



**University of
Sunderland**

Bell, D. and Wooff, David (2012) Technology Enhanced Learning: Application, Adaption and Advancement. In: The Higher Education Academy Social Sciences Conference; Ways of Knowing; Ways of Learning, 28th-29th May 2012, Crowne Plaza Hotel, Liverpool.

Downloaded from: <http://sure.sunderland.ac.uk/id/eprint/9862/>

Usage guidelines

Please refer to the usage guidelines at <http://sure.sunderland.ac.uk/policies.html> or alternatively contact sure@sunderland.ac.uk.



Higher Education Academy Social Sciences Conference 28 and 29 May 2012, Crowne Plaza Hotel, Liverpool

Social Sciences: Ways of knowing, ways of learning

DAY ONE: Monday 28 May 2012

13:00 – 14:30

Registration and lunch

14:30 – 15:30 (Princes Suite 1)

Welcome **John Craig** (Head of Social Sciences, Higher Education Academy)

Keynote **Professor Malcolm Tight** (Professor of Higher Education, University of Lancaster) *Knowing Higher Education: Higher education researchers and their research*

15:45 – 17:15

Parallel sessions 1 (see details below)

18:15 – 19:15 (Princes Suite 1)

Conference Nanoteach

Delegates to the conference are invited to share a successful teaching and learning idea in a two minute 'nano' presentation. You will be able to sign up for this in the run up to the conference, and also on the day. We will be asking delegates to vote for their favourite nanoteach. The presentation that receives the most votes will be offered a free place at the HEA Annual Conference in July.

19:30 onwards (Princes Suite 1)

Conference dinner

DAY TWO: Tuesday 29 May 2012

09:00 – 10:00 (Princes suite 1)

Keynote **Professor Diana Laurillard** (Professor of Learning with Digital Technologies, Institute of Education) *Tools for teachers' collaborative learning*

10:15 – 11:15

Parallel sessions 2 (see details below)

11:15 – 11:40

Refreshments and networking

11:45 – 12:45

Parallel sessions 3 (see details below)

13:00 – 13:55

Lunch and networking

14:00 – 15:00

Parallel session 4 (see details below)

15:00 – 15:25

Refreshments and networking

15:30 – 16:30

Parallel sessions 5 (see details below)

Parallel sessions I: Monday 28 May

Princes Suite 1 15:45 -16:15	HEA advice session: Increasing understanding of the Teaching Development Grants - <i>Helen Howard (Academic Lead ,Teaching Development Grants and New to Teaching Workshops, HEA) and, Christine Cuthbertson (Academic Development Officer, Teaching Development Grants and Journals, HEA)</i>			
	Princes Suite 2 Chair: Vivien Ward	Princes Suite 3 Chair: Steven Curtis	Canada Suite Chair: Lyn Bibbings	Salisbury Suite Chair: Helen Jones
15:45	Do online students dream of electronic tutors: An analysis of student and tutor reactions to the introduction of Elluminate tutorials in a distance learning organisation. <i>David Middleton (The Open University)</i>	Constructing effective simulations for teaching politics: Realising the potential <i>Simon Usherwood (University of Surrey)</i>	Social enterprise: Adding value to the student CV <i>Karen Burrows and Nick Wragg (Grimsby Institute of Further and Higher Education)</i>	Improving learning and the curriculum in a social justice context – the case for problem-based learning <i>Claire McGourlay (University of Sheffield) and Richard Grimes (University of York)</i>
16:15	Conversations in the cloud: Presenting research project proposals online via Voicethread <i>John Erskine (Staffordshire University)</i>	Simulating EU policy making. Practice based assessment in politics and international relations modules <i>Alison Statham (De Montfort University)</i>	A holistic approach to the what and the where of learning <i>Philip Frame (Middlesex University)</i>	Embedding professional qualifications into undergraduate degrees <i>John Russell (London Southbank University), Alan Russell (London Southbank University) and Diane Burleigh (Chartered Institute of Legal Executives)</i>
16:45	The dissemination of open educational resources (OERs). A case study of research methods <i>Graham Gibbs (University of Huddersfield)</i>	Student role playing: Plagiarism regulations in 3D <i>Martin Jones (Glasgow Caledonian University)</i>	Investigating the experiential learning effects from a residential programme <i>Sukhbinder Barn (Middlesex University), Mark McPherson (Middlesex University) and Lynn Vos (HEA)</i>	

Parallel sessions 2: Tuesday 29 May

<p>Princes Suite 2 10:15 – 10:45</p>	<p>Virtual gallery: Artefacts will be available for viewing throughout the second day of the conference, but Graham will be available to discuss his work between 10:15 – 10:45</p> <p>Online resources to support the learning of qualitative data analysis and CAQDAS (Computer Assisted Qualitative Data Analysis)</p> <p>The use of video in teaching research methods in the social sciences</p> <p><i>Graham Gibbs (University of Huddersfield)</i></p>			
	<p style="text-align: center;">Princes Suite 1 Chair: Heidi Maurer</p>	<p style="text-align: center;">Princes Suite 3 Chair: David Aldridge</p>	<p style="text-align: center;">Canada Suite Chair: Philip Frame</p>	<p style="text-align: center;">Salisbury Suite Chair: Michael Bromby</p>
<p style="text-align: center;">10:15</p>	<p>Using assessed online discussion forums and reflective journals to support ethnography reading groups <i>Ian Fairweather (University of Manchester)</i></p>	<p>Preparing, supporting and assessing undergraduate education students embarking on placements in museums, galleries and other places of informal learning <i>Carrie Winstanley (Roehampton University)</i></p>	<p>Listening to the student voice: Using biographic narrative interpretative method to explore the first year student experience <i>Debbie Holley (Anglia Ruskin University)</i></p>	<p>Clinical legal education — Running drop-in advice services in a university setting <i>John Russell (London Southbank University), Alan Russell (London Southbank University), Dale McFadzean (University of the West of Scotland) and Briony Cullin (University of the West of Scotland)</i></p>
<p style="text-align: center;">10:45</p>	<p>Social media to support smooth transitions: Early years teaching students use Facebook to gain a sense of belonging <i>Sarah Cousins (University of Bedfordshire) and Ian Barrett (London Metropolitan University)</i></p>	<p>Providing equity of opportunity for development of ICT use on placements <i>Rosalyn Hyde and Julie-Ann Edwards (University of Southampton)</i></p>	<p>Research in action: Bringing research methods to life <i>Anesa Hosein and Namrata Rao (Liverpool Hope University)</i></p>	

Parallel sessions 3: Tuesday 29 May

<p>Princes suite 2 11:45 - 12:45</p>	<p>Virtual gallery: Artefacts will be available for viewing throughout the second day of the conference, but during this time the presenters listed below will be discussing their work:</p> <p>Technology enhanced learning: application, adaption and advancement - <i>Dawne Bell and David Wooff (Edge Hill University)</i></p> <p>Using a number of Web 2.0 and other feedback mechanisms in lectures to enhance and guide the student experience - <i>Paul Hopkins (University of Hull)</i></p>			
	<p>Princes Suite 1: Chair: Vida Douglas</p>	<p>Princes Suite 3: Chair: Peter Gossman</p>	<p>Canada Suite Chair: Michael Bromby</p>	<p>Salisbury Suite: Chair: Vivien Ward</p>
<p>11:45</p>	<p>Optimising blended learning solutions - <i>Paul Peachy (University of Glamorgan)</i></p>	<p>New teachers at Dragonfruit School: Developing professional learning in simulated work environment <i>Chris Dalladay (University of East London) and Kathy Wright (HEA)</i></p>	<p>Lay Justices v Law Students: Can similar experiential teaching methods be used for both? <i>Gillian Mawdsley (Strathclyde University) and Michael Bromby (HEA)</i></p>	<p>Using short classroom games as a means of improving student engagement and learning. <i>Jon Guest, Coventry University</i></p>
<p>12:15</p>	<p>Lost in (wiki) space? - <i>Jane Challinor (Nottingham Trent University)</i> http://wearelostin.wikispaces.com/</p>	<p>Bridging the gap – establishing a virtual school in teacher education <i>Russell Grigg, Mathew Jones and Helen Lewis (University of Wales, Trinity St David)</i></p>	<p>Teaching ethics through trials <i>Sarah Mercer, Claire Sandford-Couch and Christopher Rogers (University of Northumbria)</i> Paper withdrawn</p>	

Parallel sessions 4: Tuesday 29 May

<p>Princes suite 2 14:00 - 15:00</p>	<p>Virtual gallery: Artefacts will be available for viewing throughout the second day of the conference, but during this time the presenters listed below will be discussing their work:</p> <p>Technology assisted multi layered learning: the length, breadth and depth of cognitive construction in higher education teaching and learning - <i>Karen Harper (Grimsby Institute)</i></p> <p>Developing dispositions to learn: Using PBL scenarios to promote students' effective habits of mind - <i>Helen Lewis, Russell Grigg and Mathew Jones (University of Wales, Trinity St David)</i></p>			
	<p>Princes Suite 1: Chair: Natasha Taylor</p>	<p>Princes Suite 3 Chair: Jeremy Coulton</p>	<p>Canada Suite: Chair: Lynn Vos</p>	<p>Salisbury Suite: Chair: Will Curtis</p>
<p>14:00</p>	<p>Who wants to be a millionaire? Use of technology-enhanced learning to create greater audience participation in lectures - <i>Helen Williams (University of Birmingham)</i></p>	<p>Analogical reasoning as a teaching tool: Connecting the past with the present in international relations teaching <i>Andrew Mumford (University of Nottingham)</i></p>	<p>Problems everywhere? Strengths and challenges of a problem-based learning approach in European Studies. Reflections from Maastricht University <i>Heidi Maurer (University of Maastricht)</i></p>	<p>In the firing line — without ammunition! <i>Antonia Wood (University of Salford)</i></p>
<p>14:30</p>	<p>Can dialogue help to improve feedback on examinations? - <i>Alasdair Blair (De Montfort University)</i></p>	<p>Murder@ ... An immersive microworld of investigation: How students solved a murder and gained awareness of graduate skills <i>Liz Frondigoun (Glasgow Caledonian University) and Helen Jones (HEA)</i></p>	<p>Problem-based learning in health care management: Reflecting the world out there <i>Simon Moralee (De Montfort University)</i></p>	<p>HEA advice session New to teaching workshops <i>Will Curtis, Lyn Bibbings and Vida Douglas</i></p>

Parallel sessions 5: Tuesday 29 May

Princes suite 2 15:30 - 16:00	Virtual gallery: Artefacts will be available for viewing throughout the second day of the conference, but during this time the presenters listed below will be discussing their work: <i>A Phenomenology of Enquiry-Based Learning - David Aldridge (Oxford Brookes University)</i>			
	Princes Suite 1 Chair: Helen Jones	Princes Suite 3 Chair: Christine Cuthbertson	Canada Suite Chair: Natasha Taylor	Salisbury Suite Chair: Lyn Vos
15:30	Active learning in postgraduate accountancy: Imagination, alignment and engagement in practice <i>Jane Hughes (The Open University)</i>	Developing 'co-creating' work-based learning in an online learning environment <i>Mike Phillips and Eileen Arney (The Open University)</i>	An inquiry-based approach to undergraduates working as research assistants on a commissioned inquiry <i>Cyndy Hawkins and Patricia Wallace (Nottingham Trent University)</i>	The pedagogy/andragogy paradox: New ways of delivering old stuff <i>Jeremy Coulton and Tracey Backrath (Grimsby Institute of Further and Higher Education)</i>
16:00	Pair work for active engagement in lectures: Students' views <i>Peter Gossman, Emyr Williams, Sarah Evans and Caroline Gorden (Glyndŵr University)</i>	Project management and the social sciences <i>Gary Taylor and Joy Drever (Sheffield Hallam University)</i>	Integrating a research ethic in a HE in FE college <i>Graeme Price (Sunderland College)</i>	Promoting the value and impact of social science education and research <i>Shirley Ayres (The Campaign for Social Sciences)</i>