectives towards the inclusion of minimum standards. This research has also led to the proposal of a conceptual framework for the introduction of VLE minimum standards, suggesting specific factors that influence student satisfaction (motivators) and dissatisfaction (hygiene factors), based on the classical work of Herzberg's Two-Factor Theory of employee satisfaction (Herzberg, 1966). The research demonstrated that generally, staff and student responses follow a similar pattern in relation to criteria for inclusion, however items were consistently more important to students than staff. These results suggest staff perceptions of what should be included in minimum standards, although correlated (r=0.560), are not an accurate indication of what students feel should be included in minimum standards - extremely significant differences were present between staff responses (M=53.93, SD=14.60) and student responses (M=77.29, SD=14.24; t(26)=4.28; p=0.0002) for at least some criteria. Kregor et al (2012) suggest differences between staff and student attitudes towards the use of technology may exist due to the respective roles of the different groups i.e. 'time and saving flexibility gains for students may inversely require additional workload or skill demands for staff'. It is therefore suggested that automation of key criteria is critical to effectively implement VLE minimum standards.

Session 14:

EXIT-M (Extending Interactions with Text and Other Media)
Presenter: Prof. Mark Schofield
Institution: Edge Hill University

This presentation is an exploration of the notion of EXIT-M (Extending Interactions with Text and Other Media) extrapolated from the work of Lewis and Wray (1997) on reading for meaning making, extended to include multiple media experiences in students' learning at university. It encourages colleagues in online and other media rich environments to avoid 'dumping' resources and to traverse the continuum between surface and deeper learning.

The language of T.S. Elliot's expression in The Dry Salvages, though perhaps alluding to complexities of human happiness, provides a cue from which we may address a thorny issue in learning and teaching using media in online environments and offers permission to articulate the wisdom of good teachers of the past in the form of a model for the present.

"We had the experience but missed the meaning, and approach to the meaning restores the experience in a different form....."

The EXIT-M approach and examples will be offered alongside resources that are adaptable for use in online and face to face environments.

Session 15:

Satisfaction, experience or engagement: what are we measuring and why?
Presenter: Prof. Rhona Sharpe
Institution: Oxford Brookes University

The National Student Survey (NSS) was introduced in 2005 as a measure of the student experience. Crucially, the NSS does not ask students to consider their own behaviours and the role that these play in how they experience institutional conditions. In his landmark paper 'Dimensions of Quality', Graham Gibbs concluded that 'satisfaction is not a valid indicator of educational quality' (Gibbs, 2010, p. 14).

Oxford Brookes is a member of a group of universities piloting student engagement surveys for the UK context, supported by the HEA. Our project developed a student engagement survey tailored for Oxford Brookes, which uses Kuh's construct of 'educationally purposeful activities' which identified student activities that correlate with educational gain (Kuh, 2009). Our survey now includes engagement scales related to: embedding graduate attributes into the curriculum, the Brookes Assessment Compact and the newly revised role of Academic Advisers.

This workshop will be of interest to anyone devising tools for evaluating student experiences. It will include opportunities to spot the difference between experience and engagement surveys, and construct engagement questions for your own enhancement activities.

Gibbs, G. (2010). Dimensions of Quality. York: Higher Education Academy.

Kuh, G. (2009). The National Survey of Student Engagement: Conceptual and empirical foundations. In R. M. Gonyea & G. Kuh (Eds.), New Directions for Institutional Research (Vol. 141, pp. 5-20). San Francisco, CA: Jossey-Bass.

Session 16.1:

Lightning Talks caused by Blogs

Presenter: Laura Taylor
Institution: Edge Hill University

Creating environments that encourage large classes to embark on group work and feedback in class can be challenging, as large classes are often perceived as one of the major obstacles to promoting group based activities (Brenner 2000). However, according to Farmer (2006) group work has never been easier than when blogs are used because it is possible to collaborate with other students on a blog, even if the students can't get together in person.

This case study describes how making use of the blog feature in Blackboard to facilitate group work in large classes of over 100 pre-registration undergraduate nursing students provided the teacher with an accurate account of their learning achievement due to "lightning talks" that emerged from the activity. The aim of a "lightning talk" is to make a point and explain it in less than 5 minutes (Fowler 2004). Thus, providing students with opportunity to demonstrate what they are learning.

This presentation will be of interest to anyone wanting to make use of technology to enable large classes to interact more and lecture less (Knight 2005), as it will demonstrate that introducing more interactive class activities using the blog tool in place of lecturing does not mean that content will have to be limited and that less material is covered.

References

Brenner, J. (2000) Making Large Classes more Interactive, Inquiry Vol 5, No 1.

Farmer, J. (2006). Blogging to basics: How blogs are bringing online education back from the brink. In A. Bruns & J. Jacobs (Eds.), Uses of blogs (pp. 91-103). New York: Peter Lang Publishing, Inc.

Fowler, M. (2004) Giving Lighting Talks
http://www.perl.com/pub/2004/07/30/lightningtalk.html
(Accessed 10/03/14)

Knight, J.K. Wood, W.B. (2005) Teaching More and Lecturing Less Cell Biology Vol 5, pp298-310

Session 16.2:

Are we meeting the University Baseline standard for Blackboard? : A review of the Computing Department's use of Blackboard and suggestions for improvement.

Presenter: Susan Canning
Institution: Edge Hill University
Theme: Blackboard

As staff at Edge Hill University, we utilise a standardised baseline for Blackboard but, over time and with individual staff's technical knowledge, experience and personal choice, Blackboard course design has evolved and become more personalised than ever before. There are guidelines in place from the Learning Edge Team for the formation of, and presentation of, modules and courses on Blackboard, however the content design of each course is adaptable by the staff managing the delivery of the course and/or individual modules. This presentation will discuss the Computing student's views on the current design standards of their modules on Blackboard, highlighting any inconsistences between modules, between year groups and courses. The presentation will also consider the current baseline template for student engagement on the VLE which has been implemented within the Department of Computing. It will discuss what is considered to be 'good practice' on a VLE; what is considered 'good practice' in the eyes of a student; identify areas to be improved within the Department of Computing's online presence; and make a recommendation for improvement of the Departmental use of Blackboard, as well as contributing to the current Faculty review of the VLE baseline.

Session 17.1:

Adopting the principles of gamification to enhance the teaching and learning of ECG Recognition and Case Management of various patient medical complaints via an interactive online experience.

Presenters: David Watson and Kevin Armstrong
Institution: Edge Hill University
Theme: Creative deployment of technologies to enhance the student experience

"To practice as a particular professional requires solving problems that belong to that profession, thus, professional skill is the goal, professional practice comprises the TLAs." [Feletti, G. 1997] ECG recognition is a particularly challenging area for all health care professionals due to the complexity and range of presentation and aetiology. The objective of this project is to develop an online resource which is accessible 24/7 regardless of location thus enabling enhancement of learning through gaming technologies, placing the student and users in real-world situations through effective use of imagery and multimedia. The resource will also include scenario based case management of various patient medical complaints specific to ECG interpretation and treatments aligned with the current UK Clinical Practice Guidelines. This course will enable learners to: 1. Learn and develop knowledge and skills pertinent to the curriculum and professional proficiency requirements outside of the university setting 24/7. 2. Enable students and practitioners to refresh current knowledge and skills. With a primary aim to develop an interactive ECG recognition and case management for use by Paramedic students, existing registered Paramedics and Nurses and Doctors involved in acute care settings, this mobile compatible eLearning resource adopts the principles of 'gamification' to deliver a unique interactive learning experience. A collaborative development between the Technology Enhanced Learning Department and Paramedic Practice Departments as part of the Faculty of Health Social Care, Edge Hill University, the package consists of three main strands ECG Rhythm recognition, Case Management and Learn & Refresh and adopts effective use of formative assessment methods which unlock achievements and rewards, promoting the students problem-solving and sense of accomplishment. Compatible with iOS and Android devices, the package can be hosted via any LMS and can be downloaded for offline use, empowering the student to learn on the move and to take responsibility for their own learning at a time which is suitable to them. This presentation demonstrates how creative deployment of technology blended with gamification and an open approach to the enhancement of learning, teaching and assessment can be effectively applied to online learning resulting in an enjoyable and informative student learning experience. Feletti, G. 1997. "The Triple Jump exercise: A case study in assessing problem solving". In Learner assessment and program evaluation in problem based learning, Edited by: Ryan, G. Newcastle: Australian Problem Based Learning Network.

Session 17.2:

Enhancing the teaching and learning experience of midwifery education through the use of synchronous hybrid e-learning technologies.

Presenters: Georgina Lessing-Turner and Alan Seatwo
Institution: Edge Hill University
Theme: Creative use of technologies in the classroom

The advance of technologies and the changes of globalisation are dissolving frontiers in education (Harry and Perraton, 1999:1). The technological and communication revolution and advances have reshaped the world in which we live and inevitably the nature of education. The Faculty of Health and Social Care ran joint clinical skills modules at levels 6 and 7 over a six week period as part of the pathway for Advanced and International Midwifery. The modules were provided for both registered students locally and overseas. Synchronous hybrid e-learning technologies were used for face-to-face students and two online students in Africa (Sierra Leone and Rwanda). Feedback from students praised the synchronous hybrid e-learning approaches and informed us that their learning experience was significantly enhanced. This presentation examines how the types of learning technologies were selected for the delivery of the modules. It will then share the experience of using mobile devices to deliver classroom teaching to both face-to-face students and online students. Despite the success of the pilot, there are several critical success factors that need to be emphasised.

Session 18.1:

Whatsapp-ening in Higher Education?

Presenter: Paul Smalley
Institution: Edge Hill University
Theme: Creative deployment of technologies to enhance the student experience

Whatsapp is a proprietary cross platform instant messaging application for smartphones. One function of the application is the ability to hold synchronous discussions via text (and other media) with a selected group of contacts. Since October 2013, all 39 Undergraduate Religious Education students at Edge Hill University and their tutors have been using this group-chat function alongside their usual face-to-face and virtual communication methods. This small-scale action research project reflects on whether students feel that the application has enabled them to develop socially, academically and organisationally in terms of them as individuals and as three cohorts of year groups. Data gathered from focus groups has been analysed to show that such development has indeed taken place. The presentation will recommend that others within the HE sector investigate its possible uses in their courses.

Moving a Face-to-Face Session Online: The Case of 'Finding Information for Your Dissertation'

Presenters: Peter Beaumont and Helen Miller
Institution: Edge Hill University
Theme: The role and use of online classrooms

Online classrooms are tools which educators can use to help them run live sessions and synchronous activities online. A range of online classroom tools are used in education; as it was available at our institution we chose to use Blackboard Collaborate. We used the tool to run an information literacy session called 'Finding Information for your Dissertation' for students, a session that was delivered by an Academic Liaison Librarian and a Learning Technologist. This session had run before in a face-to-face setting, and we went through a process of learning how it could be best run online. In this presentation we talk about our experiences, and how the students responded to the sessions. We also talk about what we learned about running sessions online, from the timing and length of sessions, to ways of interacting and communicating in the online classroom. From our experiences and examples from the literature we will discuss where their adoption might be most appropriate, for example for sessions where you are especially keen on students revisiting the content, and as part of improving provision for off-campus students.

Poster Presentations:

Use of Augmented Reality to Enhance the Student Experience.

Presenter: David Wooff
Institution: Edge Hill Univeristy
Theme: Creative deployment of technologies to enhance the student experience

As part of an Undergraduate Degree Course, the course team have been working to integrate the use of Augmented Reality (AR) into mainstream lectures to enhance the student learning experience. The work presented here details the process undertaken, the successes and problems encountered along the way and an evaluation of the impact it has had to date on engagement and understanding. Two main pieces of AR Software have been utilised in undertaking this work, Aurasma and ColAR, both of which were chosen as they are available for all users free of charge in a basic form and they are accessible on most standard platforms. To date a variety of activities have been undertaken using these technologies and they have been proven to enhance the student experience in a variety of different ways. Examples include the ability to bring to life things which can only be taught and demonstrated in a virtual environment without the need for specialist tools and equipment. This work should be seen as the first piece in a sequence of events and studies to investigate how best AR Technologies can be used to support students in their studies, and subsequently the impact using it has on their own practice.

Technology Enhanced Learning (TEL) - Enhancing the Learning Experience for All.

Presenter: Dawne Bell
Institution: Edge Hill University
Theme: Creative deployment of technologies to enhance the student experience

The work presented here is the summary of work undertaken over a three year period as an institutional fellow of Edge Hill University focusing on new and emergent technologies for use with learners.

Technology Enhanced Learning (TEL) has been at the forefront of pushing advances in the way we integrate and incorporate new and emergent means of technology in the classroom.

The work presented will reflect upon the variety of approaches adopted and will include specifically the use of blogs, QR Codes, Prezi, and Augmented Reality.

Examples of 'best practice', in practice, will be illustrated via a series of student focussed vignettes. Each will demonstrate the impact of a specifc technology used initially to enhance their learning whilst studying at Edge Hill Univeristy. A number will also exemplify the influence of the study beyond the students original course of study, showing how this work is currently being developed and utilised.

The work concludes with a section of potential 'next steps' and includes useful links for those considering undertaking the use of similar technologies in their own work.

Centre for Learning and Teaching (CLT) Keynote:

Dr Viv Caruana

Reader in Internationalisation of Higher Education

Leeds Metropolitan University

Internationalising the Curriculum: From the 'symbolic' to the 'transformative' in learning, teaching and assessment practice

The 307,000 results which accrue from the process of 'googling' the phrase 'Internationalisation of the Curriculum' (IoC) suggest the current ubiquity of the phrase and the universal importance ascribed to it across the higher education (HE) sector. Such ubiquity and universality reflects a fundamental shift in thinking regarding the internationalisation of higher education in the context of the 21st century globalised knowledge society. The 'symbolic internationalisation' of mobility, acculturation and international content is being challenged in favour of a more 'transformative' approach which develops dispositions, skills and other capabilities which enable graduates to challenge culture-bound knowledge and to produce new knowledge in a global context (Appadurai, 2001 as cited in Caruana, 2012).

Frequently, academics and other colleagues supporting student learning readily understand the internationalised curriculum as an abstract, distant, objective phenomenon, but struggle with the concept in the more proximate, subjective and practical territory of their own learning, teaching and assessment practice (Caruana, 2010; Vavrus, 2002). This keynote suggests a framework for thinking constructively about curricular and pedagogic practice in the context of IoC, through an exploration of key principles, enablers, issues and possible actions.

Caruana, V. (2012) 'Appreciatively Inquiring into the Internationalized Curriculum – A model for CPD' *Educational Developments*, the magazine of SEDA 13.2, June 2012

Caruana, V. (2010) 'The relevance of the internationalised curriculum to graduate capability: the role of new lecturers' attitudes in shaping the 'student voice'', in Jones, E. (ed.) (2010) *Internationalisation and the Student Voice: Higher Education Perspectives* London: Routledge

Biography

Viv Caruana PhD, FRSA is Reader in Internationalisation of Higher Education (HE) at Leeds Metropolitan University, UK. Viv has published widely in the field of internationalisation drawing on a disciplinary background in Modern Economic and Social History and more recently, six years' experience in education/academic development. Her research explores

internationalisation policy, practice and processes with particular reference to the nature of the internationalised curriculum in the context of the global knowledge economy and learning society. In collaboration with Nicola Spurling, she co-authored the review commissioned by the HE Academy (2007) *The Internationalisation of UK Higher Education: a review of selected material* available at:
http://www.heacademy.ac.uk/resources/detail/the_internationalisation_of_uk_he

Recent published research explores areas such as the synergies between Internationalisation and Equality and Diversity, promoting resilient thinking in diverse HE learning environments, academics' dispositions towards the internationalised curriculum, community and service-learning as a model for fostering intercultural understanding and conceptualisations of global citizenship education. Her latest contribution is Caruana, V. (in press) 'Re-thinking Global Citizenship in Higher Education: From Cosmopolitanism and International Mobility to Cosmopolitanisation, Resilience and Resilient Thinking' *Higher Education Quarterly*

Session 1:

Supporting Students to Build Up Positive Mental Health and Resilience

Presenters: Dr John Bostock, Liz Diamond and Hazel Devereux
Institution: Edge Hill University
Theme: Student induction and transitions

"If within an organisation people are falling into the stream up-river and the Counselling Service finds they are pulling them out down-river, then there is a duty to go up-river, find out what is happening and stop them falling in the first place" Egan and Cowan (1979). Mental health research is multi-disciplinary by definition; it is predicated on an understanding of the societal, psychological and physical backgrounds. Mental health, as an indivisible component of general health, is a broad concept including psychological well-being (positive mental health) as well as mental disorders and problems. It is principally a feature of the individual, and it is influenced by individual biological and psychological factors, social interactions, societal structures and cultural values. Societal development, for instance, has continued at an accelerating pace, especially in recent decades. We are now experiencing the new era of the postmodern society, characterised by mass media, the internet, information overload and globalisation. Characteristics of the information society, such as virtual realities, can also significantly influence our perception of time and space. As a consequence, there has had to be a change to our ways of expressing identity and of working and studying (Bostock and Wood, 2014). Of particular importance are the transitions encountered in tertiary and higher education: leaving school/college, entering university and transiting through years 1-3 or 4 now bring more challenges than ever before in terms of mental health. Therefore, it is important to explore how transitional phases and educational factors affect mental health. This workshop and discussion opportunity will focus on the sharing of your expertise, knowledge and experiences so that together the challenges and possibilities in supporting students to build up positive mental health and resilience around the following points can be discussed:
• Identifying the key transition and risk points especially unrealistic student expectations
• Exploring practical ways to work preventively around them especially in the first term.

Session 2:

Research Modules and Learning Maps: promoting critical thinking and graduateness

Presenter: Dr Julie Kirby
Institution: Edge Hill University

In my experience as M/L for undergraduate research modules I have found research to be a challenging topic for students. However, transferable skills developed and enhanced through

learning associated with research and research activity are important because they include critical thinking which is argued to be a cornerstone of education (Splitter, 1991) and central to learning in higher education (Moon, 2008). Other transferable skills associated with the critical thinking are problem-solving and critical analysis which are graduate attributes sought by employers (Karantzas et al, 2013). With this in mind, I have designed Learning Maps to support the student learning process on all of my research modules. Based on feedback to date from students and colleagues (internal and external to the university), I envisage the Learning Maps to enhance the student learning experience on the modules and ultimately promote and develop in students the transferable skills that employers expect from graduates; critical thinking, critical analysis and problem solving. I therefore consider there to be potential for the Learning Maps to enhance the student experience in ways that support their learning whilst at University and help prepare them for employability as graduates.

References

Karantzas, G.C., Avery, M.R., MacFarlane, S., Mussap, A., Tooley, G., Hazelwood, Z., Fitness, J. (2013) Enhancing critical analysis and problem-solving skills in undergraduate psychology: An evaluation of a collaborative learning and problem-based learning approach Australian Journal of Psychology Vol.25, Iss1, pp38-45, March, 2013

Moon, J. (2008) Critical Thinking: An exploration of Theory and Practice Routledge

Splitter, J. (1991) Critical Thinking: What Why When and How Educational Philosophy and Theory Vol.23, Iss1, pp89-109, March 1991

Session 3:

Student Academic Mentoring - Two Years On

Presenters: Gillian Pye and Susan WIlliams
Institution: Edge Hill University
Theme: Making the first year experience a success

The impetus for the piloting of the Student Academic Mentoring (SAM) Project (2012-13) on the BA (Hons) Teaching, Learning and Mentoring Practice programme arose from an EHU report into Student Induction and Expectations. One of the aims of this Student Induction and Expectations Developmental Enquiry (2012:3) was to 'review the processes for academic induction' for new undergraduates to the university and to 'establish a set of minimum standards for academic induction of students' when they first come to study at the university. This report established that students had common fears around aspects of academic writing, and the project aimed to ascertain how best they could be supported by their peers in developing this. The processes and practices within the pilot were underpinned by a thorough literature review, highlighting the prevalent themes of retention, socialisation and academic integration within a wide range of studies of student mentoring. Based on the experiences of the last two academic years this workshop aims to share findings from the project including views from staff, students and mentors. This practical workshop will include an opportunity to discuss the embedding of student academic mentoring across the university, in relation to developing the conference themes of academic writing, retention focused practices and enhancing employability. Outcomes for attendees are:

• To engage with the background to establishing the project, including recruiting and training of mentors
• To discuss the main findings from the first year of the project and implications for year two
• To participate in a student and mentor small group information exchange
• To acquire training and development strategies that will demonstrate impact on student confidence and attainment
• To raise an awareness of the implications for the future of student academic mentoring in your programme.

Session 4:

Taking the 'Ass' out of Assessment: Getting rid of the Donkey Work

Presenter: Prof. Mark Schofield
Institution: Edge Hill University

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

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

Session 5:

From Student to Educator – Mentoring Junior Faculty in Higher Education

Presenters: Dr. Joseph Molinatti, Dr. Sandy Murray, Dr. Suzanne Maniss and (not in attendance - Dr. David Dietrich)
Institutions: College of Mount Saint Vincent and University of Tennessee at Martin, USA
Theme: Mentoring Junior Faculty

Hanover Research (2011) reports "institutions of higher education are increasingly focused on improving the retention and graduation rates of their students through a variety of programs and services" (p. 2).   This support is generally provided during the freshman year and assists the students with their "transition from living at home to living at college" (Lothmann, 2006, p. 3). As faculty retire and new hires fill those positions, there is also a need for similar programs for junior faculty. However, there are few resources available to assist

junior faculty in their transition from graduate student to professor. Berk, Berg, Mortimer, Walton-Moss and Yeo (2005) define a mentoring relationship as one that may vary along a continuum from informal/short-term to formal/long-term in which faculty with useful experience, knowledge, skills, and/or wisdom offer advice, information, guidance, support, or opportunity to another faculty member or student for that individual's professional development. (para. 9) But what exactly are the mentoring needs of junior faculty, and how can the veteran faculty member meet these needs? This presentation will include activities specific for senior faculty serving as mentors. These will incorporate situations involving teaching learning strategies, academic environment, student advisement, and managing problems.

Berk, R. A., Berg, J., Mortimer, R., Walton-Moss, B., & Yeo, T. P. (2005). Measuring the effectiveness of faculty mentoring relationships. Academic Medicine, 80(1), 66-71. Retrieved from http://journals.lww.com/academicmedicine/fulltext/2005/01000/measuring_the_effectiveness_of_faculty_mentoring.17.aspx Fowler, P. R. & Boylan, H. R. (2010). Increasing student success and retention: A multidimensional approach. Journal of Developmental Education, 34(2), 2-10. Retrieved from http://ezproxy.utm.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=85475172&site=ehost-live Hanover Research. (2011). Improving student retention and graduation rates. Retrieved from http://www.mybrcc.edu/intranet/attachments/article/110/Improving%20Student%20Retention%20and%20Graduation%20Rates.pdf Lothman, J. S. (2006). Serving sophomore students. Honors Project, Illinois Wesleyan University Department of Sociology and Anthropology. Retrieved from http://digitalcommons.iwu.edu/cgi/viewcontent.cgi?article=1008&context=socanth_honproj

Session 6:

'The 'glocal' terrain of learning and teaching in transnational higher education (TNHE): Exploring equivalence, positionality and interculturality in the practice context

Presenter: Dr. Viv Caruana
Institution: Leeds Metropolitan University

Most universities now have some form of transnational education arrangements in place, yet TNHE processes and practices tend to be under-represented in the literature on the internationalisation of HE. This interactive session explores issues encountered in collaborative approaches to TNHE within a framework of three key principles: equivalence, positionality and interculturality. Following a short presentation, participants will have the opportunity to share experience and develop ideas/strategies for developing practice in communicating with distant colleagues and students who may have very different prior educational experiences, developing and maintaining collegial relationships and enhancing the 'glocal' student experience.

Session 7.1:

Integrating Web 2.0 Tools to Engage Pre-Service Teachers

Presenters: Dr. Karen DiBella and Dr. Kimberly Williams
Institution: University of Tennessee at Martin
Theme: Leading change in the teaching and learning arena

Technology advancements have provided educators with access to an abundance of resources allowing for student engagement, content diversity, and differentiation of instruction (Ball Levy, 2008 Chandra & Fisher, 2009). Unfortunately, current research demonstrates that technology has not been effectively used for facilitating meaningful learning in the schools (Ertmer & Ottenbreit-Leftwich, 2010). Furthermore, there are concerns as to whether pre-service teachers are adequately prepared to incorporate such technologies into the classroom. University instructors, seeking to maximize pre-service teachers' efficiency as future educators must model and demonstrate the effective use of technology as resources to enhance student learning. Incorporating Web 2.0 tools must be deliberate, focused, and well planned to accompany course content objectives (Alghazo, 2006; Ball Levy, 2008 Hassanien, 2006; Keengwe Anyanwu, 2007 Lim, 2009).   This presentation will provide findings from an investigation into the effects of implementing Web 2.0 tools in higher education classrooms for pre-service teachers. Additionally, presenters will share student samples and provide readily accessible resources to participants. Alghazo,

I.M. (2006).   Student attitudes toward web-enhanced instruction in an educational technology course.
College Student Journal, 40(3), 620. Ball, D.M., & Levy, Y. (2008). Emerging educational technology: Assessing the factors   that influence instructors' acceptance in information systems and other classrooms.   Journal of Information Systems Education, 19(4), 431-443. Chandra, V., & Fisher, D.L. (2009). Student perceptions of a blended web-based   Learning environment. Learning Environments Research, 12,31-44. Ertmer, P.A., & Ottenbreit-Leftwich, A.T. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersects. Journal of Research on Technology in Education, 42(3), 255-284. Keengwe, J., & Anyanwu, L.O. (2007). Computer technology-infused learning   enhancement. Journal of Science Education and Technology, 16(5), 387-393. Lim, C.P. (2009). Formulating guidelines for instructional planning in technology   enhanced learning environment. Journal of Interactive Learning Research, 20(1),   55.

Session 7.2:

Assessment feedback for learning disabled students in higher education

Presenter: Liz Richards
Institution: Edge Hill University
Theme: Assessment for learning

I currently have an article under review, submitted to the British Journal of Further and Higher Education. The article reports the findings from a systematic literature review that explores assessment feedback in higher education for students who are learning disabled. The findings of the review suggest that although there are a number of alternative feedback strategies that have been identified and developed to suit different learning styles and the different preferences of students, it is seldom identifed that such strategies might be useful to enhance the academic experience and attainment of learning disabled students. The report identifies that overall there is a paucity of research in this area and the ensuing discussion and critical analysis stemming from the review explores the reasons why this might be and goes on to consider how the findings might form the basis of a research project to investigate assessment feedback for learning disabled students in higher education further.

Session 8:

Enhancing Employability Through Positive Digital Identities.

Presenter: Stu Field
Institution: Edge Hill University
Theme: Enhancing employability

The rise in use of Web 2.0 software and social media applications is leading to changes in the way we develop undergraduate students for what is an increasingly global and digital graduate market (Patnoudes, 2013). We are increasingly living out aspects of our lives 'online' and as a result leaving an ever-expanding digital footprint behind us. But what does our digital identity say about us and what impression is it creating for family, friends and more importantly future employers? This session will share experiences of supporting students in managing their online activity and creating a positive digital presence that may serve to enhance employability after graduation. Through encouraging students to set up a Twitter account, a personal blog and a YouTube account we have been exploring ways of incorporating their uses into teaching and learning activities and for students to create Personal Learning Environments online (Dabbagh & Kitsantas, 2011). As well as serving as boundary-less learning environments, it is hoped that these tools will become portable records of learning and development that will be of benefit to them when looking for employment.

Session 9.1:

The Student Research Internship, a Coventry University Add+Vantage module.

Presenters: Alun Evans and Stacey Tilling
Institution: Coventry University
Theme: Enhancing employability

Conveying the knowledge gained over three years of operation, this presentation shares insights into the positive and negative aspects of our experience, including issues relating to engagement and the employability benefits to staff and students alike. The proposal links to the 'Enhancing Employability' strand as the module gives students the opportunity to explore the academic career path through working in partnership with research-active staff on 'live' research projects. The module also aims to enable participants to become more integrated into the research culture within the University and, by doing so, sets out to build and strengthen vital employability skills. As part of this, students are required to utilise their research methods skills and apply them appropriately within their work placement environment. Through such engagement, students have the opportunity to become active stakeholders in the research community which may lead to further research/employment opportunities for the students. There is a strong element of autonomy within the module; students follow a personalised, self-directed introduction to higher education research using online research resources which includes topics such as ethics and the utilisation of appropriate research instruments. Students then commence on a ten week interdisciplinary

placement which offers the opportunity to develop a working understanding of the research process from conducting research to collating and evaluating information and reporting of findings. These highly transferable skills are valued in many academic roles, as well as in the wider world of work. Students present their findings and experiences at the end of their placement in a poster presentation, which also forms the assessment. The presentation will include a discussion on the positive and negative aspects of the employability-focussed module, with the intention of sharing best practice and inciting lively discussion.

Session 9.2:

Employability - Giving student's a sharper edge

Presenters: Andrew Tibbs and Mariana Andrade
Institution: Edge Hill University
Theme: Enhancing employability

In any practice-based, creative course it is essential that teaching staff have an understanding of the contemporary industries they train students for, and establish a network of industry partners practising within those industries. By embedding 'live' projects delivered and critiqued by those partners into teaching programmes, students understand what industry expects of them and are able to develop their own network of contacts to aid them in securing placements, internships and employment.

The BA Hons. Advertising prgramme at Edge Hill University understands that graduating students need to have an edge on their contemporaries. An experience-led understanding of industry practices and opportunities, together with working to expected pressures and deadlines have a measurable effect on enhancing students' employability. Advertising students, from Level 5 onwards undertake projects directly with a number of regional and national advertising agencies, exploring cutting edge digital advertising, experiential advertising and direct response techniques. Spending time with agency account managers, creative teams and on occasions, the agencies' clients.

This presentation will examine the following points:

- How the BA Hons. Advertising programme engages with industry partners
- How students work with industry partners, illustrated with student project work
- The opportunities created for students
- The benefits for industry partners
- Case study: PH Creative, Liverpool
- Case study: Saatchi & Saatchi, London

Session 10.1:

An MSc in nursing (pre-registration) Objective Structured Clinical Examination

Presenters: Julie Devereux, Karen Connor, Mairi Byrne, Jennifer Hampton and Robert Welsh
Institution: Edge Hill University
Theme: Assessment for learning

This proposal outlines the implementation of an Objective Structured Clinical Examination (OSCE) within the 2nd year Practice Module of the pre-registration MSc Nursing programme. The cohort consists of five adult and four mental health field students. This OSCE has been designed to embrace the developing knowledge, practical ability and affective attributes of student nurses in their delivery of professional care. It also acknowledges students' graduate capabilities for problem solving and critical thinking. The emphasis placed on this activity is as an assessment for learning as well as an assessment of learning. To do this, a specific aspect tests a student's ability to 'distinguish between information that is relevant to care planning and information that is not' (NMC 2010: ESC 7.4), and their ability to ask relevant questions in a timely and compassionate manner. The time factor has particular relevance to their 'world of work' and prepares students for autonomous practice. In preparation for this assessment, the practice module team planned a range of scaffolding activities aimed at increasing student awareness of their individual learning processes. This preparation culminated in students developing their own performance criteria with formative peer assessment opportunities that enabled a 'feed forward' mechanism for improvement. The assessment is relevant to both fields of practice and extends the students ability to recognise and respond to the needs of all people who may come into their care. It comprises of 3 different but inter-related elements which include, patient assessment, application of information and explanation for decision-making (Nulty et.al 2011). To enhance both the rigour and reliability of assessment the module team drew on the work of Henderson et.al (2013) to develop a holistic marking guide that tested discrete skills within each element. The marking and moderation process adopted further strengthened reliability of assessment. References Henderson, A. Nulty, D. D. Mitchell, M. L. Jeffrey, C. A. Kelly, M. Groves, M. Glover, P. and Knight, S. (2013) An implementation framework for using OSCE's in nursing curricula. Nurse Education Today vol 33 p1459 - 1461 Nursing and Midwifery Council 2010 Standards for pre-registration nursing education: Essential skills cluster Care, compassion and communication 7.4 NMC London Nulty, D. D. Mitchell, M. L Jeffrey, C. A. Henderson, A. and Groves, M. (2011) Best practice guidelines for the use of OSCE's: Maximising value for student learning. Nurse Education Today vol 31 p145 - 151

Session 10.2:

Working in partnership with pre-registration student nurses: The development of a practice Learning and Skills record as a tool to enhance learning in the practice placement setting.

Presenters: Anita Flynn, and Cathy Griffiths
Institution: Edge Hill University
Theme: Emerging challenges and improving student success

The last few years have seen unprecedented changes within the NHS through a shift in the priorities going some way towards righting the balance and putting patients in the forefront of the health and social care agenda (Department of Health, 2008). Competencies are the essential building blocks that shape nursing in all clinical practice settings (NMC, 2010). To facilitate learning students are exposed to diverse teaching and learning methods that nurture the critical thinking, analytical and higher order skills. This includes: Practice learning; Clinical simulation; Patient stories and first hand experiences of care; Case studies and problem based scenarios; Tutor led tutorials and lead lectures by experts in the field. The use of enquiry based learning approaches aim to capture a complex problem or question through the development of simulated or real life case studies or scenario. Nonetheless, there is still the need for students to develop a wide range of practice learning skills in practice required by all registered nurses, regardless of their field. This view is supported by concerns that nurses have skills deficits (Francis, 2013; Ford, 2010). In addition, the demands on acute placements and reconfiguration of services could mean student nurses have difficulties to know which skills to observe and develop in practice in order to become a confident, able, competent practitioner. Yet the considerable developments in the delivery of health and social care services will require a skilled practitioner to ensure competence, patient safety and comfort. As student nurses progress they acquire the skills, knowledge and understanding in both their own field and also the alternative fields of practice. However knowing which skills to observe and practice under supervision can be daunting to a student nurse. Thus the need to develop a practice Learning and Skills record, which could be used as a tool to enhance learning in the practice placement setting, was recognised. This tool was developed in partnership with our third year pre-registration nursing students, their input which included piloting, feedback and adaptations enhanced the development and implementation of the tool. References Department of Health (2008) High quality care for all: NHS New Stage Review final report, Department of Health, London. Ford, S (2010) Nurses lack skills in end of life care. Nursing Times, 30th November, 2010. Francis, R. (2013). Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry: executive summary. London: Stationery Office, February 6th 2013. Nursing and Midwifery Council (2010) Standards for Pre-registration Nursing Education. NMC, London.

Session 11.1:

Supporting the Struggling Sophomore

Presenters: Dr. Suzanne Maniss, Dr. Sandy Murray, Dr. Joseph Molinatti and (not in attendance - Dr. David Dietrich)
Institutions: College of Mount Saint Vincent and University of Tennessee at Marin,
Theme: Retention focused practices

To assist students in earning a diploma many institutions have developed programs to support students in their first year of studies. This support is focused on the personal needs of the students as they "transition from living at home to living at college" (Lothmann, 2006, p. 3). Through a survey Hanover Research (2011) found that advising had the strongest effect on retention. Though the majority of these programs focus on students in their freshman year, studies have shown that this support needs to be extended to subsequent years.   Hanover Research (2011) found that "attrition rates between students' first and second year are perhaps the strongest determinants of institutional graduation rates" (p. 5). According to Lothmann (2006) "sophomores have been deemed the 'invisible students'" (p. 3). Sophomores are expected to have transitioned into college life and need less support (Maggitti, n.d.). This, however, may not be the reality. Sophomores may in fact need additional support. This presentation will highlight the potential challenges of the university sophomore and provide some strategies to address these needs.

Hanover Research. (2011). Improving student retention and graduation rates. Retrieved from
http://www.mybrcc.edu/intranet/attachments/article/110/Improving%20Student%20Retention%20and%20Graduation%20Rates.pdf Lothman, J. S. (2006). Serving sophomore students. Honors Project, Illinois Wesleyan University Department of Sociology and Anthropology. Retrieved from
http://digitalcommons.iwu.edu/cgi/viewcontent.cgi?article=1008&context=socanth_honproj Maggitti, S. T. (n.d.). Sophomores: The struggles of the "middle children" of college. University of Hawaii, Manoa, Counseling Services. Retrieved from
www.potsdam.edu/studentlife/.../sophomore/.../sophomoreadvising.pdf

Session 11.2:

Supporting Student Transitions from Further Education to Higher Education

Presenters: Dr John Bostock and Jane Wood
Institution: Edge Hill University
Theme: Student induction and transitions

Transition in education at any level benefits from an established and wide ranging literature which includes transition for young people into education and transition between educational institutions. Predictably, starting at a new educational institution will involve multiple changes: physical location, peer relationships, social and academic expectations and levels of control. In this presentation we explore practicalities facing educational practitioners (here lecturers) who are planning for learning for those starting university. Hernandez – Martinez et al (2011) suggest that there are three main areas of concern facing students during transition periods. These are:

1.   The social dimension – This involves students becoming comfortable in the new organisation and making friends and acquiring a sense of belonging.
2.   The continuation of curriculum and pedagogy / andragogy – This involves an awareness of the gap between educational practices in both institutions and a sustained focus by staff on how that gap can be bridged and how students can be supported in understanding any changes.
3.   Individual progression – This involves the new organisation taking into account the individual history and background of each student. Student identity is not, in this theoretical perspective, a stable or static notion. Wenger (1998) proposed that:
• Identity is fundamentally temporal.
• The work of identity is on-going.
• Because it is constructed in social contexts, the temporality of identity is more complex than a linear notion of time.
• Identities are defined with respect to the interaction of multiple convergent and divergent trajectories.

In this presentation delegates are encouraged to reflect on the nature of the divide between school/college and university teaching roles and acquire an awareness of their students and their needs particularly during transitions. A fundamental yet crucial consideration of inclusivity during transition is that all students are entitled to learn in environments which consider HOW they learn and HOW they are taught.

Session 12.1:

Improving final year student success through work-based learning - two case studies

Presenters: Prof Judy Donnelly and two recent graduates (A Brown and P Ainsworth)
Institution: Leeds Trinity University
Theme: Enhancing employability

For progression, Leeds Trinity undergraduates must successfully complete a 20 credit compulsory 'Professional Development and Placement' module at level 4 (first year), and again at level 5. These modules feature six-week work placements. Until recently we have offered only conventional academic modules at Level 6 with no provision for finalists to gain credit for further experience and graduate skill development in the workplace. This paper outlines the characteristics and development of a 20 credit module for 'Professional Learning Through Work' . The module is optional and provides students with the opportunity to negotiate, and then undertake individual work-based projects. The module is taken alongside their research project and other 20 credit modules during the final year. The presentation is illustrated with case studies of recent graduates, including the co-presenters. The advantages of the module in terms of successes it can bring for improved academic performance and the development of employability skills are considered. We will consider how the model can be further developed for building the enthusiasm and engagement of students who realise the benefits of their personal and professional development in terms of improved performance across their programme of study. Enhancements for the students' applications for graduate employment and postgraduate courses, the availability of full and detailed references for employers, early career advantages and new opportunities are all benefits of the module.

Session 12.2:

Preparing students for the graduate labour market: from unfreezing to action

Presenter: Dr Paul Greenbank
Institution: Edge Hill University
Theme: Enhancing employability

In an increasingly competitive labour market students need to be well prepared for the recruitment and selection processes adopted by graduate employers. Yet, despite students stating that their main reason for going into higher education is to obtain a 'good' job, they often fail to engage in activities that will enhance their ability to compete effectively in the graduate labour market. This paper is based on a number of research projects (including action research), undertaken over several years, which focused on how we can encourage students to improve their ability to compete in the graduate labour market by adopting more comprehensive/rational approaches to career decision-making and by participating in relevant extra-curricular activities. The research found that the students' personal, moral and competency values (such as a present orientation, a reliance on 'System 1' thinking, conformity to peer norms, an external locus of control, risk aversity and a 'purist' orientation) often act as barriers to engaging in activities that would improve their ability to compete in

the graduate labour market. This paper describes how the students have been encouraged to critically evaluate (and change) their values, and therefore their behaviour, through a series of inter-related 'transformative' pedagogic interventions. These interventions involved 'unfreezing' the students' existing values; providing support to help students change their behaviour; and reinforcement strategies to ensure that changes in the students values are maintained and converted into actions. The paper concludes by discussing some of the problems involved in implementing these transformative pedagogies.

Session 13:

Supporting Student Learning Transitions

Presenter: Prof. Perter Hartley
Institution: Visiting Professor at Edge Hill University and independent HE consultant

This session will use a workshop format to explore two propositions –

- We need to consider the developmental stage of our student learners in the modules we deliver.
- Learners at different developmental levels will benefit from different learning and teaching strategies and techniques (both face-to-face and virtual).

The session will start with a brief presentation of a model of student transitions (from 'strugglers' to 'high-achievers') and comparison of this model with well-established approaches to student learning (e.g. the deep/strategic/surface distinction; Fink's taxonomy of significant learning).

The main part of the session will examine and discuss strategies/techniques which can help students move up the scale towards high achievement. The discussion will explore/critique this approach and offer opportunities for additional practical suggestions which will be collated and distributed after the session. If you attend this session, you will gain (hopefully) a different perspective on your student groups, and (certainly) some new ideas to use in your teaching approach. And, if you wish, there will be opportunities to continue the discussion online after the conference.

Session 14.1:

Which way works better? A comparison of the effectiveness of two forms of PDP initiative in a first year psychology curriculum

Presenters: Dr Linda Kaye, Dr. Elizabeth Bates and Susan Elliot
Institutions: Edge Hill University and University of Cumbria
Theme: Enhancing employability

Based on the strive towards personal development planning and employability provision within HE curricular, the current study aimed to evaluate the effectiveness of two distinct forms of PDP provision at two UK HEIs. Within this, "linked" versus "embedded" PDP provisions were compared to assess their impact on first year psychology students' (N = 77) awareness, attitudes and future intentions to engage in PDP. This was achieved through a longitudinal questionnaire design, to assess any changes in these variables following these two distinct forms of curricular-based provision. In addition, measures of approaches to learning, and motivation were taken at time 1 (October 2013), to assess their relationship with course satisfaction at time 2 (April 2014). This was intended to provide further evidence of the psychological factors which may contribute to the effectiveness of different PDP provisions, and student satisfaction. Upon time 2 findings being made available, these will be compared with time 1 to assess any changes, and the implications will be discussed.

Session 14.2:

Professional Networking at its best

Presenters: Angela Hepworth and undergraduate students (Anthony Chow, Tom Hanks, Faye Thompson, Samual Pickervance, Ryan Barker)
Institution: Edge Hill University
Theme: Enhancing employability

Professional networking has become one of the most popular sources to inform the employability market of who's who and who does what within the 'world of work'. As employability is high on the Governments agenda, it is also high on the University agenda's too. To improve the professional profile of the Physical Activity and School Sport Undergraduate Students, students were asked to sign up and create a professional profile for themselves that would allow them to be seen publicly (both nationally and globally).

This study will discuss the findings of some of the undergraduate students and the students themselves will present their own reflections on how they have linked on a global scale and how making contact with other individuals worldwide has increased/decreased their identity in becoming more employable. Personal accounts by the students themselves will be presented.

Intervention and Support to Improve English Proficiency and Cultural Re-adjustment for International Students

Presenters: Dr John Bostock and Keith Cook
Institution: Edge Hill University
Theme: Internationalisation and international students' experiences

Internationalising the curriculum involves providing students with global perspectives of their discipline and giving them a broader knowledge base for their future careers. They can be provided with a set of values and skills to operate in diverse cultural environments; skills often labelled 'intercultural competencies' or 'cross-cultural capabilities'. These values, skills and knowledge are related to graduate attributes and global citizenship with an acknowledgement that graduates today will need the resilience and competencies to communicate and compete in a rapidly changing, complex global workforce and world. International students in institutions of higher education in English-speaking countries make valuable educational and economic contributions. For these benefits to continue, universities must become more knowledgeable about the adjustment issues these students face and implement appropriate support services. This presentation identifies factors that influence the adjustment and academic achievement of international students. Academic adjustment challenges are primarily attributable to English language proficiency and culture. Achievement is affected by English proficiency, academic skills and educational background. Understanding international student adjustment issues has global implications for intercultural education. Recent primary research has shown that one particular sample group of international learners arrived to begin their UK Higher Education studies with, in most cases, no significant experience of writing essays, having come from an environment which relies almost entirely upon examinations. Yet, students are expected to produce quality academic essays in order to achieve success, probably at a time when they are battling to re-adjust culturally. We will discuss some successful support interventions and implications for practice employed at Edge Hill University:
- Module support and study skills
- Technical writing skills
- Singular/plural noun confusion
- Subject-verb agreement confusion
- Verb tense confusion
- Confusing prepositions
- Not using the subjunctive mood
- The "Hidden" agenda of referencing.

We found that students faced a major challenge, linguistically and culturally, in negotiating identities and power relations necessary for them to participate and be recognised as legitimate and competent members of their classroom communities. The presentation considers some of the key issues during transition and suggests some of the strategies that can help both students and academics during their readjustment.