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# 2019 SOLSTICE eLearning and CLT Conference

5<sup>th</sup> and 6<sup>th</sup> June 2019

## Abstracts



Edge Hill  
University

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## **Session 1**

### **We are all together: Collaborative learning in online environments and creative deployment of technologies to enhance the student experience.**

Creative deployment of technologies to enhance the student experience

And we are all together: Collaborative learning in online environments Collaborative learning provides an opportunity to learn key skills and is an important part of digital capability. Research indicates it improves attainment and retention. However, there still remains a strong resistance to activities that require collaboration, particularly if these are assessed, not only from students, but also from colleagues. Collaborative learning can be seen as a waste of time, as providing an inauthentic learning experience, or even unfair.

This session will provide an opportunity for delegates to share their experiences of collaborative learning.

The discussion will include:

- How strong is the evidence for the effectiveness of collaborative learning?
- What are the limits of its benefit for different learners and in different situations?
- Examples of resistance: are these ever justified and how do we counter this resistance?
- What are effective practices in collaborative learning – and what are the major pitfalls?
- In what ways can collaborative online learning enhance or limit equity?
- Do we see “expert textperts” dominate or examples of cyberdisinhibition and what is our role of teachers in these situations?
- Can we produce a top ten tips for including collaborative learning in our practice?
- What are the major distinctions between online and offline collaborative learning and to what extent do these change the nature of collaboration and learning?

This session will be largely discursive and aims to be an example of collaborative learning within a conference scenario.

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

## Session 2

### Who are you and who do you want to be?

Professional identity is not a fixed entity: we are likely to have a number over the course of our careers and often hold several simultaneously, so how can we manage these and maintain balance in our lives?

Drawing Carol Dweck's work on fostering self-efficacy and Boyer's concepts of enabling scholarships, by the end of this session, delegates will be able to:

- Make informed choices about the kinds of professional identity that work best for you in different contexts;
- Identify some strategies for positive self-identification in relation to professional competences;
- Determine personal strategies for making working lives not just manageable but also enjoyable and affirming.

**Professor Sally Brown**, Independent Consultant and Visiting Professor Edge Hill University

**Wednesday 5th June**  
**Breakout 1: 10.35 – 11.20**

## Session 3

### Developing curriculum

This workshop will provide guidance on the writing of module and programme specifications with particular emphasis on the design of Intended Learning Outcomes (ILOs) in alignment with national credit level descriptors. Delegates will also be introduced to the revised 'lenses' of the Taught Degrees Framework (TDF) which contain enabling guidance on teaching, learning and assessment, student support and graduate employability. Following development consent by Academic Planning Committee (APC), programme teams enter a period of curriculum development leading up to Institutional validation. We will familiarise delegates with how programme aims, content (modules, learning outcomes), structures and awards are designed and defined in relation to external and internal frameworks and benchmarks, including the UK Quality Code for Higher Education (QAA) and Edge Hill University's Taught Degrees Framework. The TDF is the principal internal reference point for programme design at Edge Hill University. Co-developed and owned by academic and professional services staff it represents a 'whole-Institution' approach to supporting the student experience, framed around the following five themes or 'lenses':

1. Induction & Transition
2. Learning, Teaching & Assessment
3. Graduate Attributes, Employability & Work-Related/ Work-Based Learning
4. Education for Personal Development & Enhancement
5. Citizenship & Global Awareness

At the end of the workshop, delegates will be able to:

- Demonstrate familiarity with external and internal frameworks and
  - benchmarks for curriculum design
- Be familiar with national credit frameworks and level descriptors and how
  - they are used in the development and articulation of knowledge,
  - understanding and skills-based learning outcomes
- Articulate strategies for teaching, learning and assessment and student
  - support consistent with the guidance contained in the University's Taught Degrees Framework.

**Anthony Turjansky and Dr. John Bostock**, Edge Hill University

#### **Session 4**

#### **Using LEGO® Serious Play® to enhance participation of non-native speakers of English in group work activities.**

All students find group work activity challenging for a variety of reasons however, International students are well-recognised in the literature as facing particular challenges in UK academic life. Difficulties facing non-native speakers of English (NNS) include self-perceived language deficiencies and differences in educational background (Berman, Cheng 2001) and these challenges impact on the ability of these students to participate fully in group work activities (Medved 2013). Having an understanding and recognising the challenges facing NNS of English participating in group work is the first step to supporting these students.

While the academic challenges faced are readily identified in the literature, there is a lack of practical solutions to support group work in the Higher Education (HE) classroom. LEGO® Serious Play® (LSP) is a thinking, communication and problem solving tool it provides a practical and innovative solution to address the challenges faced by NNS of English in HE classroom group work activities.

The principles of LSP are such that a very particular inclusive group dynamic is generated and this is done through ensuring that,

- everyone is required to participate all of the time;
- everyone is required to participate in all of the phases of the LSP process;
- participants are given time to reflect and gather thoughts before speaking to describe their model.
- the LEGO® bricks are used to unlock and construct new knowledge;
- there are no right or wrong ways to build with the LEGO® bricks;
- everyone has an obligation to build and the right to tell the story of their LEGO® model;

Following a short presentation introducing LEGO® Serious Play® and presenting the results of a recent pilot study, attendees will have the opportunity to actively participate in a LSP workshop.

1. Berman, R. Cheng, I. 2001. *English academic language skills: Perceived difficulties by undergraduate and graduate students, and their academic achievement*. Canadian Journal of Applied Linguistics. 4(1).
2. Medved, D et al. 2013. *Challenges in teaching international students: group separation, language barriers and culture differences*. Genombrottet. Lunds tekniska högskola.

**Suzanne Faulkner**, University of Strathclyde

## Session 5

### 4.0 and an anti-silo approach for universities

Universities need to be primed for the Fourth Industrial Revolution (4IR) which has been described as “the robots are coming”, (Peters 2017, 1). In this paper, it is argued that curricula, teaching and learning, and assessment regimes need rigorous interrogation if we are to establish ‘fitness of purpose’ and ‘fitness for purpose’ in our institutions. Established practices, rules and the current ‘way of doing things’ are snail-slow in changing. Yet change they must. There is recognition that, for example, the debates on decolonisation have triggered many universities across the globe to review their curricula and teaching and learning approaches, and to challenge the assumptions underpinning our knowledge systems. The 4IR will require deep engagement similarly.

This paper will explore two questions: First, how does a university prepare for a 4IR age when the moment is already upon us? Second, can a university really change as rapidly as is needed to keep pace with the technological advances that are with us now and those that are still to come? These are perennial questions: will the university as we know it still be relevant, as technology impacts the deep and surface structures of our society? It is argued that a rapid and radical restructuring is required if universities are to position themselves in the spaces that the 4IR will provoke. While the shape and form of universities and modalities of teaching and learning will need scrutiny, this paper focuses on curriculum, teaching and learning and assessment. There is no question that the 4IR is a disruptor; what is at issue is how universities will rise to the challenge – and that is critical. It is contended that an anti-silo approach could be a vital step in reconceptualising the university.

**Dr. Kirti Menon**, University of Johannesburg

## Session 6

### Conceptualising the digitally distributed curriculum

In a previous session at SOLSTICE 2017, which focused on the role of digital space and place in the context of the ‘porous university’, Keith Smyth explored the idea of the

curriculum as a co-operative space within which digital and physical spaces for learning intersect to support greater engagement within, through and beyond higher education institutions. Part of this exploration included what was, at the time, an initial and emergent model for the digitally distributed curriculum. Drawing upon subsequent work that has led to the further refinement of this idea (Johnston, MacNeill and Smyth, 2018), in his session for SOLSTICE 2019 Keith will present and explore the concept of and a related model for the Digitally Distributed Curriculum which is based on the values of praxis, participation and public pedagogy, and which is constructed around the four dimensions of co-location, porosity, co-production and open scholarship. The pedagogical implications of the Digitally Distributed Curriculum - which include student engagement with digital public knowledge domains and the relationship between institutional and self-selected physical and digital spaces for learning - will be key points for discussion amongst participants during the session itself.

Johnston, B., MacNeill, S. and Smyth, K. (2018) *Conceptualising the Digital University: The intersection of policy, pedagogy and practice* (Palgrave MacMillan).

**Professor Keith Smythe**, University of the Highlands and Islands, Scotland and Visiting Professor Edge Hill University

**Wednesday 5<sup>th</sup> June**  
**Breakout 2: 11.40 – 12.10**

## Session 7

**The Taught Degrees Framework (TDF):** Academic and professional services collaboration

Since gaining Degree Awarding Powers and University title in 2006 Edge Hill University has seen significant growth in numbers encompassing students from a wide range of geographical, social and educational settings; at the same time the Institution has taken seriously its commitment to deliver an inclusive learning experience in which all students are supported to succeed irrespective of their individual backgrounds and entry qualifications. Edge Hill's Taught Degrees Framework (TDF) represents a 'whole-University' approach to supporting programme development, approval and review in which a cross-faculty Project Group including students was convened to review and overhaul pre-existing curriculum frameworks and replace them with a single unified architecture presented as a 'student journey' from admission to completion and into employment or further study.

The TDF requires all curricula to be viewed through the following 'lenses':

- Induction and Transition
- Learning, Teaching and Assessment
- Graduate Attributes, Employability and Work-Related/ Work-Based Learning
- Education for Personal Development and Enhancement
- Global Citizenship

Academic departments and professional services came together to research relevant scholarship and evidence-based practice and produce descriptors, guidance and exemplars for each lens, while a searchable wiki and blog provided access to practical resources and a space for staff to share their own ideas, innovations and practice. Promotion of the TDF is via Edge Hill's Centre for Learning and Teaching and Learning & Teaching Fellowship which lead the development of effective pedagogic practice within the University. A related professional development programme provides additional opportunities for knowledge exchange, and the Institution's programme validation process within which the TDF is embedded was peer reviewed by the QAA during 2017 and identified as good and innovative practice in curriculum design and approval. This brief presentation will review and demonstrate the TDF lenses, guidance and resources and consider how they may be applied to any new degree programme development.

**Anthony Turjansky**, Edge Hill University and **Claire Moscrop**, BPP University

## Session 8

### **Appropriating SOTL principles to advance systemic, sector-wide higher education development**

As the SOTL discourse gains traction in South African higher education, it is worth considering how its underlying principles might serve as catalysts for sector-wide development and change; particularly in contexts where institutions struggle to shed historicized identities. In this presentation, I will focus on the recently established Teaching Advancement at Universities (TAU) Fellowship, which has proven to be a pristine opportunity for scholars from around the country to engage in diverse SOTL activities, through individual and collaborative projects, in newly conceived communities of practice. The TAU project demonstrates that one of the main ingredients for sector-wide development is scholars' willingness to embrace interdisciplinarity, alongside conventional modes of disciplinary enquiry. Suspending exclusive disciplinary preoccupations opens up possibilities for a generative scholarship that makes academics comfortable with making public their curiosity about each other's intellectual pursuits and in the process, diffusing common values, interests and pedagogies that emerge through engagement in inter-institutional projects.

The presentation will interrogate an emergent conceptual (Lotus) framework encapsulating learning-centred teaching, developed by six TAU Fellows and their advisor. While the framework emerged in the course of interdisciplinary conversations aimed at achieving the common goal of enhancing the impact of teaching and learning praxis, the emergent framework served to simultaneously catalyze pedagogical resonance for institutional and sectoral development. This organic approach transcends advocacy and rhetoric, demonstrating the potential of isomorphic agency in sector wide higher education development.

**Dr. Rubby Dhunpath**, University of Kwazulu-Natal

## Session 9

## **Student perceptions of feedback on laboratory reports using an e-portfolio for formative and summative assessment.**

Electronic assessment and feedback

The acquisition of laboratory skills is integral to undergraduate animal science, agriculture and veterinary courses taught at Harper Adams University. This presentation will examine formative and summative feedback practices used for a level 4 module Laboratory Techniques. Students submitted multiple laboratory reports electronically for assessment using PebblePad. A template was used to empower students to upload photos, videos, add web links, Excel results and Word documents as supplementary aids for their workbook. This provided a structured format to facilitate ease of marking as suggested by Johnston et al., (2014). The use of technology constructively aligned laboratory skills acquired during class with the written work presented for assessment in a format that the student could access online at any time. An action research project was undertaken over two academic years. A number of feedback methods were trialled to enhance the student learning experience including PebblePad comments and submission to Turnitin for GradeMark feedback using rubrics, audio, and written comments. The views of students will be presented in this session with survey responses on feedback to feed forward with the aim of providing a tool kit to enhance laboratory report writing skills.

Johnston, J.; Kant, S., Gysbers, V.; Hancock, D.; Denyer, G. (2014). *Using an ePortfolio system as an electronic laboratory notebook in undergraduate biochemistry and molecular biology practical classes*. *Biochemistry and Molecular Biology Education*, 42(1), 50-57.

**Dr. Jayne Powles and Dr. Tharangani Herath**, Harper Adams University

## **Session 10**

### **Edge Hill Medical School. The vision. The challenge. The opportunities.**

A joint initiative from HEFCE/HEE in October 2017, invited HEFCE-fundable Higher Education Institutions to bid for new undergraduate medical education places. A bid from Edge Hill University (EHU) was successfully submitted for the development of a new medical school taking students from 2020.

Out of approximately 30 Universities who applied only 5 were selected. EHU is the only University developing its own curriculum – the others are adapting curricula from other Universities. EHU was picked because of our vision, which involves developing a medical programme which will have emphasis on primary care and mental health, would produce advocates for health and the flourishing of the local community and graduates who can effectively respond to the diverse health needs of individuals and populations through collaborative and inter-disciplinary working. There are a number of challenges to introducing a new medical school which includes extremely close scrutiny from the GMC and a number of very intensive stages to negotiate. The programme is a spiral non-modular curriculum which is new to EHU and unfamiliar to many colleagues. There is also the issue of aligning assessments with a contingency medical school (in this case the University of Liverpool) which has a different type of curriculum and organising

clinical placements in a crowded region. Extensive staff recruitment and development is also required. Challenges bring opportunities, though. This is an opportunity for further EHU engagement with the local community, service users and carers, the strengthening of existing ties and creating new ones with NHS partners, plus creating new partnerships and relationships between departments within EHU.

This presentation will discuss the rationale for the vision and explore the challenges and opportunities of developing an innovative non-modular curriculum that will produce doctors who are well prepared for practice and who understand the needs of the communities they serve.

**Dr Simon Watmough, Dr. Peter Prof. Leadbetter, Prof. John Sanders, Dr. Paola Dey, Dr. Sarah Lyon, Dr. Jayne Garner & Prof. Clare Austin,** Edge Hill University

## Session 11

### **The complex factors affecting female non-traditional students and their transition into Higher Education (HE) using a Bourdieusian lens.**

This research project examined the journeys of non female traditional students, their fears, hopes, decisions and actions when entering Higher Education (HE) and the changes experienced through the transition into Higher Education (HE). The research took a narrative approach, addressing themes through semi structured interviews to identify commonalities and individuality of experience. An aim was to establish if further strategies or considerations could ensure the smooth transition, and retention of non-traditional students in the Higher Education (HE) environment. Through semi structured interviews, the complex factors were identified and how they had to align to allow the prospective student to transition into Higher Education (HE). The study focused on factors that drove non-traditional students to enter the Higher Education (HE) environment; their decisions; the timing of changes and the moments of inspiration and/or desperation, the change to their personal outlook, career prospects and social mobility. Social mobility is an increasingly pressing issue for policy makers who are under immense pressure to ensure Higher Education (HE) opportunities are widely available and accessible. This complex social issue, which not only directly relates to the non-traditional student on entry to Higher Education (HE) but reaches far back into their early education and experiences was explored.

**Catherine Langridge,** Edge Hill University

**Wednesday 5<sup>th</sup> June**  
**Guest Speakers: 12.15 – 13.00**

## Session 12

### **Helping students to take charge of their learning processes** **Adding value to large group teaching using technology**

This interactive session aims to help participants identify the key factors which underpin students' successful learning, and help students find out how they are placed regarding essential skills and attitudes using a self-assessment checklist.

The session will also address how staff can help students to identify areas of strength and weakness in their present position, so that they can build on strengths and address weaknesses.

Included in the session will be discussion of how staff can help students to do the above, and how students can use each other to build their confidence in learning techniques.

The teaching and learning contexts in which students learn will span large-group sessions, small-group learning, VLE-based learning, independent learning, and also the best usage of feedback from staff and fellow-students.

### **Professor Phil Race**

Visiting Professor at Edge Hill University

## **Session 13**

### **Communication revisited – new perspectives and their implications for our practice in learning and teaching.**

Approaches to enhancement of learning, teaching and assessment

The ways that we communicate have changed and are continuing to change, thanks largely to the astonishing speed of development in new technology. These developments have recently been the focus of a number of 'moral panics' stimulated by studies of generational differences (e.g. Twenge, 2017) and accompanied by opposing analysis and recommendations from different researchers and pundits (e.g. Selwyn, 2016). There has also been research which has questioned some of the impact of new technology on student learning (e.g. recent studies on student note-taking and use of laptops). This research has often been reported with very definite conclusions about technology impact, even when the details of the research suggest a more complex and nuanced analysis is needed. And we now have a growing body of research which shows how people are "outsmarting smart technology to reclaim our relationships, health and focus." (Morris, 2018)

We have been accumulating evidence and research findings to inform our revision of a text on interpersonal communication which was published before this avalanche of new tech (Hartley, 1999). This session will summarise main themes and issues arising – including the need to adopt an integrated perspective on communication which takes account of both interpersonal dynamics and technological access/facilities - and then identify a number of important (and sometimes neglected) implications for our everyday practices in learning and teaching. For example, ambiguity, empathy and active listening alongside the more obvious implications for the ways we deliver assessment and provide feedback, there are more subtle principles we can explore such as the 'dual function' of all our communication (Danziger, 1976) and the different ways we can conceptualise communication (e.g. adopting the 'dance' metaphor from Clampitt, 2016). These

principles suggest some very different ways of incorporating technology such as social media and digital emotional expression into our teaching practice.

References Clampitt, P. (2016) *Communicating for Managerial Effectiveness*. Sixth Edition. Sage. Danziger, K. (1976) *Interpersonal Communication*. Pergamon Hartley, P. (1999) *Interpersonal Communication*. 2nd edition. Routledge. Morris, M. (2018) *Left to our own devices*. MIT Press. Selwyn, N. (2016). *Is Technology Good for Education?* Polity Press. Twenge, J.

**Professor Peter Hartley**, Visiting Professor Edge Hill University and  
**Sue Beckingham**, Sheffield Hallam University National Teaching Fellow and  
Visiting Fellow Edge Hill University

**Wednesday 5<sup>th</sup> June**  
**Breakout 3: 14.00 – 14.45**

### **Session 14**

#### **The development situation and trend of MOOCS in China**

At present, the educational value of MOOCS has been recognized by more and more people in China. The construction and development of MOOCS in China has the following characteristics; The government attaches great importance to it and enterprises are deeply involved in it; breaking through the traditional orientation and promoting the overall reform of education with MOOC; the organizational model of MOOCS is more diversified; MOOCS cover almost all subjects. China's own platform and curriculum system have been basically built up, however, MOOCS needs to be strengthened in promoting in-depth learning and providing personalized support. This presentation proposes that the social support system and evaluation system of MOOCS needs to be improved to enhance effectiveness.

**Professor LIU Hongxiang, Professor LIU Liqun and Professor LIU Huiqun**,  
Hunan First Normal University

### **Session 15**

#### **High fidelity simulation: Using technology to enhance simulation in paramedic practice**

Within the social and physical context of practice, simulation is a technique that replicates 'real-world' activities and provides students with the opportunity to explore their own learning in a controlled environment. It can be difficult to ensure both the fidelity and the relevance of a simulation in a simulation or clinical skills.

The utilisation of technology can increase the immersion of a student in simulation. Recreation of an environment can allow the student to practice skills in a safe space with the feel of working in practice, creating an unpredictable event in a predictable environment. The use of patient monitors and mannequins that produce a life-like props

that can be controlled by the academic, but interacted with by the student, can further add to this.

Observation can be as important as taking part in the simulation itself. Not only does this allow peers to provide feedback, it also allows peers to learn from others practice. Many papers have shown the expansive value of observation as learning tool, with my own research again showing this in Paramedic Practice students. Having the students in the room stood around and observing can invoke an emotional response and added stress. Remote viewing and the remote control of the interactive props allow for no interruptions in the immersive experience.

This session will allow the audience to take on the role of the peer reviewer. Utilising the CAVE, a simulated scenario will be run utilising an iSimulate, a high-fidelity mannequin, radios, paramedic bags and 4 students. Students may be invited into the audience also as experts in peer review and this topic of the simulation. This session will show how the paramedic team at Edge Hill University run simulations to increase the student experience and value of the learning experience.

After the simulation and feedback, the audience will be offered a tour of the CAVE with an immersive back drop and the props that were used in the simulation. Opportunity will be provided to ask questions of the speakers and students in the Tech Hub lecture theatre after this tour.

**Barry Matthews and Rory McKelvin, Edge Hill University**

## **Session 16**

### **Breaking out of the box**

Creative deployment of technologies to enhance the student experience

Gamification is increasingly being used in education to engage students with the process of learning and achieve desired outcomes (Simões et al., 2013). Whist Domínguez et al.,(2013) would advocate the the social and emotional, as well as cognitive benefits of the gamification of learning, their study showed little impact in terms of achievement. Hwang et al., (2013) warn of the emotional strain of gamification, suggesting that students can experience anxiety and unhealthy competition - yet the work of Hakulinen, Auvinen & Korhonen (2015) would add that these emotions can actually be a healthy part of the learning process.

Huang & Foon Hew (2018) would argue that gamification stimulates intrinsic motivation which can reiterate Deci and Ryan's (2009) influential study which showed that most behaviours within gamification are focused on self determination. This poses the question as to how gamification fits into an increasingly constructivist approach to education in Higher Education institutions.

A practical workshop designed to explore the realities of constructivist approaches to learning in Higher Education, will consider cognitive load theory (Kirschner, Sweller, and Clark, 2006) Flow (Csikszentmihalyi, 1996) and give some practical examples of how a playful approach to gamification can potentially have an impact upon engagement, motivation and attainment.

Sarah Wright, Edge Hill University

## Session 17

### **A value proposition – where has the “human-factor” gone in curriculum design?**

“Digital and Online” are core aspects of our modern world and the rhetoric around technology in education has significantly been from a “positivist” perspective. However we must not lose sight of the human-factor when we use digital tools and systems as part of our teaching and learning experiences, especially for on-campus experiences.

In this workshop session we will deconstruct three core questions set out by Paul LeBlanc in his article *The Human-Technology Intersection: A Framework*. <https://er.educause.edu/articles/2015/3/the-humantechnology-intersection-a-framework>

1. What (face-to-face) human interactions are most critical for student success?
2. How can technology enable better versions of those interactions?
3. Where can technology replace people so that human resources can be redirected to accomplish more of those interactions?

These questions will be explored in relation to curriculum design with an emphasis on repurposing the face-to-face experience to support effective “digital education” experiences for on campus students. Attendees are invited to bring with them a session / module / course they currently teach on or support as a basis for the deconstruction activity. Please also bring a web-enabled device with you to the keynote session if you have one.

#### **Pre-reading / Pre-Activity**

The keynote session will be “flipped” in the sense that there is a small amount of pre-reading required of Paul LeBlanc’s Educause article. There is also an interactive Padlet space for attendees to add some initial thoughts and comments relating to these questions, which you are invited to contribute to before the event.

[https://padlet.com/digisim/human\\_interactions](https://padlet.com/digisim/human_interactions)

LeBlanc, P. (2015, March 02). *The Human-Technology Intersection: A Framework*. Retrieved from <https://er.educause.edu/articles/2015/3/the-humantechnology-intersection-a-framework>

Thomson, S. (2019, January 30). *Digital = People = Social = Learning*. Keynote presented at Keele Learning and Teaching Conference, Keele University.

Watters, A. (2016, September 22). *Re-Con-Figures: The Pigeons of Ed-tech*. Retrieved from <http://hackeducation.com/2016/09/22/pigeon>

#### **Simon Thomson**

University of Liverpool and Visiting Fellow Edge Hill University

## Session 18

### **Managing and balancing the experience of applicants, students and employers at Masters level through understanding their expectations on entry- the findings from an 11 University HEFCE funded project**

Since the mid-1990s, Masters level study has experienced massification in terms of participation in the UK. Although the Higher Education Academy undertakes valuable surveys examining the masters and research postgraduate student experience, they occur near the end of a student's study journey. Up until 2014, there had been very limited research undertaken on the expectations of applicants and students entering this level of study. Research was small scale and institutional based (Stuart et al., 2008; Morgan, 2013; 2014). This led to independent bodies such as the Higher Education Commission commenting that 'Postgraduate education is a forgotten part of the sector' (Higher Education Commission, 2012:17). However, as a result of a substantial decline in participation between 2011 and 2013, HEFCE established Phase 1 of the Postgraduate Support Scheme designed to find innovative ways to sustain postgraduate taught participation.

The Postgraduate Experience Project (PEP) involving 11 universities in the UK was funded via this scheme. It enabled for the first time the expectations and experiences of applicants and students in, through and out of study and those of employers recruiting master's graduates to be explored. This session will report the findings from this groundbreaking research and demonstrate how through understanding the expectations of all stakeholders, their experience can be effectively managed and balanced.

PEP's data highlighted the complexity of the PGT student's life and their individual support requirements. It enabled each institution to obtain a better understanding of their student body therefore enabling them to provide targeted and inclusive support. It also enabled them to consider the employers perspective in the development of future course developments and importantly, help identify ways to effectively balance and manage the expectations and outcomes of all stakeholders.

The full report is available on the project website:

<https://www.postgradexperience.org/wp-content/uploads/sites/17/2016/01/Postgraduate-Experience-Report-Final.pdf>

#### References:

Higher Education Commission (2012) Postgraduate Education □An Independent Inquiry by the Higher Education Commission, London: HEC.

Stuart, M., Lido C., Morgan, M., Solomon., L and Akroyd., K (2008) Widening Participation to PG study, Higher Education Academy, York:HEA.

Morgan, M. (2013a) Individual Project Report - Understanding prior feedback experiences of new postgraduate taught (PGT) STEM students' and their expectations and attitudes towards PGT level study at a 1992 institution, York: HEA.

Morgan, M. (2014) Patterns, Drivers and Challenges pertaining to Postgraduate Taught Study- an international comparative analysis in Journal for Higher Education and Research Development, 33 (6) p1150□1165.

## Session 19

### **How technology can support induction of a level 7 apprenticeship programme**

Student induction into HE and the role of technology

This presentation will document the importance of digital technologies in establishing an apprenticeship programme but with a focus on the longitudinal induction programme so that a more engaging and dynamic environment is developed which is more flexible for everyone. By using a blended approach in the delivery of the induction and establishing activities over a four weeks period prior to the start of the programme, the role of technology is discussed and debated. For example, the challenges of holding a longitudinal induction programme and on an apprenticeship programme is testing so the impact on staff and students are documented via this journey at Leeds University Business School.

Dr Yvonne Moogan, Leeds University

## Session 20

### **Social media tools and data - the tip of the iceberg you can't ignore**

Creative deployment of technologies to enhance the student experience

Aim: The aims of this presentation are to:

- Describe a model of good practice for deploying social media tools and data, particularly relating to Twitter, LinkedIn and Facebook.
- Share how this work has helped me organise a major event and build my professional brand.
- Explore the implications of this for teacher educators.

The presentation will explore a case study to address how the first Edtech Expo 2018 was organised largely through Twitter and LinkedIn. The case study will share personal perspectives about the formation of the event, the recruitment of participants and the publicity of the event (reaching half a million page impressions). The presentation will critique innovative social media-centred models such as the unconference (O'Reilly, 2018; Preston, 2011) and demystify the notion of 'big data' in social media and its relevance to teacher educators (Meiselwitz, 2018; Daniel, 2016)

The case study will give way to a personal perspective on how selective analytics has helped me build my brand and encourage others to do the same. The presentation will make recommendations for further study into social media analytics tools like Hootsuite, Buzzsumo and Sproutsocial. Those recommendations will be centred around the improvement that effective deployment and knowledge of social media tools and data can be of great benefit to knowledge transfer and dissemination.

Some of the questions that will be raised will how do teacher educators take the first steps and become more confident in using social media tools and data? How can events be more meaningful and collaborative?

**Pete Atherton**, Edge Hill University

## Session 21

**Supporting the transition to HE:** Reflections and evaluation of the design, development and delivery of a MOOC to promote discipline engagement  
MOOCS and developments in online course structures

The growth in popularity of Massive Open Online Courses (MOOCs) in recent years has seen an increasing number of universities considering them as a viable method of disseminating knowledge on a large scale (Sinclair et al., 2015). As such, there has been much written with regards to their 'disruptive' potential on the higher education sector, and the opportunities they afford (Bayne & Ross 2014; Yuan & Powell 2013; Daniel 2012). However, whilst many MOOCs attract learners who, typically, already have an undergraduate degree, there is a growing trend to develop courses that specifically target the 16-19 year-old demographic; many of whom often feel underprepared for engaging in university study (SecEd, 2015).

This presentation presents an evaluation and reflections of the delivery of a 3-week MOOC aimed at enhancing the subject knowledge of 16-19 year-old students studying Physiology, which has run three times since 2017. We will present the context of the MOOC (and the collaborative partnership with The Physiological Society), quantitative and qualitative data garnered from the course delivery, our own reflections of the process adopted for development, and subsequent thoughts for what we do next. This presentation will be of interest to those considering alternative methods to support and enhance 'traditional' course delivery, and the challenges faced when developing wholly online courses to be delivered on an international stage.

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**Dr. Terry Gleave & Denise Prescott**, University of Liverpool and **Dr. Peter Alston**, BPP University

## **Session 22**

### **The failing student – using analytics to show students what not to do**

Learning Analytics - pros and cons

One of the challenging issues academics face is trying to identify students during modules who are at risk of failure. Being able to identify such students before they get to the module assessment, working with them to understand why they are at risk of failure, with a view to preventing such failure, is something we aspire to. This type of approach would clearly help those students who struggle to make the transition to university studies, i.e. those who simply don't instinctively know how to approach their studies to increase their chances of success.

One of the up and coming areas that could help identify these students is learning analytics, data on what students do, when and how. However, while there is a wealth of information on these student behaviour aspects, what is not always clear is how these can be used to support student learning. Ongoing research in the Department of Biomedical Science at the University of Sheffield is examining data on how student engagement with the virtual learning environment, lecture captures and interactive online sessions can be mapped to student attainment. Our initial findings show that students who access online interactive sessions early in a module tend to be those who had a strong academic attainment in the previous year. While not unexpected, for us this is the first piece of evidence that we can utilise to show students positive behaviour. With this research we are aiming to identify patterns of behaviour that are consistent with both struggling students and high achievers.

These data will then be used to help personal tutors pinpoint struggling tutees. It is also planned to share patterns with the students, showing them an evidence base for what they should and should not be doing in terms of their studies.

**Dr Louise Robson**, University of Sheffield

**Wednesday 5<sup>th</sup> June**

**Breakout 5: 15.40 – 16.10**

## **Session 23**

### **Deep Wonder: Helping students find their way 'out of the fly-bottle'**

The concept of wonder is related to other concepts such as curiosity, awe and exploration. Recent research suggests that the concept is also related to openness to novel experience, intrinsic motivation to learn and a willingness to suspend judgement. Because these are useful concepts to deploy within educational settings we are often happy and encouraged to support students to be immersed in the experience of wonder.

Yet in speaking of wonder, 'understanding' seems to be the real target. Understanding is a complex concept more closely related to the concepts of knowledge and doubt. Despite conceptual confusions which suggest that knowledge can be 'transferred' between teacher and student, these are normative concepts which become mastered through the development of certain conceptual abilities in students. Because concepts are often complex, rich and not at all a one-dimensional thing that may be understood easily, it helps to explore them from many angles or perspectives. Thus, achieving a transformative depth in our understanding comes about when we get truly get a grasp for their rich interconnections and their embeddedness within our complex human form of life.

The pedagogic implications seem to be that despite what we might think of the positive experience of wonder, the process of coming to a sense of understanding is often not experientially comfortable or positive at all. Taking Wittgenstein's therapeutic approach to philosophy, the teacher's role should arguably be to help individuate concepts, dispel confusions and guide students from confusion to clarity; namely, to show the fly the way 'out of the fly-bottle'. Therefore, being reminded of the complexity of what it is to learn, this paper will explore the implications of a shift in focus favouring normativity and understanding over knowledge or experience.

**Eri Mountbatten**, Edge Hill University

## Session 24

**Studying film industries:** Investigating whether, and how, the concerns of film industry studies (modes of production, authorship and film style) impact upon Level 6 year undergraduate film students.

This presentation gives an insight into the conclusions of a small scale research project designed as a response to an issue raised by Schatz (in 2014) as to whether (and how) 'questions of authorship, aesthetics, and the production of culture' pertain to current studies of media industries.

Schatz (2014) opines that the study of media industries has taken a political economy approach, with little consideration for the 'creative and cultural dynamics involved'. The proposed small-scale study will question whether this can be found to be the case at a Higher Education level. Through surveys and a focus group this small-scale research aims to identify the extent to which considerations of film and TV authorship and mode of production impact upon 3rd year students' studies of media industries. The findings address whether or not a discrepancy can be found and identify whether this discrepancy, as proposed by Schatz, originates or is influenced by what students are (or are not) learning at university. This presentation will outline some of the key findings as evidenced by the data accumulated from interviews with staff and students at Edge Hill University and poses some useful questions and suggestions regarding the future of media industry studies at HE level in the hope that it will directly impact upon student experience and retention.

**Lara Herring**, Edge Hill University

## Session 25

### **Reflections on students' perceptions of the connections between course feedback and completion of the National Student Survey (NSS)**

The National Student Survey (NSS) has been an important external measure for many years. It was an important metric used in the Teaching Excellent Framework exercise which saw Edge Hill University awarded 'Gold' status in 2016. Although the Subject Level Teaching Excellence Framework (STEF) has 'downgraded' the contribution the NSS has to make with a 0.5 metric value for each NSS category, the NSS does remain a relatively controllable metric for Higher Education Institutions.

This session reflects upon how a course team raised the awareness of the importance of the NSS with its students and subsequent strategies implemented resulting in the course being rated one of the best across Edge Hill University. The session looks to discuss students' perceptions and misconceptions about the NSS and what is being asked of them. Moreover, connections between formal course evaluative feedback mechanisms and the NSS are explored in order the former can be maximised to support the latter and enhance staff's understanding of the student experience.

**Dr Gordon Laing**, Edge Hill University

**Wednesday 5<sup>th</sup> June**

**Guest speaker: 16.15 – 17.00**

## Session 26

### **The Future of Learning and Teaching in HE. Challenges and celebrations**

This session will involve Edge Hill University's Centre for Learning and Teaching Professors and Visiting Fellows, each sharing one key thought for the future. It will also provide an opportunity for lively discussion with delegates and consideration of celebration of successes in the HE sector over the years.

**Prof. Mark Schofield**, Edge Hill University

# Day 2

**Thursday 6<sup>th</sup> June**  
**Guest Speakers: 9.45 – 10.30**

## Session 1

**Teach less, learn more:** The action research project report on university classroom teaching and learning innovation from the City University of Macau

“Teach less, learn more” is the innovative teaching philosophy that the presenter has been promoting in the past 8 years in university settings, based upon the constructive learning theory and innovative pedagogy. However, putting it into practice is not easy. It has been long recognized that innovative teaching and student centric learning is the key for university student academic success. However, it is not uncommon to see university professors use the very traditional knowledge delivery model and very often these beautiful words only stay on lips, and in research papers. Not much real action takes place. In this presentation, the presenter describes a set of action research projects that he led in his university in various courses. Lesson study groups were formed by same/similar courses. Innovative teaching and learning activities, projects, and creative lesson designs were encouraged in each group with a different focus and supported with sufficient university funds. Graduate Assistants were involved to help collecting data of pre - post student/teacher interviews and conducting teacher conferences. Data were analyzed and the challenges, problems and concerns along with the process of doing innovating teaching and learning have been identified. The presenter in the end of presentation will propose effective strategies for putting innovative teaching and learning into real practice.

**Dr Sean (Shuying) Li**, City University of Macau and Visiting Professor Edge Hill University

## Session 2

### **Disruptive opportunities, borderland spaces and learning analytics**

There is a tension in considering the importance of disruption for students’ learning and the consequent development of self-authorship with the safety of known learning and an ethos of data collection that captures the ‘safe’ curriculum where content, pedagogy and assessment are tightly specified.

Self-authorship is defined by Baxter-Magolda (2004) as the ability to know oneself, to know what one knows, to be able to reflect on that knowledge and to base judgements on it. There are three dimensions to this concept: the epistemological, concerning the nature and certainty of knowledge; the intra-personal, concerning an individual’s sense of who they are and what they believe; and inter-personal, concerning the construction of

relationships. Self-authorship necessitates skills of critical analysis and evaluation, development of mature working relationships, embracing and valuing of diversity and consideration of multiple perspectives. These are all characteristics of the effective academic.

However, students are unlikely to develop self-authorship if faculty (academic staff) do not offer sufficiently novel spaces and encounters that compel students to reconsider and subsequently begin to fashion new conceptions of self and personally-referenced ways of knowing. This presentation argues for creating learning spaces where students are challenged to become 'border crossers', moving beyond the familiar pedagogic contexts to situate themselves in new and unknown spaces. These physical and/or virtual borderland spaces can occur at the heart of the curriculum, or in the less formal and co-curricular spaces.

This presentation identifies Euclidian/non-Euclidian spaces of learning safety and disruption and starts to explore where Learning Analytics are supportive.

**Professor Pauline Kneale**, University of Plymouth and Visiting Professor Edge Hill University

**Thursday 6<sup>th</sup> June**  
**Breakout 1: 10.35 – 11.20**

### **Session 3**

#### **Effective sketchnoting: A beginners guide**

Whether used to create and share information more effectively with others, or for personal use to improve note taking, within education the use of 'Sketchnoting' is an increasingly popular mechanism to capture information visually.

There are no art or drawing skills needed, just an interest in the concept of this technique to capture information in an interesting and engaging way.

Designed to give delegates the confidence to undertake this approach for themselves, this practical workshop will explore the basic tools and techniques you'll need to get started, along with a little background theory to explain why this is such an effective approach. This session will also give colleagues the opportunity to explore how they might utilise this approach for themselves, or with their students, to aid not only the retention and retrieval of information, but also to share and communicate concepts and ideas with others.

Accompanying resources and lecture materials will be made available electronically after the workshop

**Dr. Dawne Irving-Bell**, Edge Hill University

## Session 4

**The foundation year for medicine:** Challenges and opportunities in developing an innovative curriculum

A joint initiative from HEFCE/HEE, published in October 2017, invited HEFCE-fundable Higher Education Institutions to bid for the expansion of undergraduate medical education places. A bid from Edge Hill University was submitted for the development of a new medical school with a successful outcome.

A key component of the proposal for undergraduate medical education was the development of an innovative Foundation Year for Medicine programme for identified under-represented groups. This directly aligns to the University Vision and Values and the University Strategic Plan (2013-2020), to be inclusive, celebrate diversity, and to refresh the University Academic portfolio.

The Foundation Certificate in Medicine is hence leading change and innovation, and has a number of distinctive features including:

- Supporting recruitment of those from non-traditional and underrepresented groups, enabling individuals to apply for the EHU undergraduate medical programme (MBChB).
- Allowing local students who aspire to study medicine the opportunity to gain insight into medicine and meet the national standard academic level to progress to the medical programme.
- Consistent with the University Vision (2020) the programme will 'harness creativity, knowledge and commitment' by incorporating a range of innovative approaches with an experienced and multi-disciplinary team.
- Substantial involvement from service providers, service users/carers in programme design, delivery and assessment.
- Adopting an innovative non-modular framework and curriculum, allowing for the integration and holistic view of health grounded in the local community.

As the first non-modular program at Edge Hill University, the Foundation Year for Medicine is leading change in teaching and learning. The presentation will explore the challenges and opportunities of developing an innovative non-modular curriculum that specifically focuses on widening participation students.

**Dr. Peter Leadbetter, Dr. Jayne Garner, Dr. Simon Watmough, Dr. Sarah Lyon and Professor Clare Austin, Edge Hill University**

## Session 5

**Integrating learning communities – fostering student identity**

In the context of the Teaching Excellence Framework (TEF), retention is a key priority of UK universities. We propose that facilitating more interactive peer support activities which

are embedded within the culture of students' university experience may be one way of providing a more effective proactive support structures for all students. As such, this led to the development of our Integrated Learning Communities (ILC) initiative which saw students working in small clusters of 15-20 peers per year with support from higher levels peers and coordinated by personal tutors. The theoretical basis for this implementation derived from the concept that individuals define themselves in respect of their affiliations to social groups (Tajfel & Turner, 1979) and from empirical findings that positive group affiliation is related to positive well-being (Kaye et al., 2017), high task motivation and performance (Ellemers et al., 2004; Van Knippenberg., 2000) and course satisfaction (Pennington et al., 2017).

The success of our initiative will be evaluated to establish the relations between implementation, mechanisms and context (Moore et al., 2015). Specifically, semi-structured interviews with students who have experienced the ILC scheme will outline the effectiveness of strategies for fostering a "student "group identity, and the extent of student progress both in terms of theory and logistics.

The paper will summarise whether the theory may be applied in a Higher Education context and the mechanisms through which the ILC is considered most effective in promoting a sense of affiliation. The outcomes of the implementation are relevant to university contexts in which a structured peer support system such as ILC may hold a dual function for supporting both student psychosocial well-being and fostering positive behavioural outcomes such as course adherence, and effective academic performance.

**Dr. Elena Spiridon, Professor Rod Nicolson and Dr. Linda K. Kaye, Edge Hill University**

## **Session 6**

### **Just give me a starting point – exploring good intentions in classroom practice to support students' transitions and improve retention.**

This paper will present a systematic literature review on the question of in-classroom practice on supporting students' transition to higher education and improving retention. The intention is that this is part one of a multi-year action research project to refine my practice, and over time contribute to the ongoing debates on transition and retention in the literature.

As a first-time module leader, and having all our first years (level 4), first thing on a Monday there seemed an opportunity to think about what could be done in my lecture theatre and seminar rooms to try and improve the transition experience & retention of students. But while there were good intentions, finding what could or should be done was harder than expected.

Put "retention" into the Knowledge Hub search function on the Higher Education Academy website and you get 273 responses, and on the first couple of screens of returns nothing leaps out as being classroom tools. Put "classroom practice first-year retention higher education" into google scholar and, of course, you get Tinto (1998, 2006), as well as 309 000 other results! But Tinto (1998) is theory building and scoping

the field, and Tinto (2006) is again reviewing the field. All fascinating, but what should I do in my classroom?

While the focus of this paper is on trying to answer the question ‘what should I do in my classroom?’, there’s also another question hovering on the edges. We all want this information shared and practice spread, so how should the question have been asked, where should have been searched, and how do we help the next person that asks the same question?

**Dr Erica Lewis**, Edge Hill University

**Thursday 6<sup>th</sup> June**  
**Breakout 2: 11.40 – 12.10**

### **Session 7**

**We teach them to be university students’:** The role of student assistants in the provision of ontological access.

In South Africa, we have tended to be concerned with students’ epistemological access to disciplinary knowledge, and, perhaps, not sufficiently concerned with their ontological access into disciplinary identities. The educational philosopher, Wally Morrow coined the term ‘epistemological access’ to distinguish between a student’s admission into higher education and the student’s acquisition of the knowledge and literacies of the discipline or field. By the term, he meant that the admission of students to programmes (particularly students who through economic or social disadvantage are underprepared for higher education) required a commitment both on the part of both the students and the academics who teach them. Prior research has built a knowledge base of the kinds of undergraduate curricula and pedagogies that might provide epistemological access, but increasingly, it is felt that university students also need ontological access to their disciplines and fields. Undertaking university studies requires the integration of epistemological access and ontological formation within a disciplinary community, and thus a personal transformation as well as knowledge acquisition. The recent student protests in South Africa, have brought attention to issues, not only of social justice, but of epistemic justice, in particular students’ right to an education that is transformative, sensitive to, and appropriate for, the context of the global South.

The particular focus of this study is the role of student assistants in the provision of ontological access to disciplinary identities at a South African university. The study found that student assistants who ‘are from the same backgrounds as the students .... [and] understand where they are coming from’ were well positioned to provide ontological access to disciplines and fields. The academic staff were often too distant from the students in terms of knowledge, age, socio-economic status, and in some cases ‘race’ and language, to provide ontological access to their disciplines. The university has developed a strong culture of students supporting students, and the paper draws on a theoretical understanding of how this was achieved for the purpose of generalising these insights more widely.

**Dr. Manyane Makua**, Mangosuthu University of Technology

## Session 8

### **Life on the academic front-line: A case study of a UK Higher Education Institution**

Ever-increasing levels of competition and external scrutiny has resulted in university leaders focussing on externally determined performance metrics, teaching quality and value for money, all of which are areas of strategic focus for the Office for Students (OfS, 2018).

Research into leadership in HE settings has been overlooked in academia (Bryman, 2007). Traditional leadership perspectives based on collegiality, are viewed as too permissive in an environment of increased competition and performance measurement (Bolden, 2012). Other approaches, such as managerialism, do not always provide viable alternatives (Bryman, 2007). Academic staff resist such approaches (Deem, 2001) or avoid managerial tasks which are at odds with their values (Santiago, 2006). Marshall (2000) argued that perceptions of the importance of tasks often differed between groups of staff. Both pose a challenge for institutions who wish to improve effectiveness and focus on goals that have been carefully defined based on the current market (Debowski, 2015).

Through a series of surveys and semi-structured interviews this research aimed to shed further light on the programme leader role by exploring how perceptions of the role and its associated activities differed within a UK HEI.

**Key Findings:** Four perspectives existed: operational, administration, cultural and enhancement. Senior managers held a more strategic view of the role (Marshall, 2000). However, when presented with a pre-determined list of tasks, average rank scores for each group were broadly similar, indicating that rather than a lack of awareness, the more strategic elements were overtaken by the operational at times of increased pressure. The role had expanded over time without clear strategic direction. To unlock strategic potential, more was needed in terms of providing greater role clarity, achievable expectations, induction, recognition and reward and ongoing professional development. The main development need was leadership and management of programmes which incorporated the informal leadership of professional colleagues.

**Kelly Hand and Dr. Charles Knight, Edge Hill University**

## Session 9

### **Creation of AR learning artifacts as a combined acquisition-assessment method in HE environment.**

Creative deployment of technologies to enhance the student experience

Many recent research studies are focusing on the evaluation of seemingly sensational benefits that augmented reality (AR) offers for learning and teaching in all levels, from primary to higher education environment. However, creating and utilizing AR learning tools is not easy for teachers, since they often lack the expertise and time to design and construct them. The aim of this presentation is to emphasize the ways in which students can be facilitated in the creation of AR artifacts (images, objects or any other form of

interactive designs), a process that is a learning experience by itself. Presented activities support students in the development of design thinking, digital skills, content knowledge, team-working and presentation skills - essential competencies for the future of digitally enabled, creativity-driven labour market.

**Sara Mursic**, Edge Hill University

## Session 10

### **Developing an online mathematics bridging and diagnostic course using NUMBAS:** Electronic assessment and feedback

We provide higher education opportunities to students who have followed an alternative pathway for their post-16 education. Our students are employed with one of our partner companies and so their fees are paid through the apprentice levy. The course is tailored to the requirements of those partners who include Rolls Royce, McLaren and Boeing.

A challenge of recruitment is assessing the mathematical ability of potential students wishing to join an engineering degree apprenticeship. Mathematics is a core discipline and the level of mathematical understanding can be widely different depending on the candidates own pathway e.g. A Level, BTEC, HNC or other degree courses.

We have developed a diagnostic test that candidates complete during a selection process. This determines if they are invited for an interview, invited to take a bridging course or rejected for degree level.

The test was initially delivered using a multiple choice exercise hosted on Blackboard Open Education. The Blackboard testing tool is limited in its capabilities to assess quite simple mathematical equations.

We have now moved to NUMBAS. This is a maths e-assessment system which is an open-source platform developed by Newcastle University.

NUMBAS enables us to write correctly formatted maths questions that candidates answer by typing in normal maths notation as they might on a calculator or word processor. It interprets what they have entered and displays it as they type before they submit an answer.

We have also developed a new Bridging Course using Google sites. This is a MOOC style course that can be taken at any point during the year. It is tailored to the candidate's performance on the NUMBAS assessment e.g. they complete the calculus section of the course and practice exercises if this has been identified as a weak area.

In this presentation, we look at the basics of setting up maths e-assessments in NUMBAS, and how we deliver it. This includes the issues we have encountered incorporating NUMBAS exercises into blackboard and google sites

We look at how we tailor the bridging course to provide an individualised learning plan for candidates, prospective candidates and other interested parties.

**Ian Loasby and Dr Heather Driscoll**, University of Sheffield

## **Session 11**

### **Making the ‘right’ choices of digital tools to support our educational practices: issues and strategies.**

Creative deployment of technologies to enhance the student experience

Alongside many tutors and developers in HE/FE, we recognise that digital technologies offer students and educators many benefits. However, we’re less convinced that individual staff, course teams, and institutions always apply consistent and sufficiently comprehensive criteria in choosing specific digital technologies. Decisions to use particular technologies rest, as they should, on pedagogic, technical and economic criteria. But these might not be sufficiently analysed or explained to all users.

Various critical/sceptical analyses already exist re educational technologies e.g. (Losh, 2014; Selwyn, 2016). But we are increasingly concerned that a fourth dimension is often neglected – the ethical dimension of using specific digital technologies, especially considering recent controversies/developments including:

- Surveys demonstrating that while most people are concerned about online privacy, very few are doing anything about it (Mozilla, 2018).
- Concerns about the long-term impact of ‘over-use’ of technology and its ‘addictive’ qualities e.g. (Twenge, 2018).
- Concerns about analytics and ‘big data’ alongside claims that it offers “new insights into human technology and behaviour.” (Stephens-Davidowitz, 2017)

The ethical dimension becomes increasingly important as more courses/modules employ technologies ‘outside’ standard institutional systems, from social media to very specific applications.

Combining current research and critical analyses with feedback gathered from our recent survey on the use of educational technologies (distributed to the SEDA, ALT and HELF Jiscmail lists), we shall identify major issues and their implications. We shall then explain and share a decision-making model, designed to help educators identify their concerns and question which is the most suitable technology for use with students, considering both educational and ethical issues. Delegates will be able to take this model and adapt it for their own purposes and context.

This workshop will be very relevant to all tutors who are deciding which mix of educational technologies are most appropriate for their course(s). It may be particularly valuable to educational developers and PG Cert leaders from different institutions, as it can be adapted/customised for use in their own organisation.

**Prof. Peter Hartley**, Visiting Professor Edge Hill University and  
**Sarah Chesney**, PebblePad

## Session 12

### **Inclusive curricula and decolonisation: reading Fanon, Freire and Bhabha as education development**

Accessibility, diversity, equality and inclusion figure prominently in public policy discourses on higher education. But evidence suggests that, for recognisable groups in recognisable institutions, diversity is still evident more in exclusion than inclusion (Office for Students 2018). And, attainment, that is: access (or at least accessibility) to a secure future, is similarly measured more in its variability between groups than in its equality. Yet, accessibility, diversity, equality and inclusion are current watchwords for a progressive development curriculum. This paper draws on and expands an analogy between economic development and education development. That there is an analogy is a fundamental tenet of contemporary policy. I hope to illuminate education development practices in light of wider programmes of social transformation directed at accessibility, diversity, equality and inclusion. These, if taken fully together, are the decolonising curriculum. In this session I will use a rereading of three key texts: *Wretched of the Earth* (Fanon 1963), *Pedagogy of the Oppressed* (Freire 1970) and *The Location of Culture* (Bhabha 2006). These texts share an underpinning belief in social transformation through collective intellectual development. They, in turn, draw from a deeper well of working - writing - on the commons. Such a belief is one of the often asserted pillars of higher education policy, “underpinning both a strong economy and a flourishing society “ (Business Innovation and Skills 2016, 5). I want to ask if higher education is an engine of social mobility, a driver of economic growth and cornerstone of our cultural landscape? Or, is the curriculum directed towards hierarchised identity formation and the enclosure - or colonisation - of desire? I suggest - as many have before - that we should focus post compulsory education policy towards a dialogic, person and community-centred education development, or education for development rather than towards what might be (maybe too harshly) characterised as a monologic, colonising development education delivered through institutions transformed as models into which people now must fit.

The persistence of institutional effects over time (Acemoglu, Johnson, & Robinson, 2001, 1395) provides the opportunity to capture (or reject) these effects to present benefit. A consequence is the “Washington consensus” (Williamson 2004, 1) approach to development economics: first remediate the institutions of society and then remediate people to fit them. This institution-centred approach imposes new structures on a developing economy (or sector or institution) and then runs training, education and institutional-strengthening programmes in new or transformed centres for future leaders funded by local and transborder agencies such as the overseas development agencies, the EU, World Bank or UN (Roberts, Dingle, & Milovidov, 1996). Chang observes that these institutions: “...inherently favour the rich over the poor, capital over labour, and finance capital over industrial capital” (2011, 3-4). Chang also clearly identified bidirectional causality between development and institutions. In a dialogic economic development model aimed at the improvement of wider society, people and communities develop themselves together and remediate institutions to meet their needs.

Fanon’s (1963) *Wretched of the Earth* is the foundational text of the decolonising curriculum. Through Fanon, “...the Third World finds itself and speaks to itself through [its own] voice” (10). But how does this voice find itself? Fanon is under no illusion but that, “...decolonization is always a violent phenomenon” (1963, 35). For Freire: “The

dominated consciousness is dual, ambiguous, full of fear and mistrust” (1970, 147). Freire’s Pedagogy of the Oppressed grounded and codified the practice of learner-centred community-based education, through which the decolonised voice could speak: radical, angry, yes, but accessible and diverse. And, Bhabha’s Location of Culture shone a light into the shadows between the privilege, power and poverty of individuals and cultures. In that third space, each is fully and equally included in their multiply intersected selves.

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**Dr George Roberts**, Oxford Brookes University and Visiting Fellow Edge Hill University

## Session 13

### **Using Snapchat as a tutorial tool to enhance student engagement**

Creative deployment of technologies to enhance the student experience

Using Snapchat as a tutorial tool within Higher Education (HE) is innovative. Whenever the use of Snapchat as a tutorial tool is mentioned in a #LTHEchat (Learning and Teaching in Higher Education Tweetchat) there is significant interest in this. As a passionate believer in meeting the students 'where they are', it became apparent that they are avid users of Snapchat.

For students who often find participation in group work or class discussions difficult, the use of Snapchat allows students to participate on a platform that they are comfortable using.

Students who are not actively engaging, can silently engage in the content. Students have reported that this feels inclusive and may therefore help with retention when students do not feel so isolated.

When Snapchat is referred to in the literature in HE, it is done so merely as a communication (1) or marketing tool (2), not as a tool for learning and teaching. Using Snapchat as a tutorial tool facilitates learning that continues outwith the classroom. The results of qualitative and quantitative research currently being undertaken in relation to the students perception of using Snapchat as a communication tool will be presented.

#### References:

1. Punyanunt-Carter NM, De La Cruz JJ, Wrench JS. *Investigating the relationships among college students' satisfaction, addiction, needs, communication apprehension, motives, and uses & gratifications with Snapchat*. Computers in Human Behavior. 2017;75:870-5.
2. Sashittal HC, DeMar M, Jassawalla AR. *Building acquaintance brands via Snapchat for the college student market*. Business Horizons. 2016;59(2):193-204.

**Suzanne Faulkner**, University of Strathclyde

## Session 14

### **Free educational augmented reality**

Creative deployment of technologies to enhance the student experience

Augmented Reality has been gaining interest in education but cost, including development costs, seems prohibitive. In this activity a way of producing simple Virtual Reality or Augmented Reality examples for free will be shown, using only free, browser-based software.

The following will be included:

- Links to starting points for developing these examples will be shared.
- Examples e.g <https://glitch.com/~four-lark>
- Some of the issues with this approach will be shown.
- Examples of its use in teaching augmented reality will be shown. For example <https://www.youtube.com/watch?v=xXJ5KDMlcJQ&lc>

Goal is to provide a starting point that can be built on to produce low-cost Augment or Virtual Reality.

**Dr Scott Turner**, University of Northampton

## Session 15

### **Evaluating staff assessment literacy - proposing a baseline of practice as a method of development**

Boud (2009) highlighted that the ability of students to make informed judgements on their work is a key graduate attribute and studies have shown that development of assessment literacy improves students' assessed performance, especially in their desire to improve (Price et al., 2012). Whilst student assessment literacy is often the focus, recent work by Moscrop (2018) highlights that it is the assessment literacy of teaching staff that is the key to developing self-sufficient assessment literate students. In response, Edge Hill University have undertaken a cross-institutional project in order to evaluate staff assessment literacy and have proposed a 'baseline' for student assessment literacy development to guide staff. The baseline suggests minimum standards, but also includes aspirational '+' and '++' sections for staff who would like to do more to develop their students' assessment literacy.

This workshop will present the project results and will also present the baseline for discussion and evaluation by workshop participants.

Boud, D. (2009) *How can practice reshape assessment?* In G. Joughin (ed.) *Assessment, Learning and Judgement in Higher Education*. Dordrecht: Springer, 29-43.

Moscrop, C (2018) Factors affecting student assessment feedback engagement. SOLSTICE and CLT conference, 7th-8th June 2018, Edge Hill University.

Price, M., Rust, C., O'Donovan, B., Handley, K. (2012) *Assessment Literacy; The Foundation for Improving Student Learning*, ASKE

**Claire Moscrop**, BPP University and **Gillian Pye & Susan Williams**, Edge Hill University

## Session 16

### **Making the first year experience a success**

**A portraiture of primary school student teachers:** Implications for teacher education  
Making the first year experience a success

In an urban primary school teacher education programme, the authors aimed at getting an in-depth understanding of the issues that are likely to influence student success and progression. Using the methodology of portraiture, they construct six 'personas' representing the characteristics of a cohort of first year students. They found that the far greater majority are first generation students who are the recipients of family support and are under pressure to graduate and contribute in turn, enabling them to respond to the burden of "Black tax" and family financial need in South Africa. Secondly most students as second and third language English speakers, struggle with understanding their lecturers and learning their course content, directly influencing their ability to complete a qualification. On the basis hereof, the authors argue for a radical rethink of support for such students and propose an extended first year experience programme as part of a suite of activities to assist such students in successfully making the transition into higher education.

**Prof Nadine Petersen and Dr Jacqueline Batchelor**, University of Johannesburg

**Thursday 6<sup>th</sup> June**  
**Breakout 4: 14.50 – 15.20**

## Session 17

**Supporting first year students:** The power of personal conversations between tutors and students

The Progression Contacts by Tutors project was set up to organise additional proactive conversations between tutors and their students about progression at key points in their studies. The rationale for the project was based on the analysis of first year successful students' use of support services by Walsh et al., (2009). The aim was to improve pass rates, completion rates and enrolment rates on the next module on the student's qualification.

The project worked with academic and support colleagues across the institution to organise for 550 tutors on a selection of Level 4 modules in the October 2016 presentation to proactively contact approximately 15,000 students. The purpose of the conversation was to check how the student was progressing with the demands of their study, to talk to them about their longer term plans and to build their confidence and motivation. Module Chairs chose either the Two Additional Contacts (mid and post module) or the Post Module Result Contact only.

Tutors were encouraged to have two way conversations with each student in their tutor group wherever possible and to signpost students to other sources of information, advice and support if appropriate, including online resources and Student Support teams. Data

about the contact method used for each student in a Tutor's group was captured and an evaluation report was written.

The project has improved progression at the Open University. Overall, students of the tutors who participated had a 3% higher pass rate, a 3% higher completion rate, and a 4% higher reregistration rate than the students of the tutors who did not participate. This paper will seek to share the Progression Contacts approach as an example of innovative practice in student support. It will be of interest to anyone looking to develop new ways to improve the progression of first year students.

Reference:

Walsh, C., Larsen, C. and Parry, D. (2009) *Academic tutors at the frontline of student support in a cohort of students succeeding in higher education*, *Educational Studies*, 35 (4) 405-424

**Dr. Deborah Peat and Alison Mortiboy**, The Open University

## **Session 18** (PechaKucha)

### **Implementing e-portfolios in the real world**

Electronic assessment and feedback

This quickfire session will offer observations and recommendations for effective e-portfolio implementation from over two decade's worth of experience employing technology effectively within Higher Education.

The use of portfolios within education has a long history but in more recent times e-portfolios have become very popular as educators seek a potential way to record, manage and monitor student activity in remote placement settings. These digital tools often promise to deliver ideal outcomes for institutions but somewhere in the execution and implementation stages a development project can struggle to achieve success.

The tension between the pedagogical design employed within an educational context and the real-world pressures that impact on the staff and student experience, for example within a hospital based clinical placement, often present difficulties when attempting to utilise e-portfolios in an effective and sustainable fashion.

Understanding those challenges and appreciating potential barriers in that real environment then striking the right balance between the aspirational pedagogical approach and the relevant vocational context can be the most successful method. Achieving this balance can play a key role in the positive adoption of e-portfolios and ensure that any change management is more likely to be accepted. This can then lead to a situation where students are well supported and supervised within an educational placement whilst ensuring that external mentors and supervisors engage in a realistic but meaningful assessment process. The collation of remotely monitored educational activity in an e-portfolio system and the effective use of formative feedback in a placement setting to ensure student competence and

personal development can then be delivered. This presentation will be directly relevant to anyone involved in portfolio-based education and colleagues who deliver programmes in any educational discipline where placements form an element of the course, including healthcare and other professionally regulated subject areas.

**Paul Duvall**, Pebble Learning Ltd

## Session 19

**Quality Matters:** An in-depth exploration of the personal tutor-student relationship in higher education from the student perspective.

Evidence-based practice, pedagogic research

In an increasingly marketised UK Higher Education (HE) context, research on personal tutoring is crucial given its potential to positively influence both student outcomes and institutional measures of success. For example, students who experience poor personal tutor (PT) experiences may question the value of their degree in more economic terms and consider leaving university. Investigating the quality and nature of the student-personal tutor (PT) relationship is therefore of great importance to anyone working in HE. Specifically the current research explores 6 first year student experiences of their PTs, through detailed Interpretative Phenomenological Analysis of interview data. The analysis revealed a number of antecedents to the student-PT relationship which impact on students' expectations and experiences of their PT. Second, the findings reveal insights into how the relationship develops and the importance of the first interaction. Third, the analysis elucidated the nature and quality of student-PT interactions and how these have consequences to the students' overall PT experience. The implications for HE and the potential impact on PT practice and provision are discussed. Notably, this research highlights the need for institutions to consider the implicit and often mixed messages conveyed within student support mechanisms regarding notions of independence.

**Dr. Annabel Yale**, Edge Hill University

## Session 20

### **Building a learning community in a multi-discipline department**

This presentation discusses the opportunities and challenges encountered as part of an ongoing project to build a learning community within a multi-disciplinary humanities department. It discusses how an understanding of what constitutes a 'learning community' needs to be negotiated and implemented at a local level with reference to a number of factors, such as the students' views on their preferred methods of interaction, and the impact of the physical learning environment (Lenning et al., 2013). The paper evaluates the development and impact of several activities and events (e.g. peer mentoring, educational field trips, pop-up exhibitions, breakfast club) on the student experience, as well as attempts to improve the physical environment to provide spaces that are conducive to both social interaction and academic collaboration.

The aims of the project are to support successful student transitions at all levels by

providing relevant and appropriate social and academic events and activities; to develop cohort identity and a sense of belonging through enhancing student and staff social and academic interaction; and to foster a greater connection with the Department and the impact of the project will be evaluated in terms of student outcomes, continuation data and student feedback.

Lenning, O. T., Hill, D. M., Saunders; K. P., Solan, A., & Stokes, A. (2013). Powerful learning communities: A guide to developing student, faculty and professional learning communities to improve student success and organizational effectiveness. Sterling, VA: Stylus.

**Dr Deborah Chirrey & Calum Baldwin Graduate Trainee, Edge Hill University**

**Thursday 6<sup>th</sup> June**  
**Breakout 5: 15.30 – 16.00**

### **Session 21**

#### **Addressing global catastrophes by taking small steps**

The Living Planet Report (WWF, 2012) shows that globally, humanity is using 50% more resources than the planet can sustain. The United Nations state that 'sustainable development is about meeting the needs of the present without compromising the ability for future generations to meet their own needs'. Within in England, there is 'less policy emphasis on sustainable development' which has 'inhibited the wider adoption of good practice in Education for Sustainable Development' (UNESCO, 2013).

Each member of our team has an interest in sustainability, both personally and as part of our roles within the university itself. We each feel that it is important to support our students in developing an understanding of sustainability, and also how this can be shared with others and future generations. For example, those of us working as teacher educators in the Faculty of Education feel that it is important for our trainee teachers to be able to include sustainability as part of their teaching practices when in school as a trainee and also in their future teaching careers.

We are currently in the process of developing an online blog / resource linked to sustainability and the Sustainable Development Goals. This resource is initially being developed to support teaching and learning within the Department of Children, Education and Communities in the Faculty of Education at Edge Hill, but we hope to develop it further to enable it to be used with students and a wider audience across the whole of the university.

During our presentation, we will discuss the importance of this resource, taking into account Education for Sustainable Development and the Global Goals for Sustainable Development. We will also outline the process that we have gone through to develop the blog itself and share our work on this to date.

**Louise Hawxwell, Martin Ford and Pamela Brandwood, Edge Hill University**

## Session 22

### **Using Google data studio to bring data to life**

Creative use of technologies in the classroom

Presenting data sets from research in a visually appealing way can be challenging for staff and students, particularly if they do not have access to bespoke software. Google Data Studio is a relatively new tool which allows users to bring in data from a variety of sources and present and investigate the information effectively. All that is required is a Google Account.

Data can be uploaded from excel spreadsheets or linked from google sheets and then quickly and easily manipulated to produce attractive data realisations. By using live filters, the presentation also becomes flexible to focus on different aspects of the data and to tell different stories.

In Learning Technology Development we have been using Google Data Studio to visualise complex data about usage of library systems and student usage of Blackboard. We have found the tool to be easy to use and configure and we have been able to present to colleagues complex data stories in easy to understand ways. We want to share the knowledge and expertise we have in using the system as we can see many uses for staff and students in the classroom. We want to raise awareness of this free and flexible tool and its potential uses in the teaching environment. Our presentation will include live demonstrations of using the tool.

**Ruth Smalley and Clare Smith**, Edge Hill University

## Session 23

### **In search of Utopia: Feminist Theatre Praxis as critical pedagogy, Mrs Pankhurst's Players, a case study**

Reflecting on their first year as a theatre company, students from Edge Hill University's feminist theatre collective, Mrs. Pankhurst's Players present their perspectives on Freire's proposal for educational utopia, including their decision-making process and their creation of 'cake days', a form of culture circle used by the collective to establish their artistic, political and educational priorities.

With strong links to the Pankhurst Centre, Mrs Pankhurst's Players was founded against the backdrop of #MeToo and ERA 50:50 to offer female students the opportunity to gain real-world experience in undertaking leadership roles in theatre. Known affectionately as the Panks, the Players operate as a feminist theatre collective for female, male and gender non-binary students, with responsibility for all artistic and administrative decisions resting with the student members of the collective. The Player's first production was a revival of the suffragette play *Votes for Women! The Taming of the Shrew and Shrew* by Elizabeth Robins, performed as part of Edge Hill University's Festival of Ideas in June 2018 to mark the centenary of the establishment of the Actresses Franchise League. Since then the collective has marched, created educational programmes celebrating suffragette history, designed and managed successful social media strategies, organised

a celebration of International Women's Day and premiered a new radical adaptation of Shakespeare's *The Taming of the Shrew*. Currently the collective is preparing to tour *Shrew* to the Edinburgh Fringe Festival for two weeks this August.

**Emma Heron**, Edge Hill University with **Mrs Pankhurst's Players Theatre Collective**.  
The company consists of students and recent graduates of EHU

**Thursday 6<sup>th</sup> June**  
**16.05 – 16.30**

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

Approaches to enhancement of learning, teaching and assessment

Edge Hill University students vote annually to celebrate the importance of excellent teaching, tutoring and general support. The Students' Union have been sector leaders on this front and have received recognition and grants from the NUS. This presentation will be a flavour of what students have valued in 2018/19 based upon thematic analysis of the evidence from all of the nominations received.

**Luke Myer** and **Nichole Spencer**, Edge Hill University Students' Union

## Poster Presentations

### **One Page Profiles, could they support the personal tutor relationship?**

There is a demand for nurses who are knowledgeable, confident and able to work independently with complex patients, (Davies, 2008); alongside this is employers requesting a skilled workforce, (National Committee of Inquiry into Higher Education, 1997, Collins, 2011). This skilled workforce is seen as massively important to the growing demands on health and social care provision; especially with the increasing complexity of an ageing population (Betlehem et al., 2009, Fagerstrom, 2009).

Personal tutoring is regarded as a core element within academic and industry related development (Powell, 1997), as it can support role modelling for students who are preparing to practice (Ottewill, 2001). Student development is much more than just completing learning goals, but also links to how they experience support (Dobinson-Harrington, 2006). A successful student who develops skills to offer care is likely to be enhanced where they can recognise how being “cared for” feels, (Dobinson-Harrington, 2006). The personal tutor role can be less clear for new academic tutors, (Ellison, 1976, McKellar, 1986); therefore, they are likely to use skills from practice to develop and maintain this new role, (Rhodes & Jinks, 2005).

The use of “One-page profiles”, (Sanderson, 2014, p19); can offer a simple and concise way of communicating important information, identifying strengths and attributes, as well as identifying support techniques, (Sanderson, 2014). Bailey (2014) identified that one-page profiles offer information richness which can be used to help frame conversations and support the delivery of care. When considering this in relation to the development of the personal tutor role then it can enable both tutor and tutee to identify what information is important to them. Overall these points seem to support the view given by Stephen et al., (2008) who identified that what students and staff wanted in relation to personal tutoring was for contacts to be meaningful.

Delegates will be able to see an exploration of how students responded to a one-page profile and how this different approach could support the beginning of the personal tutor relationship. Exploring the use of a person-centred tool utilised commonly within learning disability nursing practice within higher education and how it’s use could enable the student and personal tutor to consider some of the key areas that influence the personal tutor relationship.

**James Ridley**, Edge Hill University

### **Assessment perfection. Demystifying students’ idea of the most suitable assessment methods - the case of shifting perspective.**

Assessment is fundamental to assure and give effect to academic standards. It guides students learning practices, is vital to university league tables and students’ learning experiences. The pivotal role played by assessment is self-evident and it echoes throughout scholarly literature since at least the early 1990’s.

Nevertheless, perhaps surprisingly, teaching practice in higher education does not reflect that and current assessment strategies are far from that desired. The 2018 National Students Survey showed that over a quarter of students expressed a degree of dissatisfaction with their course assessment. The persistent failings of the assessment practices are synonymous with the proverbial 'Achille's heel' of teaching quality. It is found to be blind to students' needs and is deemed to be greatly disconnected from changes taking place both at universities and in employment.

The rigid framework of the summative assessment method composed of written and oral examination is particularly entrenched in the tradition of undergraduate LLB law courses. This is partially derived from the need to produce a comparable set of results in line with guidance provided by SRA and BSB. The undertaken small-scale research redresses this paradigm and places the power over assessment method in the hands of assessment literate undergraduate students. Thus, giving them the key to their university success!

The research undertakes three paths of enquiry. Firstly, it examines students understanding and satisfaction with the experience of assessment methods on LLB Law course in an environment of compulsory assessment framework. Secondly, it establishes if vital discrepancies can be identified between the actual and ideal assessment experiences of the LLB Law students in conditions where the existing module learning objectives are met. Thirdly, the research enables assessment literate student themselves to identify their assessment preferences.

**Monika Lynch**, Edge Hill University

### **Does fieldwork improve 'commuter' students experience of university? A mixed methods approach to analyse student experiences between 'residential' and 'commuter' geography students.**

There has been significant change in Higher Education (HE) over the last few decades, including an increase in the number of students attending university and the cost of an undergraduate degree. This shift has led to a greater number of students 'living at home' and commuting to a HE provider. Furthermore, it is suggested that students who are classed as 'commuter', have a reduced social experience of university as opposed to those who live on campus/in student accommodation (Holdsworth, 2006).

This research is three fold, firstly seeking to find a more inclusive definition of a 'commuter' student, as most vary between academics. Secondly, to analyse the correlation between 'commuter' students and social experience through retention rates. Thirdly, to analyse whether fieldwork in geography can bridge the gap of social experience between 'residential' and 'commuter' students and in turn improve university experience for 'commuter' students. To address the first and third aim of this project, a questionnaire with a mixture of quantitative and qualitative questions has been conducted, across all three undergraduate years in geography and geology. Additionally, university statistics on retention rates and students living arrangement has been gathered to analyse the second aim of this study.

Currently over 106 students have completed the questionnaire from undergraduate

geography and geology degrees. From initial analysis, the problem of defining 'commuter' students seems to span from the definition of different housing arrangements. For example, students struggled with the definition between university rented accommodation and private student rented accommodation and whether travelling from a privately rented accommodation was defined as a 'commuter' student. Full analysis and quantitative and qualitative results will be presented.

HOLDSWORTH, C. (2006) 'Don't you think you're missing out, living at home?' Student experiences and residential transitions, *The Sociological Review*, 54 (3), pp. 495-519.

**Emma Readitt**, Edge Hill University

### **The effects of moderate-intensity exercise on executive function and student learning:** Perspectives for teaching in higher education.

Approaches to enhancement of learning, teaching and assessment

Executive function (EF) refers to 'higher-level' cognitive processes that exert top-down regulation of 'lower-level' cognitive processes to support flexible and adaptive goal-directed behaviour (Alvarez & Emory, 2006). Therefore, it is not difficult to appreciate how EF is crucial to effective learning in a classroom environment. Research has highlighted a key role of EF development in childhood academic performance (Blair & Razza, 2007). Functional gains in EF have been demonstrated into early adulthood (De Luca et al., 2003), when many decide to enrol in tertiary education programmes. A proxy for EF engagement is to assess cerebral perturbations in relevant brain regions (i.e., the prefrontal cortex, PFC). Research has highlighted the potential for moderate-intensity aerobic physical activity to increase PFC activity (Rooks et al., 2011). If EF is important to goal-directed behaviour in the classroom as described above, is it possible to 'boost' EF through exercise to aid engagement in learning? Research has yet to focus on the transient effects of exercise on EF and educational outcomes. University lectures can be hours long with little interactive learning involved. This environment provides ample opportunity to assess the impact of engaging EF through exercise on learning. As such, the research presented here sheds lights on the role of exercise in 'boosting' EF and improving subsequent knowledge retention (a proxy of learning) among higher education students.

**Philip Nagy and Robert Hyland-Monks**, Edge Hill University

### **Learning with the flow:** Exploring engagement with learning between year groups in an undergraduate course

Flow is a highly enjoyable state people feel when they are completely absorbed in an activity, including work, sport, and hobbies (Csikszentmihalyi, 1990). Flow is also described as an optimal state for learning (Shernoff et al., 2014). Following the recent validation of the Study-Related Flow inventory (WOLF-S) in a higher education setting (Bakker et al., 2017), the same 13-item questionnaire is used in this study to explore students' learning experiences in each year of undergraduate course.

The current activities at the faculty (especially lectures) seem to be in the group of low

flow potential activities. Therefore, there is room for improvement of these activities in terms of their flow-inducing potential. As a first step in that process, this multiple case study involves students from different year groups in order to explore absorption, enjoyment and intrinsic motivation in learning activities.

**Sara Mursic**, Edge Hill University

### **Active engagement through quiz activity in Higher Education classes**

The most common form of teaching in Higher Education (HE) tends to utilise passive learning, a classicist method which is not the preferred by students [1]. The focus of this research is on an alternative activity, a quiz, for teaching and learning in a Biology module. It is well known that active and collaborative learning increases students' performance in classes and repetition of information increases the level of retention of content [2]. A quiz can complement a theoretical class, presenting itself as an active, collaborative action with repetition of information. Furthermore, and as reported by Mustapha et al [3], when students enjoy the activities presented, they tend to be less inhibited and more encouraged to participate. The research for this project is based on the perception of a tutor on a quiz activity performed in a class and the feedback obtained from the students, who all engaged with the exercise. From the analysis of this specific class, used as a case-study for the use of quizzes in HE, it was concluded that most exercises when turned into engaging activities are a positive experience, at all levels, for both tutors and students. If properly designed and managed, a quiz activity constitutes an interesting and relevant method to be used for teaching in many different modules in HE.

[1] Cróinín, T. (2018). Teaching in Higher Education. Annual conference of the Microbiology Society, satellite meeting. [2] Gull, F., Shaheen, F. & Rana, R.A. (2015). Using "Pub Quiz" to Promote Participation and Active Learning in Prospective Teachers. *Journal Pendidikan Malaysia*, pp.119-128. [3] Mustapha, S.M., Rahman, N.S.N.A. & Yunus, M.M. (2010). Factors influencing classroom participation: a case study of Malaysian undergraduate students. *Procedia-Social and Behavioural Sciences*, 9, pp.1079-1084.

**Dr Marta Simoes**, Edge Hill University

### **Trainee teachers' perceptions of inclusion before and after their first school placement**

The objective of this research is to explore perceptions of inclusion in terms of impact, gaining perspectives before trainees have experienced their first school placement and comparing this to their perspectives after they have completed this. The overarching reason for conducting this research stems from my own desire to discover how my students feel about inclusion at two very different periods of their first year of study, and to give them the opportunity for further self-reflection on their placements regarding the phenomenon of inclusion.

A sample of two from a small group of thirty trainees were offered the opportunity to participate in this study. This research involves seeking trainee teachers' viewpoints of interpreting phenomena and employs a qualitative exploratory design method of enquiry.

By adopting a phenomenological approach, this study aims to ascertain if undertaking a school placement for the first time alters trainee's opinions of inclusion within primary schools. Phenomenology is concerned with the 'lived experience', meaning what unfolds from life, which fits nicely with this research as I seek to discover what emerges from the lived experiences of trainee teachers during their first experience within a school placement (Burch, 1990). Creswell and Plano Clarke (2011) further suggest the "lived experience" is to generate qualitative results and explore a phenomenon in depth. Each trainee will be interviewed individually utilising a qualitative, semi-structured interview approach. Committee has granted ethical approval and thereby, the initial round of interviews have taken place. The second round and analysis will be completed in April 2019, the whole study will be submitted on 28th June for a postgraduate certificate in higher education.

Burch, R. 1990. Phenomenology, Lived Experience: Taking a Measure of the Topic, Phenomenology and Pedagogy, 8, pp. 130-153.

Creswell, J.W. and Plano Clarke, V.L. 2011. Designing and Conducting Mixed Methods Research. 2nd edn. London: Sage Publications.

**Megan Loveys**, Edge Hill University

## **Human flourishing: a conceptual analysis**

PhD thesis - 'Human flourishing: a conceptual analysis'

### **1. Rationale**

Human flourishing is a contested concept (Vittersø, 2016: 2; Agenor, 2017: 1). What is clear is that in the strategy to improve human happiness and wellbeing, researchers often neglect the importance of *normativity*. Consequently, academics are standardly left with some technical concept which has the *gloss* of a normative concept. However, by dislocating it from its everyday contexts without paying sufficient attention to the dynamic influence of *normativity* the concept gets 'lost' (Putnam, 2012). This has troublesome implications for misapplying the concept within important areas of human knowledge, understanding, science and policy.

### **2. Methods**

The approach taken here is conceptual. The goal of this dynamic type of analysis is to make perspicuous the various connections between concepts and to discern the 'patterns they exhibit' (Hacker, 2007). This is achieved through connective analyses and conceptual elucidations. This will give us a holistic sense for the conceptual terrain and will reveal the logical connections and common mis-conceptions. Finally, because there is no finite list of possibilities where someone might be said to flourish, this thesis will aim to explore contextual nuances that give particularity, life and meaning to the concept (Wittgenstein, 2009; Travis, 2008).

### **3. Outcomes**

To date there is no known piece of research addressing the confusion and the conceptual matters around human flourishing to any kind of *depth*. The aim of this thesis is to provide certain *keys* to understanding so that we know how to go on in employing the concept in different cases on specific occasions (Wittgenstein, 2009). This will enable and equip readers to better discern for themselves the kinds of situations where the concept may be meaningfully deployed in their areas of interest. This will be a significant

contribution to *understanding* (as opposed to knowledge) useful across a range of academic disciplines and fields.

#### References:

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- HACKER, P. M. S. 2007. *Human Nature: The Categorical Framework*, Oxford: Blackwell.
- TRAVIS, C. (2008) *Occasion-Sensitivity: Selected Essays*. Oxford. OUP.
- WITTGENSTEIN, L. 2009. *Philosophical Investigations*, edited by P. M. S. Hacker and J. Schulte, trans. G. E. M. Anscombe, P. M. S. Hacker and J. Schulte, Oxford: Wiley-Blackwell (4th ed.)
- PUTNAM, H. 2012. Was Wittgenstein Really and Antirealist about Mathematics? In: PUTNAM, H. 2012. *Philosophy in an Age of Science: Physics, Mathematics and Skepticism*, Harvard: Harvard University Press, pp. 355-403
- VITTERSØ, J (ed). 2016. *Handbook of Eudaimonic Well-Being*. International Handbooks of Quality-of-Life. Switzerland: Springer.

**Eri Mountbatten**, Edge Hill University

### **Developing visual mnemonic codes as an aid to effective memory recall**

The use of mnemonics to aid memory recall are widely used within education, and while the effective use of techniques including acronyms, songs and rhymes, as well as patterns in letters or numbers are well-known, the advantages of drawing as an effective cognitive mnemonic strategy are not as well documented.

There is however a growing body of research that suggests that when combined with traditional style written notes the use of visual imagery can be an effective tool to aid memory recall.

Taking visual notes or as it more commonly known 'sketchnoting' can help learners to manage unfamiliar ideas and concepts, assimilate information and to build bridges between concepts, helping to internally process information and recall it more easily.

Exploring the concept of self-generated mnemonic codes this research seeks to support those wishing to explore the technique for themselves, or to support others to develop their own personal visual mnemonic 'shorthand', a series of personalised images, icons and symbols as a strategy to enhance the process of memory recall. By capturing information in this way 'purposeful doodling' can support a learner's interaction with content on a deeper level, to enhance the effective retention and retrieval of information.

**Dr. Dawne Irving-Bell**, Edge Hill University

**Re-imagining the future of design and technology education:** An opportunity for curriculum innovation.

In England as an educational discipline Design and Technology is in disarray. Deliberations about the subject's value and purpose within the core curriculum have taken place since its inception. However, these debates have not been formalised by the subject's community to create a solid research base. Hence there is no firm foundation

from which to defend the subject as being of one of vital importance to a child's educational development, and hence crucial to the curriculum.

As the subject declines, so does the community of colleagues working within the field, and hence the potential to develop robust evidence in support of the subject is further diminished. Without a strong research foundation from which to draw, nor a significant body of colleagues to instigate meaningful academic debate which could serve to influence those in a position of power to instigate educational change, the difficulties faced look to be insurmountable.

Therefore, if there is to be any hope of halting, let alone reversing the subject's deterioration, swift and significant action needs to be taken. Hence, the principal aim of this research is to investigate not what has gone wrong, but what should the subject of Design and Technology, operating within our schools 'look like'.

Underpinned by an approach informed by constructivist grounded theory (Charmaz, 2014) this work presents the first phase of an ongoing research study which seeks to explore key stakeholders' visions for the subject.

Presented in the form of a 'conversation' piece, drawn directly from participant perspectives, preliminary findings indicate a diverse range of opinion relating to the subject's future. Following first phase analysis, initial outcomes are discussed, with the intention that these findings will help to shape and inform future research as we move toward a re-imagined subject.

**Dr. Dawne Irving-Bell**, Edge Hill University & **Matt McLain**, Liverpool John Moores University and **David Wooff**, Sunderland University

### **Maximising cognitive recall**

The impact of technology within education has been transformational. Through the creation of virtual learning environments and the adoption of technological mechanisms support for students, particularly those studying within Higher Education, has never been as comprehensively diverse.

However, specific to providing lecture-based resources, there is a real risk that in supplying detailed online learning materials which are accessible 24/7, rather than scaffolding students to become independent autonomous learners, mechanisms designed to support may inadvertently facilitate the development of a culture of reliance and dependency.

Rather than using technology to enhance their knowledge and engage in deep learning, an overreliance on technological support may manifest in the reiteration of lecture content rather than its assimilation and internalisation, and hence lead to narrow and shallow learning.

For example, where student's rely on lecture capture rather than taking their own lecture notes, they may become disengaged with their own learning, and there is a risk that the lecture content will simply be regurgitated.

Irrespective of the academic discipline, encouraging students to visually recording

lectures through the use of techniques such as sketch notes and purposeful doodles, are an increasingly popular.

Hence, with the growing interest in the adoption of visual mnemonic techniques to aid the retention and recall of information within Higher Education, this presentation seeks to highlight the benefits of the technique to encourage learners in the process of active listening, to help maintain focus and keep them active and alert within lectures.

**Dr. Dawne Irving-Bell**, Edge Hill University

### **Chinese nursing students' evaluation of short learning modules taught in English as their second language**

Internationalisation remains on the agenda of Higher Education providers (Higher Education Academy (HEA), 2018). An increasing number of UK-based institutions are developing collaborative degree programmes overseas, of which partnerships in China are common (Szkornik, 2017). There are many differences between Chinese and Western educational traditions, therefore culture becomes a central component of any trans-national evaluation (Zhao, 2014).

As a driver for quality-enhanced learning and teaching, innovative and creative evaluation of quality of education provision and student experience is encouraged (HEA, 2018). Student evaluations assess the quality of courses (Oon, Spencer and Kam, 2017) and are valid indicators of teaching performance (Tian and Lowe, 2013; Biggs and Tang, 2011). Pedagogy and assessment should always be integrated and holistically aligned (McLean, 2018).

This research measures how challenging Chinese university students find individual nursing sessions taught in English as a second language. Through an innovative evaluation tool for modules taught in a non-native language, evaluative feedback ensures quality and enhances future sessions. Beneficiaries from this research will include; students and lecturers at both institutions, the institutions at an organisational level and other institutions that deliver international collaborative programmes.

A bespoke evaluation process has been designed and piloted, drawing upon considerable consultation. Students are purposively sampled and voluntarily participate. All documentation is presented in English and traditional Mandarin Chinese. Data analysis identifies the extent to which students find the sessions challenging. Findings will inform future practice and enhance students' experiences. Upholding standards expected by the British Educational Research Association (BERA), this research remains sympathetic to Chinese cultural traditions. Ethical considerations include; obtaining of informed consent, navigating power relationships, maintaining students' autonomy and right to withdraw. Findings will champion internationalisation in Higher Education by impacting trans-national cultural evaluative challenges. The students' experience will be (or replace with has been) enhanced through a novel, engaging and innovative evaluative pedagogic feedback process.

**Simon Nielson**, Edge Hill University

### **Interactive whiteboards in HE teaching: Questioning the PowerPoint orthodoxy**

Interactive white boards (IWB) and Powerpoint (PPT) have become a ubiquitous and almost unquestioned orthodoxy in the HE classroom. This research will consider what might be lost and gained with their use, from the perspective of both teacher and student. Friere's notions of 'banking' and 'dialogic' teaching approaches are to be used as a theoretical framework to consider what kind of education we are offering with these tools.

**Karen McGivern**, Edge Hill University

### **Exploring PhD students' experience of the Graduate Teaching Assistant role**

"PhD students are commonly employed by universities as 'Graduate Teaching Assistants', where they undertake a part-time role teaching, lecturing, supervising and marking undergraduate students' work alongside completing their doctoral assignments. There is a limited amount of research into the lived experiences of GTA's, especially in relation to their teaching responsibilities and the impact of this on them. The aim of this research is to explore PhD students' experiences of the GTA role within a university in the North West of England. This research aims to use collaborative autoethnography to explore their perceptions of teaching performances and academic identity, and how this links mental health and wellbeing. Collaborative autoethnography is a relatively new research method but offers a wide reach into these areas of individual's lives."

**Beth Gibson**, Edge Hill University