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# SOLSTICE & CLT Conference Programme

*Day One: 5<sup>th</sup> June 2013  
Focus: Technology Enhanced Learning*

08:45 – 09:15	Registration and refreshments	Health Building Foyer
09:20 – 09:30	<p><b>Introduction – Professor Mark Schofield, Dean of Teaching and Learning Development</b></p> <p><b>Welcome – Professor Bill Bruce, Deputy-Vice Chancellor (Academic)</b></p>	H3
09:35 – 10.20	<p><b>Keynote 1: Diffusing the innovation: An institution-wide deployment of electronic voting systems</b></p> <p><i>Professor Mark Russell, Head of the Centre for Technology Enhanced Learning, King’s College London</i></p>	H3
10:25 – 11:10	<b>Breakout 1:</b>	
Session 1	<p><b>Increasing student attainment and engagement through the use of technology to enhance learning</b> (Workshop - 40 minutes) <i>Dawne Bell and David Wooff, Edge Hill University</i></p>	SPS003
Session 2	<p><b>Experiences of implementing QR codes in higher education</b> (Workshop - 40 minutes) <i>Stu Field, Edge Hill University</i></p>	H203
Session 3	<p><b>Back to basics: Making the most of the Virtual Learning Environment (VLE)</b> (Presentation - 20 minutes) <i>Barbara Hunter-Douglas and Laura Taylor, Edge Hill University</i></p> <p><b>“Come my friends ‘tis not too late to seek a newer world...”</b> (Presentation - 20 minutes) <i>Judith Ball and Dr John Bostock, Edge Hill University</i></p>	H204

11:10 – 11:25	Refreshment Break		Foyer
11:25 – 12.35 Breakout 2			
Session 4	<p><b>Unlocking the VLE: a collaborative approach to the co-creation of learning resources which support effective teaching and learning</b> (Workshop - 40 minutes) <i>Stephen Rose, University of Exeter</i></p> <p><b>Practice learning supporting tool: enhancing the student practice learning experience</b> (Presentation - 30 minutes) <i>Tracey Baker and Alan Seatwo, Edge Hill University</i></p>		H201
Session 5	<p><b>e-Gothicist: Utilising TEL to enhance the student experience</b> (Presentation - 20 minutes) <i>Dr Ben Brabon, Edge Hill University</i></p> <p><b>Court on the web: courtroom simulation in distance learning</b> (Presentation - 30 minutes) <i>Jacquie Vallis, Teesside University</i></p>		H203
Session 6	<p><b>Beyond PowerPoint – lets go one better</b> (Presentation – 20 minutes) <i>Angela Hepworth, Edge Hill University</i></p> <p><b>Making a module fit the shape of the BlackBoard Exemplary Course Programme</b> (Presentation – 20 minutes) <i>Chris Jones, Edge Hill University</i></p>		H204
Session 7	<p><b>Synchronous or asynchronous – that is the question; are online classrooms the answer?</b> (Workshop – 40 minutes) <i>Jacqui Basquill, Edge Hill University</i></p> <p><b>In-STEP international student and education partnerships in a digital environment</b> (Presentation - 30 minutes) <i>Dr Megan Lawton, University of Wolverhampton</i></p>		H241

12:40 – 13:00	Student Presentation	H3
13:00 – 14:00	LUNCH	Garden Restaurant / Foyer
14:00 – 14:45	<p><b>Keynote 2: Foresight and choices for 21st century learning</b></p> <p><i>Professor Alejandro Armellini, Director, Institute of Learning and Teaching in Higher Education, University of Northampton</i></p>	H3
14:50 – 15:20	Breakout 3	
Session 8	<p><b>Does the choice of online learning environment influence social learning in online courses?</b> (30 minutes) <i>Chris Miller and Jane Wagstaff, The Co-operative College</i></p>	H201
Session 9	<p><b>The big bang: Electronic Assessment Management (EAM)</b> (Presentation 15 minutes) <i>Laura Taylor, Edge Hill University</i></p> <p><b>The use of social media to enhance the student experience from pre-application to post-graduation</b> (Presentation 15 minutes) <i>Paul Smalley, Edge Hill University</i></p>	H203

Session 10	<b>PechaKucha Presentations (x3)</b> <ol style="list-style-type: none"> <li>1. <b>Overcoming barriers to learning technology adoption</b> – <i>Peter Beaumont, Edge Hill University</i></li> <li>2. <b>Undertaking project ‘elevate’: Blackboard and eAssessment</b> – <i>Amina Helal and Gillian Fielding, University of Salford</i></li> <li>3. <b>Death by prezi?</b> – <i>Gethin Foulkes, Edge Hill University</i></li> </ol>	H204
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15:20 – 15:35	Refreshment Break	Foyer
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15:35 – 16:05	Breakout 4	
Session 11	<b>Forms of feedback: formative feedback through the social media and blogs</b> (Presentation - 30 minutes) <i>Joanna Neil, University Centre Blackburn College</i>	H201
Session 12	<b>Making a difference with eMarking – providing feedback to students</b> (Presentation - 30 minutes) <i>Maureen Readle and Jak Radice, University of Bradford</i>	H203
Session 13	<b>A model for assessing electronic media: one size fits all?</b> (Presentation - 30 minutes) <i>Judith Williams and Soraya Kouadri Mostefaoui, The Open University</i>	H204
Session 14	<b>Understanding is in the eye of the beholder: using headcams to explore our understanding of practice</b> (Presentation - 15 minutes) <i>Mark Partington, Edge Hill University</i>  <b>Using the Blackboard Exemplary Course Programme (ECP) to enhance the student experience</b> (Presentation - 15 minutes) <i>Steve Sherer and Kerry Gouldson, Edge Hill University</i>	H241

16:10 – 16:30	Closing Note - <i>Professor Mark Schofield, Dean of Teaching and Learning Development</i>	H3
16:30 – 17.30	Drinks Reception	Garden Restaurant

# SOLSTICE & CLT Conference 2013

*Day Two: 6<sup>h</sup> June 2013  
Focus: Learning & Teaching Practice*

08:45 – 09:15	Registration and refreshments	Health Building Foyer
09:20 – 09:30	<p><b>Introduction – Professor Mark Schofield, Dean of Teaching and Learning Development</b></p> <p><b>Welcome – Professor Bill Bruce, Deputy-Vice Chancellor (Academic)</b></p>	H3
09:35 – 10:20	<p><b>Keynote 1: From Banda to OHP to VLE to MOOC ... where now? Reflections and practical suggestions based on 40 years at the chalkboard/ohp/cathode ray tube/touchscreen interface.</b></p> <p><i>Professor Peter Hartley, Visiting Professor at Edge Hill University and independent HE consultant</i></p>	H3
10:25 – 11:15	Breakout 1:	
Session 1	<p><b>A novel approach to developing, assessing and evaluating interprofessional competencies for patient safety.</b> (Presentation – 30 minutes) <i>Catherine Coates, Leeds Metropolitan University and Julie Laxton, University of Leeds</i></p> <p><b>Hands on, hands off. Implications for Clinical Practice.</b> (Presentation – 20 minutes) <i>Angela Hepworth, Edge Hill University</i></p>	H201

Session 2	<p><b>Employment expectations in a sample of first year Psychology students: embedding the HEA Psychology student</b>  (Presentation – 30 minutes)  <i>Dr Linda Kaye, Edge Hill University and Dr Elizabeth Bates, University of Cumbria</i></p> <p><b>Taking the tablet, a route to success?</b>  (Poster discussion – 20 minutes)  <i>Dr Gillian Griffiths and Gethin Foulkes, Edge Hill University</i></p>	H203
Session 3	<p><b>Peer mentoring - successes, challenges and future plans</b>  (Presentation – 40 minutes)  <i>Lisa Adams-Davey, Edge Hill University</i></p>	H204

11:15 – 11:30	Refreshment Break	Foyer
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11:30 – 12:10	Breakout 2:	
Session 4	<p><b>Making assessment count</b>  (Workshop – 40 minutes)  <i>Dr Peter Chatterton, Daedalus; Professor Gunter Saunders, University of Westminster and Dr John Bostock, Edge Hill University</i></p>	H201
Session 5	<p><b>COOCs: using popular education principles in designing a learning platform for the community</b>  (Paper – 40 minutes)  <i>Peter Shukie, University Centre Blackburn College</i></p>	H203

Session 6	<b>The power of student involvement: using posters as a teaching tool in managing large classes</b> (Paper – 40 minutes) <i>Dr Remi Aduradola and Professor Bolanle Akeredolu-Ale, Federal University of Agriculture, Nigeria</i>	H204
Session 7	<b>A suggested computer program for Dewey Decimal Classification and some other library services and processes in the digital library of Minia</b> (Paper – 40 minutes) <i>Dr Inas Mandour, Minia University, Egypt</i>	H241

<b>12:15 – 12:55</b>	<b>Breakout 3:</b>	
Session 8	<b>Planning learning for the needs and interests of students during transition to higher education</b> (Presentation – 20 minutes) <i>Dr John Bostock and Jane Wood, Edge Hill University</i>	H201
	<b>Is there a delay in the initial reporting of dyslexia in higher education learners? An exploratory study</b> (Presentation – 20 minutes) <i>Paul Henderson, Edge Hill University</i>	
Session 9	<b>Supporting transition: from FE to HE and between academic levels. A practical solution.</b> (Presentation – 20 minutes) <i>Carol Wilson, Edge Hill University</i>	H203
	<b>Touchy feely teaching in the large group setting.</b> (Presentation – 20 minutes) <i>Alexandra Swift, Edge Hill University</i>	

Session 10	<p><b>HE drop in - evaluation of a truly inclusive project.</b> (Presentation – 20 minutes) <i>Daniel Robinson and Hannah Savage, Edge Hill University</i></p> <p><b>Building bridges with China: collaborative opportunities to enhance international experiences for students and academics.</b> (Presentation – 20 minutes) <i>Veronica Vernon and Cathy Griffiths, Edge Hill University</i></p>	H204
Session 11	<p><b>An early insight into HE study: the Head Start pre-induction project.</b> (Workshop – 40 minutes) <i>James Fraser, Nadine Sunderland and Sarah Ruston, University of Cumbria</i></p>	E4

12:55 – 13:45	LUNCH	Garden Restaurant / Foyer
13:45 – 14:30	<p><b>Keynote 2: Higher education viewed through the lens of digital literacy.</b> <i>Simon walker, Head of the Educational Development Unit and Dr Mark Kerrigan, Senior Lecturer, University of Greenwich</i></p>	H3

14:35 – 15:05	Breakout 4:	
Session 12	<p><b>Project DigitISE: linking digital literacy and employability.</b> (Presentation – 30 minutes) <i>Emma Woods, University of Westminster</i></p>	H201
Session 13	<p><b>Supporting students to build up positive mental health and resilience.</b> (Workshop – 30 minutes) <i>Liz Diamond, Dr John Bostock and Hazel Devereux, Edge Hill University – Workshop</i></p>	H203

Session 14	<p><b>A public health experience in Sub Sahara Africa.</b>  (Presentation – 20 minutes)  <i>Terry Keen, Edge Hill University</i></p> <p><b>(Repeat session) Taking the tablet, a route to success?</b>  (Poster discussion – 10 minutes)  <i>Dr Gillian Griffiths and Gethin Foulkes, Edge Hill University</i></p>	H204
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15:10 – 15:40	<p><b>Edge Hill University Student-Led Teaching Awards – Things that Students Value</b>  <i>Edge Hill University Students Union</i></p>	H3
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15:45 – 16:00	<p><b>Closing Note - <i>Professor Mark Schofield, Dean of Teaching and Learning Development</i></b></p>	H3
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## Day One - Keynote Abstracts & Profiles

### Keynote 1:



**Professor Mark Russell** – Head of the Centre for Technology Enhanced Learning

Kings College London

Contact: [mark.russell@kcl.ac.uk](mailto:mark.russell@kcl.ac.uk)

### **Diffusing the innovation: An institution-wide deployment of electronic voting systems**

#### **Abstract:**

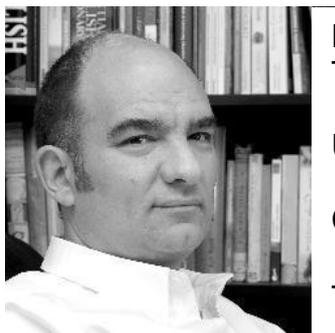
During my years as an educator and a delegate at numerous conferences I have seen a number of brilliant technology enhanced learning developments; developments that are impactful and have reportedly brought about significant learning and / or resource savings. Disappointingly, in some cases these innovative developments have not been taken up immediately by the host institution. Whilst a lack of an immediate institution-wide uptake may reduce the potential for wider and immediate benefit it is true also that a slower process may be at work. Innovators should not be dissuaded by the speed of diffusion.

During my presentation I will set out an institutional approach to the deployment of Electronic Voting Systems and explore the move from innovative small scale activity to a University-wide endeavour.

#### **Biography:**

Mark Russell is director of technology enhanced learning at King's College London and has been working in higher education for 17 years. Mark is an engineer by background with disciplinary interests in the thermal and fluid sciences. This area of interest includes simulations and computer programming. In addition Mark has developed expertise relating to learning and assessment. Indeed, his PhD was in the area of technology-enhanced educative assessment. Mark won the Times Higher tutor of the year (2003), is a National Teaching Fellow (2005) and directed the JISC funded 'Effecting Sustainable Change in Assessment Practice and Experience' project. Prior to Mark's departure to King's College London (from the University of Hertfordshire), he was the director of the JISC funded 'Integrating Technologies for Enhanced Assessment Methods' project, a project that has an institutional remit and one that also seeks to develop students' awareness and self-regulation.

## Keynote 2:



**Professor Alejandro Armellini** – Director, Institute of Learning and Teaching in Higher Education

University of Northampton

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Twitter: [@alejandroa](https://twitter.com/alejandroa)

### **Foresight and choices for 21st century learning**

#### **Abstract:**

Today's students operate in a highly networked environment. While they, like their tutors, display varying levels of digital literacy, 21st Century learners expect their higher education experience to benefit from fit-for-purpose pedagogical design and innovation. Learning technologies play a key role in facilitating the collaborative construction of knowledge in different modes of study. Since the late 90s, Virtual Learning Environments (VLEs) have provided a safe environment for tutors to design the online components of their courses and for learners to interact with content, peers and tutors. Today, VLEs are just one element of a complex toolkit – one in which content is not king. Open Educational Resources, social media and massive online open courses (MOOCs), among other developments, shape what higher education learners and tutors do and expect today. This session will highlight how, in this fascinating context, HE practitioners and learners can trigger innovation in course design leading to transformational learning experiences in an open world. Not for the fainthearted.

#### **Biography:**

Professor Alejandro (Ale) Armellini's research focuses on learning innovation, online pedagogy, course design in online environments, institutional capacity building, open practices and pedagogical design. Ale has extensive international teaching and programme development experience across many educational sectors. Over the years, he has provided specialist support to academic course teams through the structured Carpe Diem process ([www.le.ac.uk/carpediem](http://www.le.ac.uk/carpediem)) and other evidence-based learning design interventions. He has taught on and researched virtual learning environments and a variety of synchronous and asynchronous technologies as part of on and off-site programmes in HE. His PhD tutees research specific areas in the field of educational technology, pedagogy, openness and innovation. Teams under his leadership have researched learning technologies and their application in diverse academic settings and programmes. He is active in consultancy work globally.

**Session 1****Increasing student attainment and engagement through the use of technology to enhance learning****Presenters:** Dawne Bell and David Wooff**Institution:** Edge Hill University**Theme:** Creative deployment of technologies to enhance the student experience

Enhancing Student Attainment and Engagement through the use of Technology to Enhance Learning; Practical Ideas to Takeaway. The rationale for this workshop is to enable delegates' to have the opportunity to explore the potential of several Technology Enhanced Learning (TEL) strategies for themselves, with the specific intention of enabling them to have not only an awareness, but upon leaving the conference to hold the enthusiasm and confidence to explore for themselves, and go onto embed those strategies which are appropriate within their own practice. Following a brief introduction, which will outline the context within which the TEL strategies have been employed, this session will adopt a workshop style format, practical and interactive in nature which is designed to be 'hands on'.

The session will be supported by a number of current final year undergraduate students (trainee teachers) who have recently completed work, both in and outside of the University, which has incorporated a variety of TEL techniques. For the duration of the workshop each delegate will be assigned a trainee who will act as a personal TEL mentor. Through this unique approach, working in this way, irrespective of the delegate's individual awareness or understanding of TEL, with virtually 'one-to-one' support each delegate will be able to choose which aspect(s) of TEL they would like to know more about.

In addition to providing delegates' with the opportunity to explore a bespoke number of potential TEL strategies, the session will facilitate the potential for discussion between delegates and trainees, upon the direct impact TEL has had upon their engagement, attainment, motivation and employability. A range of physical and electronic resources, which will include information about each TEL strategy explored within this workshop, will be available for delegates' to take away. TEL Strategies include: QR Codes, Prezi™, Blogging and Augmented Reality (AR).

## **Session 2**

### **Experiences of implementing QR codes in higher education**

**Presenter:** Stu Field

**Institution:** Edge Hill University

**Theme:** Creative deployment of technologies to enhance the student experience

Technology Enhanced/Enabled Learning (TEL) policies place growing expectations on academics to implement a myriad of technologies in their delivery of subject content. During this shift to TEL teaching approaches however, it can be all too easy to let the focus drift to the 'T' with the 'L' becoming a bit of an afterthought. In addition, the development of these policies are often fuelled by an assumption that today's students are both 'tech savvy' and want/need technology to be a part of their learning experience.

During this workshop, the aim is to explore the potential paradox that is technology and learning and more specifically share personal experiences of implementing (successfully and unsuccessfully) technology, through the use of QR codes into delivery at higher education. Through misuse in marketing and advertising industries, QR codes in the 'real world' appear to be disappearing as quickly as they arrived and seems to be a technology that is in decline. This should not deter us though from seeing the potential benefits to their use in educational settings. Through sharing my own trials and tribulations, I hope to inspire some discussion around other colleagues' use of QR codes and potential future implementation of this technology in education.

## **Session 3**

### **3.1 Back to basics: making the most of the Virtual Learning Environment (VLE)**

**Presenters:** Barbara Hunter-Douglas and Laura Taylor

**Institution:** Edge Hill University

Organisation and management underpins the entire student academic experience and according to the NUS (2011) when programmes are organised and managed well students are able to focus in on their academic responsibilities. All unnecessary obstacles to learning are effectively removed to reduce any risk of distraction for the students.

This is a practical 'work in progress' project, which aims to enhance student to faculty communication as well as reduce time spent on administrative support for learning by providing consistent up to date personalised programme materials with easy 24/7 access, for example details of the personal tutoring system and how the assessment systems operate.

Although this information is provided during the students' traditional face to face induction to the programme and reinforced in the programme handbook, it carries a high risk of being forgotten due to the demands placed on students when undertaking the teaching and learning elements of the course. There remains a high level of VLE uptake throughout the university, reported in the annual EHU VLE Student Surveys (2010, 2011, 2012) which highlight that 95% of students consistently use the VLE at least once a week. It made sense to invest time to develop an online standardised programme framework that ensures programmes are experienced as a coherent entity and not a collection of unrelated modules.

In this presentation, we will offer practical guidelines to the use of the VLE, and discuss the extent to which such environments can be used successfully tools to boost/augment stubborn NSS score for organisation and management.

### **3.2 "Come my friends' tis not too late to seek a newer world..."**

**Presenters:** Judith Ball and Dr John Bostock

**Institution:** Edge Hill University

**Theme:** Going beyond PowerPoint

The use of Power-Point for teaching within lecturer and seminar presentations has considerable potential for encouraging student engagement with the learning process. It enables a lecturer to scaffold their session and learning objectives; whilst being structured. The use of Power-Point is a useful tool whether the teaching group is small or large. Within the authors own teaching and learning context, this

presentation reviews the advantages and disadvantages associated with Power-Points use. It will suggest some ideas and pedagogical strategies that should be taken into account when using Power-Point.

Power-Point is too often used as a teleprompter, whereby reading from the slides so cramped with text often finds the audience losing interest after the first line. Hence the “death by Power-Point” remarks on student satisfaction surveys. Presentations should help to engage the audience with your topic. The way to do that is to connect the whole of the individuals’ brain within the session. That means using both the left and the right hemispheres. The right side works with the emotions, music and more on visual references. Whilst the left is interested in the organisation and logic of the facts and data you are giving them alongside any activity involving dexterity.

The presentation will demonstrate some of the potential uses of different mediums which can be embedded within Power-Point to enhance the learning experience. How the use of video, podcasts, embedded links and links to other presentation software such as Prezi, which can all be achieved through the use of one piece of software technology.

**Session 4****4.1 Unlocking the VLE: a collaborative approach to the co-creation of learning resources which support effective teaching and learning****Presenter:** Stephen Rose**Institution:** University of Exeter**Theme:** Getting the best out of the VLE

Undergraduate interns at the University of Exeter working in partnership with their lecturers have developed a range of innovative online resources which support teaching, learning and assessment within the University's virtual learning environment. The session offers an opportunity to discuss the approach's potential for resource development within institutional VLEs. The session will engage participants by demonstrating a successful and highly-transferable approach to involving students as partners in their learning. The approach centres on the use of the University of Exeter's virtual learning environment (VLE).

Traditionally institutional VLEs have been very much the exclusive preserve of academics and module leaders who populate them with resources which aim to support and scaffold student learning. Allowing students high-level access and editing permissions within modules the approach to resource development ensures that resources have currency and are sufficiently agile to meet student needs at critical points of their learning experience. The approach offers a sustainable model for resource creation which vitally extends beyond the support of current project funding.

The team of lecturers and educational developers from the University of Exeter will showcase work undertaken as part of HEA-funded projects which have involved students as co-creators of learning resources. These will include projects which have addressed the issue of challenges often experienced by students in transition between school and university or stages of programmes, the creation of a suite of audio-linked online resources for Engineering and Mathematics modules, and the development of resources which can support and scaffold ways of e.g. dealing with difficult concepts and revision strategies for examinations.

Participants will have the opportunity to discuss the issues relating to working with students as partners in their learning and in particular the idea of 'unlocking the institutional VLE' to facilitate online resource development by allowing students high-level editing permissions.

## **4.2 Practice learning supporting tool: enhancing the student practice learning experience**

**Presenters:** Tracey Baker and Alan Seatwo

**Institution:** Edge Hill University

**Theme:** Creative deployment of technologies to enhance the student experience

The provision of high quality practice learning experiences for students remains a significant challenge for the providers of professional education programmes (Warne et al, 2010; Pollard et al, 2007; Hall, 2006; Williamson, 2004; Field, 2004; Moseley et al., 2004). Mentorship is a widely accepted approach in strengthening the quality of learning in practice and the preparation of professionals (Gidman et al 2011). The role of the mentor has been strengthened considerably with the introduction of specific professional standards and as such, is the person who takes prime responsibility for the student learning in practice, and is expected to facilitate the application of what is learnt in the university with actual experience in the context of practice (Andrews et al, 2010).

A pilot project of an online tool for both mentors and students has been developed to support practice learning. It aims to provide mentors, student, practice education facilitators and academic staff with online resources at the point of need which specifically focus on supporting and enhancing the student learning experiences. This pilot project was undertaken in partnership by the University and several Hospital and Community Trust staff across the North West of England. The paper will describe the design and development processes of the online tool and discuss the initial evaluation over a period of the first three months.

## **Session 5**

### **5.1 e-Gothicist: utilising TEL to enhance the student experience**

**Presenter:** Dr Ben Brabon

**Institution:** Edge Hill University

**Theme:** Creative deployment of technologies to enhance the student experience

This presentation introduces e-Gothicist – a web-based educational resource for Gothic scholars funded by the HEA Teaching Development Grant scheme. Outlining its pedagogical rationale, it summarises how it utilises technology to promote flexibility in the delivery of learning in order to enhance the quality of the student experience. Identified as a literary form that invokes ‘threshold concepts’ that are ‘transformative’, there is no denying that ‘Gothic and pedagogy intersect’ (Wisker 2007). As this presentation demonstrates, e-Gothicist aims to enhance the quality of teaching and learning by enriching the experience of students studying Gothic modules – using technology to promote flexibility in the mode/pace/place of delivery and to develop students as partners in their learning.

In particular, the presentation focuses on how technology has facilitated effective peer feedback and student mentoring, enhancing the quality of the student experience. Drawing upon initial data from the pilot study, the presentation reveals how technology has a role to play in grounding successful student partnerships upon a sense of ownership. Focusing on e-Gothicist’s use of blogs, online worksheets, ‘webinars’ and app development, it explores how students become efficacious partners in their learning. The presentation concludes by providing recommendations for good practice and outlines the project’s ‘transferability’ through straightforward ‘how to’ guidelines.

### **5.2 Court on the web: courtroom simulation and use of webinars in distance learning**

**Presenter:** Jacquie Vallis

**Institution:** Teesside University

**Theme:** Creative deployment of technologies to enhance the student experience

This year the postgraduate forensic radiography programme at Teesside University has moved from blended to distance learning delivered entirely online. This was a result of practitioners being unable to be released from work to attend university. Furthermore, the distance learning mode of delivery has enabled international students to participate in the programme. There were a number of aspects of the blended programme that students highly valued, such as the use of external subject specialist lecturers, practical workshops, and courtroom simulation.

One of the challenges in transferring this programme to distance learning has been focussed on how these practical based sessions that rely on resources located at the university can still be delivered when students will never attend. Radiographers engaged in forensic practice may be required to attend court to give evidence, something which the International Association of Forensic Radiographers (2012) states is on the increase, based on the number of requests for advice received from radiographers. The blended delivery took students into the mock courtroom during their block of attendance at the university to be cross-examined on their evidence and statement. Students reported that this process was highly important in enabling them to prepare for the real thing and in teaching them how to write a good statement.

Teesside University is the only HE provider that offers such training; therefore, the team were keen to keep this in the programme. This presentation will examine how this has been achieved with the courtroom simulation using software Adobe Connect webinar software, provided by Mizaru. In addition, the experiences of the staff and students involved will be discussed.

## **Session 6**

### **6.1 Beyond PowerPoint – lets go one better**

**Presenter:** Angela Hepworth

**Institution:** Edge Hill University

**Theme:** Going beyond PowerPoint

This presentation will demonstrate how a group of students have engaged with creating their own presentations using Prezi. The students will showcase a presentation they used for their assessment on a child protection module and highlight the ways in which its use helped them to gain higher grades in their assessment. The students will present their views and explain its preference over good old power point.

### **6.2 Making a module fit the shape of the BlackBoard Exemplary Course Programme**

**Presenter:** Chris Jones

**Institution:** Edge Hill University

**Theme:** Creative deployment of technologies to enhance the student experience

In conjunction with Edge Hill's SOLSTICE team I have been engaged in the preparation and submission of an Exemplary Course Programme bid over the last three months. Shaping the unique features of my course into the demands of the application has both demanded that I look at the module in a new light, and informed my thinking about the educational priorities of the module. The proposed presentation aims to outline the 'exemplary' features of the module and what the application process has done to shape the future development of module content.

## **Session 7**

### **7.1 Synchronous or asynchronous – that is the question; are online classrooms the answer?**

**Presenter:** Jacqui Basquill

**Institution:** Edge Hill University

**Theme:** The role and use of online classrooms

Distance learning is growing rapidly, increasing the need for effective communication strategies (Allen & Seaman, 2011). Because there is little or no face-to-face interaction, it is important for online instructors to establish their presence in the course. There are a variety of ways to accomplish this, through communicating with students on a regular basis, sharing course content, and building a sense of community within the class (Palloff & Pratt, 2003). Using web 2.0 tools can enhance instructor presence through a wide array of collaborative learning experiences. One way of addressing this issue is to use an online classroom. There are a wide variety of on line classrooms available to HEIs and there is a lot of evidence to support their use in blended/distance programmes (MacDonald, 2008). Edge Hill University has a 1 year licence for an online classroom and has 15 pilot projects underway. These are using the classroom in a variety of ways and are providing interesting insights into how online classrooms can be used to support students and enhance their experiences in a variety of ways.

This workshop will include a presentation about the current pilots, the experiences of both the tutors and students and the opportunity to discuss good practice, uses and create a guide for colleagues to use to support them in using an online classroom to support their students in a variety of innovative ways.

### **7.2 In-STEP international student and education partnerships in a digital environment**

**Presenter:** Dr Megan Lawton

**Institution:** University of Wolverhampton

**Theme:** Student induction into HE and the role of technology

This case study is based on a JISC Transformations Project at the University of Wolverhampton (UoW). The specific institutional problem addressed is the transition and orientation of international students into a blended learning environment, through the development of their digital literacies, one of the University's three Graduate Attributes. The project title 'In-STEP' - International Student and Education Partnerships conveys a fundamental aim of developing mutual understanding and synchronicity. There are three different contexts for this study the first being a one-year International Foundation Year (IFY) delivered in the UK, secondly teaching on a

TNE courses and finally a pre-entry public share web folio. Evidence from international student focus groups and interviews, indicates that international students initially struggle not only with adapting to a new country, but also to different pedagogies. This can be compounded by students arriving late therefore missing induction programmes. Our internal findings are supported by sector-wide research in the HEA Teaching International Students Project.

However, this research also indicates that international students, when comfortable in a digital environment, find the use of technology valuable as they can, e.g., use online materials at their own pace, respond online in a 'safe' environment and engage in learning anywhere and at any time. As the JISC project has developed issues that have arisen and will be raised in this presentation are the notion of moving from digital literacy to digital fluency, students bringing their own devices (BYOD), digital identity, netiquette, information authenticity and reliability and Information use. The project includes international students as partners. One partnership is the commissioning of a Greek photography student to produce five images or five digital 'essays' that promote student understanding of the issues raised for future use in pre-entry and induction materials.

**Session 8****Does the choice of online learning environment influence social learning in online courses?****Presenter:** Chris Miller and Jane Wagstaff**Institution:** The Co-operative College**Theme:** Getting the best out of the VLE

The surge in the use of social media over the last decade has potential to influence the design of online learning experiences, and to promote social learning. Social learning can be defined as learning that takes place within a social context, where learners' participation with others helps them to make sense of new ideas and construct new meaning. Proponents of social learning point to many benefits, including the development of students' high level thinking skills and their social and communication skills, as well as increased student satisfaction and retention. Virtual Learning Environments provide multiple tools for student interaction and collaboration, including forums, wikis, blogs, and instant messaging. But these are often later additions to a platform primarily designed to support the online delivery of learning material and the management of students' learning. How well do these environments support social learning? Could environments specifically designed for social networking provide a better platform?

This presentation reports on a project developed between the Co-operative College and The Open University through a Knowledge Transfer Partnership. It compares the experience of two groups of learners – one group using a Moodle VLE platform and the other using a NING social networking platform. The groups were provided with identical course material and learning activities. This presentation discusses the students' and tutors' experiences, evaluated using questionnaires, interviews and learning analytics.

## Session 9

### 9.1 The big bang: Electronic Assessment Management (EAM)

**Presenter:** Laura Taylor

**Institution:** Edge Hill University

There is an increasing acceptance throughout Higher Education Institutions (HEIs) to adopt new policies and procedures to assist Electronic Assessment Management (EAM). The two main drivers behind this according to JISC (2012) are an *“increasingly vociferous student demand for better assessment experiences and for improved quality and efficiency in academic administration.”* The benefits of making the transition to a completely electronic environment so that students’ work can be electronically submitted, assessed, marked and returned as electronic files are compelling processes to instigate.

Following the successful integration of the Turnitin a plagiarism prevention tool across Edge Hill University (EHU), the Faculty of Health and Social Care (FoHSC) opted to adopt EAM of summative work. This case study underpinned by action research will present how the proliferation of EAM within the Faculty, which became known as the “Big Bang” project in 2010, integrated the process as well as sought to offer a choice of electronic submission and marking system.

This project has resulted in the FoHSC going through many changes to meet the demands of EAM, which has insisted on the creation of new infrastructures and new ways of practices to ensure the Faculty culture is agile and quick to respond to the use of the demands of EAM.

This presentation will share the challenges, successes and failures in achieving the integration of EAM faced by staff and students to facilitate electronic submission, electronic marking and feedback to students. As well as offer a list of recommendations to any department grappling with EAM. Therefore this presentation is likely to be of most interest to those involved in the instigation of EAM.

### 9.2 The use of social media to enhance the student experience from pre-application to post-graduation

**Presenter:** Paul Smalley

**Institution:** Edge Hill University

**Theme:** Creative deployment of technologies to enhance the student experience

This presentation will report on the use of a combination of Social Media from pre-application to post-graduation on a single undergraduate and postgraduate course in a UK university. It will describe from a practitioner point of view how technology is

used initially to create a 'buzz' (Rinaldo, 2011) pre-application. It is then used throughout the application process and the course as a means of developing 'social presence' (Dunlap & Lowenthal, 2009). Students and educators engage with social media as both creators, curators and consumers to become networked learners (Siemens, 2008) developing personal learning networks which continue post-graduation.

## **Session 10**

### **A Collection of PechaKucha Presentations**

#### **10.1 Overcoming barriers to learning technology adoption**

**Presenter:** Peter Beaumont

**Institution:** Edge Hill University

Academic staff who want to use Technology Enhanced Learning tools sometimes perceive barriers to their use which they may or may not be able to overcome. This presentation will start by talking about a small scale research project undertaken at Edge Hill University which aimed to answer the question “What do academic staff at Edge Hill University perceive to be barriers to their use of Technology Enhanced Learning tools?”. We will also look at other similar research from around the education sector expanding our focus to look at barriers from the perspective of other groups, before looking at steps that can be taken to help overcome them.

#### **10.2 Undertaking project ‘Elevate’: Blackboard and eAssessment**

**Presenter:** Amina Helal and Gillian Fielding

**Institution:** University of Salford

**Theme:** Getting the best out of the VLE

Through summer 2012, project ‘Elevate’ seized the opportunity presented by a Blackboard system upgrade to embark upon a series of firsts at Salford. Introducing University wide Blackboard standards for the first time, running training for all Academic staff for the first time, rolling out eAssessment for all modules and asking students to audit Blackboard modules for the first time. In this paper/presentation we will share the experience of the work we have undertaken, including developing the Blackboard standards, working with Associate Heads to implement the training plan, developing effective training and support for the project and using a Student Audit of all Blackboard modules to benchmark and plan for future development.

Project ‘Elevate’ ran in two phases. Phase 1 started a culture change process at Salford, introducing the concept of mandatory training and University standards. Phase 1 benchmarked current practice around learning and teaching technologies, introduced Blackboard 9.1, the new University of Salford Blackboard Standards and mandatory eAssessment to Academic staff. ‘Elevate’ Phase 2 focused further on eAssessment, eMarking and eFeedback, helping schools contextualise the University standards to meet their specific needs while working in line with University standard practice. Throughout Project ‘Elevate’, staff were supported by drop-in surgeries and a specific Helpdesk function, which has proved extremely popular. At a time of unprecedented change at the University, the project has helped deliver on

strategic goals of improving efficiency and improving the student experience. With over 80% of Academic staff engagement, we have considerable, practical experience to share from this project.

### **10.3 Death by prezi?**

**Presenter:** Gethin Foulkes

**Institution:** Edge Hill University

**Theme:** Going beyond PowerPoint

Prezi is a cloud based presentation software programme that utilises the adobe flash player. It allows the user to zoom in and out of a canvas which can be layered with images and text as well as embedding multi-media files. The software can zoom and reveal the inputted media at the click of a mouse and was launched in 2009. It has been hailed as “the new power point” by many (including [www.techcrunch.com](http://www.techcrunch.com)) and is beginning to be widely used in education.

During the course of the “School Sport Initiatives” module (SPT 2626) the tutor has used the Prezi software to present the lectures to students. The study will assess student perceptions of the tutor’s use of the Prezi software and whether they see it as just another form of “death by power point”. The data will be generated in a classroom discussion with the tutor about what makes a good presentation. The participants will then be asked to write their personal opinion in an open format which will be analysed thematically and categories for the presentation of the data established and discussed.

The study will provide a snapshot of whether the students perceive the use of prezi as a progression from power point that indicates good practice. Also it will consider whether they look beyond what is on the slides or canvas and focus on presentation skills and delivery as they attempt to develop their own presentation technique.

**Session 11**

**Forms of feedback: formative feedback through the social media and blogs**

**Presenter:** Joanna Neil

**Institution:** University Centre Blackburn College

**Theme:** Technologies and formative assessment

The presentation examines how effective social media tool Pinterest and learners' blogs are for providing formative feedback to students. The role and significance that documented formative feedback has in the learners' creative development will be scrutinised through examples of creative arts students work. It focuses on learner and practitioner interaction outside of structured taught sessions and how this form of recorded and public feedback supports the learning process. The language that learners and practitioners use in these environments is also explored as well as how that language functions in these visual and constructed 'spaces'. An important aspect, or affordance of these tools, is the ability to juxtapose and make permanent the tutor written feedback next to students' research or practical work.

## **Session 12**

### **Making a difference with eMarking – providing feedback to students**

**Presenters:** Maureen Readle and Jak Radice

**Institution:** University of Bradford

**Theme:** Electronic assessment and feedback

The University of Bradford has been investigating how electronic marking can be used to improve the quality of the comments provided to students on summative coursework. One main driver is to improve NSS scores. Other drivers were University policies on eSubmission, typed feedback and turnaround time for completion of marking. Another concern was the piles of uncollected marked coursework that remain in Department offices - with unread feedback. Different schools took different approaches to providing electronic feedback, such as utilising functions within the VLE, creating their own bespoke systems and email. This presentation will focus on the experience of one school using different functions within the VLE (Blackboard): TurnitinUK's GradeMark feature and Blackboard's Interactive Rubrics. The school trialled the use of TurnitinUK to provide in-text comments on students' word-processed assignments using the GradeMark and QuickMarks features but not the TurnitinUK Rubrics. This school is now using Blackboard's Interactive Rubrics for a range of assessments, including marking presentations and practical work.

Some staff are also using iPads to mark objectively structured clinical examination (OSCEs). We believe that using an interactive rubric across a school provides a level of consistency which could not be achieved by the previous manual systems. There are benefits to both administrative and teaching staff in terms of the ease of use, having all the data in one place, access to the systems by all parties from students to external examiners. Students liked the convenience of submitting and receiving feedback online. Students out on placement appreciated not having to come into the University to submit work or collect marks. Some students preferred to read their feedback in private rather than receiving it in class. Students valued the provision of rich feedback from the in-line comments in TurnitinUK's GradeMark.

## Session 13

### **A model for assessing electronic media: one size fits all?**

**Presenters:** Judith Williams and Soraya Kouadri Mostefaoui

**Institution:** The Open University

**Theme:** Electronic Assessment and Feedback

New digital technologies provide educators with increasingly diverse opportunities for using electronic media rather than text-based tasks to assess students' understanding. These new assessment opportunities include tasks such as the creation of web pages, videos, webinar presentations, podcasts and photographic galleries, all of which can be submitted electronically. However, educators often struggle to develop appropriate assessment models for these electronic media artefacts.

This presentation reports on a project that:

- examines and evaluates an assessment model that is already in use in the Open University's 60 credit level 2 module T215 Communication and Information Technologies for assessing both text-based and video-based assessment tasks
- investigates the feasibility of developing the model in a way that it can be used with a multitude of different assessment tasks. The T215 model is a six criterion framework, split between content and presentation, with the flexibility to accommodate a variety of assessment tasks.

Our investigations, carried out through surveys, interviews and a focus group, indicate that there are several benefits arising from the use of a common assessment model to assess different assessment tasks within and across modules in a programme. This continuity of approach supports tutor grading and feedback, encourages student self-evaluation and performance improvement, and aides the design of new assessment tasks. However, our studies suggest that adapting already established assessment models to fit this more generic model presents some challenges, which we identify and discuss.

## **Session 14**

### **14.1 Understanding is in the eye of the beholder: using headcams to explore our understanding of practice**

**Presenter:** Mark Partington

**Institution:** Edge Hill University

**Theme:** Creative deployment of technologies to enhance the student experience

This presentation will draw upon the use of head-mounted cameras deployed during undergraduate sports coaching sessions followed by focus groups in an attempt to gain understanding of their practical experience. Coaches' reflecting back on practice is an important task to enhance professional development and contextualised learning. Furthermore, group reflection has been argued as an effective tool to enhance learning from experience (Huntley & Kentzer, in press). Different methods in research have been used in the past to identify how individuals experience particular situations. For Phoenix (2010, p. 93), "adopting visual methods can enhance our understanding of the social world". Therefore making sense of 'what has happened' using focus groups through head-mounted cameras as a capturing tool provides students with this opportunity.

As well as creating general discussion on what can be seen through video, head-cam footage can help convey and evoke the ways in which embodied, emotional, sensory and kinaesthetic knowledge's and experiences are produced through practice. Therefore the visual and aural representations of the head-cam videos can move beyond purely the visual and can communicate and invoke understanding of experiences relating to taste, touch, emotions and physicality. In addition the use of the footage in focus groups discussions by prompting the participants' consciousness of competencies allows the student to go further than 'it's just what I do'.

### **14.2 Using the Blackboard Exemplary Course programme (ECP) to enhance the student experience**

**Presenters:** Steve Sherer and Kerry Gouldson

**Institution:** Edge Hill University

**Theme:** Getting the best out of the VLE

Since the initial launch of the Mathematics Specialist Teacher (MaST) Programme in January 2010, all Programme stakeholders, including academic staff, administrators, external consultants and students, have used different methods of evaluation to identify the strengths and weaknesses of this blended learning course. At the core of the Programme is the Blackboard VLE, which students must be able to navigate and engage with if they are to have a positive overall experience. By asking for, listening

to and then responding to key points that have been raised by stakeholders, over a three year period we have developed a VLE which we had become proud of as students' opinions are becoming more consistently positive as to the role that the VLE is playing in supporting their learning and experience as a whole.

In 2012, when we were discussing the course with a member of the learning technology team, they gave a brief evaluation of it based upon the Blackboard ECP rubric (which we were unaware of) and suggested that it be submitted for an ECP award. As part of the formal submission process, the discussions surrounding the exemplary criteria helped us focus on some of the pedagogical ideas involved and the changes we had already made which had led to a much more positive view of the VLE from students.

This presentation will explore some of the challenges, how we addressed them and what we can do to improve further, to help establish that ideal cross-section of the three identified territories – technology issues, teaching and learning strategies, and professional identity – in what we have recognised as the zone of common praxis (Quinney et al. 2008:663)

Finally, I will attempt to demonstrate how the ECP rubric can support others in making their courses 'exemplary' and thus enhancing their own students' experiences.

References available on request.

## Day Two - Keynote Abstracts & Profiles

### Keynote 1:



**Professor Peter Hartley** - Visiting Professor at Edge Hill University and independent HE consultant

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### **From Banda to OHP to VLE to MOOC ... where now?**

**Reflections and practical suggestions based on 40 years at the chalkboard/ohp/cathode ray tube/touchscreen interface.**

#### **Abstract:**

My teaching career started in the late 1960s when the available technology included the joys of the hand-cranked Banda and we only came across semesters in American movies or Archie comics. So as I hunch over laptop and/or tablet to sort out the session which is my responsibility on a forthcoming MOOC, I can reflect that most aspects of HE teaching (not to mention our economic and social context) have changed within my lifetime – institutions, structures, course documentation, classroom technology, class size etc. So we can ask a few fundamental questions:

What have we learned about the 'best' ways to teach?

How much have we really changed in terms of our daily teaching practice?

What do we need to change now?

These questions are timely as HE continues to face major criticisms from both without and within, including:

“Growing numbers of students are sent to college at increasingly higher costs, but for a large proportion of them the gains in critical thinking, complex reasoning, and written communication are either exceedingly small or empirically nonexistent.” (Arum and Roksa, 2011)

“Higher education institutions do decently with knowledge transmission. Unfortunately, they do dismally transmitting skills.” (Schrage, 2010)

“Education needs to be saved from the influence of curriculum experts.” (Furedi, 2009)

“...universities, for all the benefits they bring, accomplish far less for their students than they should.” (Derek Bok, former president of Harvard University)

So this session will try to answer these questions and criticisms and suggest changes we need to make in both the ways we think about and the ways we deliver our teaching. This session will also give you a glimpse of the student of the year 2030 for those of you who are planning ahead!

### **Biography:**

Peter Hartley is Visiting Professor at Edge Hill and independent HE consultant. Formerly Professor of Education Development at University of Bradford, he is a National Teaching Fellow with a longstanding interest in the applications of computer technology to student learning. This interest was reflected in his leadership of recent JISC projects on topics including the use of social software, audio feedback, and computer-aided assessment, his involvement in the award-winning Learn Higher resource on groupwork, his work with the information search tool developed at Bradford: C-Link, and the multimedia software he developed to support students' job-hunting through interactive virtual learning. Interviewer and its companion viva simulation will be available online to students at Edge Hill and other pilot institutions this year. He was Critical Friend to a cluster of projects in the JISC Curriculum Delivery Programme and is currently working with a number of projects, including: the Greenwich project on Digital Literacy in Transition; developing the Work-based learning Maturity Toolkit in work-based learning initiatives across Scotland; extending the e-reflect tool and Making Assessment Count (MAC) framework; and revising and extending the Viewpoints resources for curriculum development. He was project director for the NTFS Group Project on Programme Assessment Strategies ([www.pass.brad.ac.uk](http://www.pass.brad.ac.uk)) which is now in its final evaluation stage. Recent publications include co-editor and contributor to 'Learning Development in Higher Education' and co-writer of 'Success in Groupwork' (both Palgrave Macmillan, 2010) and the 2<sup>nd</sup> edition of 'Business Communication' (Routledge, 2013).

## Keynote 2:



**Simon Walker** – Head of the Educational Development Unit

University of Greenwich

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**Dr Mark Kerrigan** - Senior Lecturer

University of Greenwich

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## Higher education viewed through the lens of digital literacy.

### Abstract:

The challenge for the modern university in the digital age is a complex one that involves managing the impact of technological change on its stakeholders and operations. This includes generating learning designs that meet the changing needs of students, and addresses the requirements of business and industry.

Whilst technology is in a continual state of flux, what is becoming clearer is that the future will be built on social interaction, social connectivity, social knowledge construction and collaboration. This year's pedagogical key innovation, the MOOC, is still to find its place but there is no denying that it has become part of the learning landscape and may provide new pedagogical models as well insights into new models for funding higher education. Digital literacy now underpins the student learning experience. Engaging in a critical discourse will enable us to enhance our digital practice and ensure a consistency of curriculum design and delivery to develop appropriate graduate attributes leading to effective employment outcomes. Institutions will continue to play a key role; however, it will arguably be different from the role the university plays now.

The speakers will discuss some of these challenges and consider a range of approaches for supporting a shifting academic practice

### **Biographies:**

**Simon Walker** is Head of the Educational Development Unit at the University of Greenwich, where he is responsible for a wide range of strategic university initiatives in learning teaching and assessment. He has led a number of nationally funded technology-enhanced learning and change management projects and, in 2006, was awarded a Higher Education Academy National Teaching Fellowship. He is Director of the Digital Literacy in Higher Education project, a nationally funded project that aims to explore the student experience of transition in undergraduate programmes within the context of emerging practices in a digital age. He currently co-leads the university's eCentre with colleagues in the School of Computing & Mathematical Sciences. A keen cyclist he leads the university's Bicycle Users Group.

**Mark Kerrigan** is a Senior Lecturer in Teaching and Learning, where he is responsible for a series of cross-university activities around curriculum design and delivery. Mark's work is focused around the strategic and evidence-based use of technology in teaching and learning and he is currently leading a Jisc funded project on Digital Literacies that aims to transform the development of graduate attributes. Mark is interested in assessment and feedback as well as the holistic student experience from both entry into and post graduation.

Mark has a broad teaching experience ranging from Foundation to MSc/PhD and is involved in scientific and pedagogic research. Mark has successfully led numerous funded educational projects, was a core team member of the Jisc Making Assessment Count project and now manages a Jisc national student change agent project. His work is focused on promoting good practice, supporting the student/staff experience and realising opportunities, to tackle head-on the challenges faced by the HE sector.

## **Edge Hill University Student-Led Teaching Awards – Things that Students Value**

### ***Edge Hill University Students Union***

This session will focus on the emerging themes from the data gathered during the Edge Hill University Student-Led Teaching Awards process. The Students Union will share some headlines illustrating what students value in their teachers, personal tutors and those with learning support roles.

**Session 1****1.1 A novel approach to developing, assessing and evaluating interprofessional competencies for patient safety****Presenters:** Catherine Coates and Julie Laxton**Institution:** Leeds Metropolitan University and University of Leeds**Theme:** Enhancing employability

One of the outputs of the ALPS programme was the mapping and agreement of common competencies of communication, team working and ethical practice, across five universities and sixteen different health and social care professionals, inclusive of service users and practice partners. While there is some evidence that effective teams improve service quality (Wagner 2000), it has been reported that such teams might also reduce errors. (Sliver et al 2000, Weeks et al 2001). This is now reflected in national policy in the United Kingdom; the need for multi-professional learning strongly recommended by the UK Parliamentary Select Committee (2009) on Patient Safety who asserted that: ‘those who work together should train together’ (paragraph 196). Therefore, funded by the Yorkshire and Humber Strategic Health Authority a multi-professional working group, including service users, mapped out undergraduate Patient Safety competencies, based on the original ALPS process.

This presentation will share our experience of mapping the patient safety competences based on the human factors model (Armitage et al 2011), how they presently contribute to undergraduate health professional and social care education, in particular to clinical skills, and their potential for future use in this sector. We will also share our evaluation methodology and early findings from the use of this map and to emphasise the collaborative approach required to complete this work effectively and credibly; different professionals, practice partners and higher education, service users, patient safety specialists and teaching fellows experienced in this mapping work.

**1.2 Hands on, hands off. Implications for Clinical Practice****Presenter:** Angela Hepworth**Institution:** Edge Hill University**Theme:** Enhancing employability

In an attempt to create truly experiential placement opportunities in Higher Education, The Sports Therapy department at Edge Hill University provides

placement experience at high quality sports clubs and clinics all over the country in an attempt to make the students more employable.

The aim of this session is to present the findings of a study of undergraduate students who all take part in clinical practice. These findings include answers to key research questions such as whether or not the students prefer to stay at University or go out into the industry, how far a student is prepared to travel to a placement provider, whether the students prefer one placement provider for all three years or multiple providers and the positives and negatives of the placement process from the student's perspective. The research also investigates the supervision the students receive whilst on placement. The placement process will form part of the discussion on the importance of academic staff's involvement in that placement process and the importance of the staff's role.

The intention of the session is to share good practice and to discuss some of the challenges that students, staff and the university face when providing these placements.

## **Session 2**

### **2.1 Employment expectations in a sample of first year Psychology students: embedding the HEA Psychology student**

**Presenters:** Dr Linda Kaye and Dr Elizabeth Bates

**Institution:** Edge Hill University and University of Cumbria

**Theme:** Enhancing employability

The introduction of the new fee regime has resulted in growing concerns about its impact on Higher Education (H.E) uptake, and on students' expectations of their H.E experiences (Jones, 2010). Specifically, it is speculated that students will place greater emphasis on employment prospects following university, resulting in more strategic approaches when selecting specific courses. This is supported by research highlighting students' career-related motivations for specific courses (Loeder Higson, 2009).

The current research project explored the motivations, expectations and experiences of undergraduate psychology students at two post-92 UK HEIs (Bates & Kaye, 2013; Kaye & Bates, 2013). Findings suggest higher expectations of graduate employment as a result of increased tuition fees, when compared to those students in previous cohorts this highlights the importance of providing students with an enhanced profile of embedded employability activities in order to more adequately prepare them for future employment. This led to the current initiative of integrating the Higher Education Academy Psychology Student Employability Guide (Lantz, 2011), as an essential component into the first year psychology curriculum. The intention is to develop students' critical reflections of their personal and professional development, in enhancing key employability skills. This may help achieve a greater acknowledgement of the way in which university experiences may directly impact on prospective career development, and satisfy any disparity between increased employment expectations and derived H.E experiences. The current phase measured students' awareness and engagement in personal development planning taken at the start and on completion of their first year of university.

Results of this study will be discussed in line with future implementation of this initiative.

### **2.2 Taking the tablet, a route to success?**

**Presenters:** Dr Gillian Griffiths and Gethin Foulkes

**Institution:** Edge Hill University

**Theme:** Assessment for learning

Within the Physical education and school sport degree pathway students have practical teaching modules in which they aim to improve and develop their practical teaching skills and practices. This culminates in an assessment at the end of each year (levels 4, 5, and 6) of which practical teaching is 50% of their overall module mark. Whilst the process of critical reflection is emphasised and included in student's PDP portfolio, due to a range of constraints the feedback given to the students is verbal, with no other reinforcement. This limitation has been identified but past attempts to video student practice using video cameras has proved unmanageable. On this particular course the organisation of video feedback is difficult due to large numbers (approx 150 students per year), many repeat sessions, outdoor sessions, a time consuming process with limited flexibility, and constraints related to viewing and managing the footage obtained.

The use of tablet computers could potentially supplement (augment) verbal feedback and allow the potential for further reflection upon performance through the quick dissemination of the footage via student's SD cards. In the classroom there would be the opportunity to instantly view teaching performance on a relatively large screen. Additionally this footage could be part integrated into the PDP outlined above. Identification of the areas in which the tablet computer can be used to inform practice (in relation to the module assessment) could assist teaching and learning development, and increase student's ability to apply the Gibbs (1988) reflective cycle in the longer term to improve their own delivery.

## **Session 3**

### **3 Peer mentoring – successes, challenges and future plans**

**Presenter:** Lisa Adams-Davey

**Institution:** Edge Hill University

**Theme:** Making the first year experience a success

Peer mentoring programmes are a useful way of supporting our first year students and a method of providing them with a peer contact who can assist them with settling into University life. They facilitate the retention of students who might otherwise withdraw, enrich student experience, enable students to foster new friendships, and empower them both as individuals and as a cultural group. Departments within the Faculty of Arts and Sciences have set up various mentoring programmes over the last few years and there are currently two departments (Media and Performing Arts) that are operating mentoring programmes.

This presentation will explain the programme, its scope and objectives, discuss the successes and challenges that they have encountered and share plans for 2013/14. The results of a recent on-line evaluation exercise will be communicated together with live/recorded accounts, focusing on the respective experiences of the mentor and mentee.

**Session 4****4.1 Making assessment count**

**Presenters:** Dr Peter Chatterton, Professor Gunter Saunders and Dr John Bostock

**Institution:** Daedalus; University of Westminster and Edge Hill University

**Theme:** Assessment for learning

The workshop will introduce the MAC (Making Assessment Count) framework, developed by the University of Westminster with Jisc funding. This is a broad framework, supporting the “assessment for learning” principle that supports students and tutors in getting more from feedback. It includes the use of a web-based tool called e-Reflect that helps students to strategically reflect on what they did and the feedback received (<http://www.makingassessmentcount.ac.uk>). When a student completes a questionnaire, their responses are processed by e-Reflect to generate a report that contains feedback ‘tailored’ to their responses. The student can then write/reflect further in an online learning journal, which can be shared with their personal tutor to support the personal tutorial process and the student’s own development plan (PDP).

The MAC framework has been customised by a range of HE institutions to suit their specific A&F needs & contexts. For instance, Cardiff Metropolitan University used MAC/e-Reflect (integrated into Blackboard) in the Sport/Exercise Science programme during the first year induction period, to help students reflect and create action plans for completing their first summative assignment. Similarly, City University used MAC/e-Reflect (integrated into Moodle) in an undergraduate Journalism programme. The evaluated benefits of MAC include helping students to better engage with assessment criteria, more independent learning and improved dialogue between students, peers and tutors. The e-Reflect tool has been further developed into an online tool called Feedback+ that can be seamlessly integrated into (LTI-compliant) VLEs, such as Moodle and Blackboard (<https://sites.google.com/a/my.westminster.ac.uk/feedback-plus/home>). Feedback+ is also cloud based on the Google app engine platform which means it is a readily scalable and affordable solution that can be adopted by any institution.

The workshop will describe MAC/e-Reflect and case studies, together with the evaluation across all the institutions and then invite the audience to discuss how MAC/e-Reflect can be implemented in their own institutions.

## **Session 5**

### **COOCs: using popular education principles in designing a learning platform for the community**

**Presenter:** Peter Shukie

**Institution:** University Centre Blackburn College

**Theme:** Leading change in the teaching and learning arena

This paper explores the pedagogical and socio-cultural implications of broadening learning and teaching to a non-professional, community-led approach. The paper begins from a recognition of a shift in the ways that learning is delivered, through initiatives such as the Khan Academy, Sugata Mitra's 'Hole in the Wall' investigation into Self Organised Learning Environments (S.O.L.E.) and the growing significance of MOOCs (Massive Open Online Courses). What happens when these transformative practices are taken outside the contexts of the curriculum, and the institution, and allow for a localised, community context to emerge in an online learning platform? This research is based on the development of a Community Open Online Course (COOCs) that replicated some of the features of MOOCs but in a non-academic, local and community-led context. The focus is on giving individuals and groups without access to a wider audience the opportunity to consider how they can share their interests and knowledge in an online space.

Operating from a concern with popular education and critical perspectives in education, the theoretical basis of Paulo Freire and Myles Horton is linked closely to the technology related 'popular technology' approach of Virginia Eubanks (Digital Dead End, 2011. MIT Press). Here, issues of ownership and hierarchy are challenged and the roles of teacher/ student and the location of learning are challenged. By asking questions of what learning is, and who does it, the COOCs project offers a challenge to conventional, institution based education and allows for reflection on what the challenges are when non-professional, non-traditional teachers/ students form a learning community based on interest and a desire to create meaning. The paper is based on the initial stages of the author's PhD thesis and highlights some of the initial responses in the formation of the project and how COOCs present new forms of learning.

## **Session 6**

### **The power of student involvement: using posters as a teaching tool in managing large classes**

**Presenters:** Dr Remi Aduradola and Professor Bolanle Akeredolu-Ale

**Institution:** Federal University of Agriculture, Nigeria

**Theme:** Adding value to large group teaching

Over the years the number of candidates seeking admission into Nigerian universities has increased. Not all applicants are successfully placed into the universities. At the Federal University of Agriculture, Ogun State, Nigeria, the number of new intakes has increased from about 1500 to about 3500 in the past 3 years. This situation has further compounded the problem of managing large classes, a challenge that teachers and students were facing before the phenomenal increase. To overcome this challenging situation, and to improve the content of teaching and learning of language and literary skills; students are encouraged to work in groups using posters, graphic illustrations and PowerPoint presentations for the two compulsory communication skills courses that are offered by all first and second year students.

Our presentation is a descriptive overview of some of the imaginative posters used by students exhibiting their ingenuity, creativity and artistic abilities as they relate the contents of their discussions to the immediate happenings in their environment. Overall, teachers have developed closer intimacy with students and are able to introduce new skills and variety of digital applications for the promotion of mlearning, elearning and professional development with the utilization of viable resources for managing large classes. The communication skills classes are lively, activity-based, participatory and learner-centred. Essentially, we hope to promote the use of posters, graphic illustrations and PowerPoint presentations as effective tools for teaching, assessing and managing large classes in Higher Education Delivery in Nigeria.

## **Session 7**

### **A suggested computer program for Dewey Decimal Classification and some other library services and processes in the digital library of Minia**

**Presenter:** Dr Inas Mandour

**Institution:** Minia University, Egypt

**Theme:** Assessment for learning

This study concerns with the design and application of a suggested computer program in the digital library of Minia University in Egypt. A training program is also designed and used to train 10 individuals from the teaching staff members and 15 individuals from the educational technology student in Minia University. The working staff members (50 individuals) were asked to compare between the suggested computer program and the existing program in the digital library in regard with the general and specific technical features and criteria.

This study uses the scanning and application methodologies. According to these methodologies, the study uses different tools including the questionnaire, the suggested computer program (designed with Microsoft Visual Basic version 6), a performance test (pre- and post- test), an observation card and a training program designed with Microsoft Power Point. The results have shown that there is a statistical difference between the average scores of the teaching staff members and education technology students in using the suggested computer program in the pre- and post- tests in favour of the post- test due to training them. The results also show that there is a statistical difference between the response scores of the library working staff members about the availability of the general and technical criteria in the existing computer program and the suggested computer program in favour of the suggested computer program.

**Session 8****8.1 Planning learning for the needs and interests of students during transition to higher education****Presenters:** Dr John Bostock and Jane Wood**Institution:** Edge Hill University**Theme:** Student induction and transitions

Transition in education at any level benefits from an established and wide ranging literature which includes transition for young people into education and transition between educational institutions. Predictably, starting at a new educational institution will involve multiple changes: physical location, peer relationships, social and academic expectations and levels of control. In this workshop presentation we explore practicalities facing educational practitioners (here lecturers) who are planning for learning for those starting university. Wenger's Community of Practice (CoP) - A key factor in understanding transition is through the term 'trajectory' into the new community of practice. Wenger (1998) identifies different forms of trajectory, which provide interesting characterizations of students in transition:

- Peripheral trajectories
- Inbound trajectories
- Insider trajectories
- Boundary trajectories
- Outbound trajectories

Identity is not, in this theoretical perspective, a stable or static notion. Instead Wenger (1998) proposed that:

- Identity is fundamentally temporal.
- The work of identity is on-going.
- Because it is constructed in social contexts, the temporality of identity is more complex than a linear notion of time.
- Identities are defined with respect to the interaction of multiple convergent and divergent trajectories.

What does this mean in terms of planning? Both the lecturer and the student have specific but varied and connected roles which converge in the classroom or lecture theatre. Therefore in this workshop delegates are encouraged to reflect on their existing practice and acquire an awareness of their students and their needs particularly during transitions. A fundamental yet crucial consideration of inclusivity during transition is that all students are entitled to learn in environments which consider HOW they learn and HOW they are taught.

References available on request.

## **8.2 Is there a delay in the initial reporting of dyslexia in higher education learners? An exploratory study.**

**Presenter:** Paul Henderson

**Institution:** Edge Hill University

**Theme:** Emerging challenges and improving student success

I intend to present the findings of a small-scale research study that aims to establish if learners with dyslexia routinely report this learning condition at their entry point into Higher Education. Factors involved in delayed reporting of dyslexia will be further examined and discussed.

The impetus for this study is two-fold. Firstly there has been increased interest and pedagogic discussion around students with learning disabilities such as dyslexia over the last two decades. Secondly, greater student diversity in line with Widening Participation policies has resulted in modern Higher Education learners no longer being homogenous learners and thus bringing a varied range of learning styles to the Higher Education classroom.

The study will conclude with further suggestions and/or recommendations to enhance the learning and teaching experience.

## **Session 9**

### **9.1 Supporting transition: From FE to HE and between academic levels. A practical solution.**

**Presenter:** Carol Wilson

**Institution:** Edge Hill University

**Theme:** Student induction and transitions

This initiative was based on student feedback from a variety of formal and informal sources and was introduced in 2010 initially for FD students. However, the success of the day has meant that we now offer this to all Applied Health and Social Care students progressing from 1st to 2nd year, irrespective of programme. The initiative has been accepted for publication in this years' national 'Compendium for Effective Practice'. Foundation Degree students experience a study day whose aim is to assist their transition from level 4 study, delivered within a Further Education environment, to level 5 which is delivered in a Higher Education setting. The aim of the day is to encourage a feeling of identity within the students, allay the fears and anxieties of those transferring to a Higher Education environment and prepare them for academic writing at level 5. Although it cannot be proved that the introduction of the Transition Day has improved student retention, impacted on academic ability or fosters a sense of identity, qualitative anecdotal evidence from evaluation forms distributed at the end of the day suggests that this student-focused activity has met its' proposed aims.

Evaluation was overwhelmingly positive with the students reporting increased confidence, that they were more relaxed and better prepared regarding level 5 expectations: 'Very informative and interesting day'. 'I was very informed throughout the day and was reassured about starting my second year' 'Overall, I have enjoyed the day and feel more comfortable and supported moving from FE to the Edge Hill Campus'. Those students studying at partner colleges commented that they found the experience of attending a 'formal' teaching session at the University to be a positive one that increased confidence and had enhanced aspiration. A number of them expressed that they would now consider coming to the University for their top-up year, rather than either not continuing to level 6 or 'making do' with what was available at a local level. The information we obtained from feedback regarding the transition day has also been cascaded to those departments who provided input to the day and thus again, improve student experience overall. Minor amendments have been made regarding the focus of some of the academic activities in the study skills module. An enhanced focus on the improvement of basic academic writing skills such as referencing and paraphrasing has been introduced; as this is what the students felt they needed the most support in.

### **9.2 Touchy feely teaching in the large group setting**

**Subtitle:** How emotive subjects like spirituality, grief and bereavement and breaking bad news can effectively be delivered in a lecture theatre.

**Presenter:** Alexandra Swift

**Institution:** Edge Hill University

**Theme:** Student induction and transitions

Having practiced as a palliative care nurse educator for the last seven years, the transition to university lecturer has undoubtedly been an incredible challenge. On entering the world of academia from the stage of what Benner (1982) refers to as a proficient practitioner I now found myself back to the stage of novice- certainly a very humbling experience! Due to my palliative care background, the majority of my teaching concerns very emotive topics such as spirituality, loss and bereavement, and breaking bad news - all sensitive subjects that have traditionally only been taught in small group settings. Being asked to teach these subjects in a lecture theatre to 180 pre- registration nursing students filled me with terror. I did not see how this could possibly work. The risks were plentiful. What if a student became distressed? How could I maintain their interest in these much less exciting non clinical subjects? And how could I possibly assess the prior knowledge of such a large group?

My presentation will highlight the various aspects of this journey and transition, including how it can be possible to reduce some of the anxiety and embrace my new identity as an academic, but also maintain my identity and role as a clinical practitioner. It will also feature how some elements of the nurse patient relationship can be utilised within the lecture theatre. Combining the role of both nurse and lecturer has assisted me in developing a toolkit of methods and strategies to enable the effective delivery of these “touchy feely” topics within the large group setting, and actually achieve what I had considered eighteen months ago to be the impossible.

## **Session 10**

### **10.1 HE drop in – evaluation of a truly inclusive project**

**Presenters:** Daniel Robinson and Hannah Savage

**Institution:** Edge Hill University

**Theme:** Student induction and transitions

The 'HE Drop-in' was an innovative project aimed at better preparing students for life at university. In 2011, applicants with additional needs were targeted and in 2012, in collaboration with the Media Department, this was extended to all 210 applicants as part of a more inclusive and proactive approach. The programme had six main objectives:

- innovative
- To orientate students to study at HE level and to the Edge Hill student experience
- To aid retention by increasing student confidence and signposting access to essential services at the right time
- To provide peer support and the opportunity to make new friends before the September start.
- To establish support requirements (academic and pastoral) at the earliest opportunity
- To engage and spark excitement for the subject and enhance the student experience
- To engage participants in a range of projects set by academic staff

The event took place from July 26th to July 28th 2012 and 25 applicants participated in a range of activities including group projects and presentations, access to library resources and support and social opportunities (including orientation to the campus and to Ormskirk). Attendees also had regular group meetings on a daily basis to plan and reflect on their learning. On the final day the student groups presented their project work to the rest of the group. The work produced was of a very high standard and the students created their own website on which to house the projects: (<http://gfcooper.wix.com/life-on-the?ref=nf#!>)

Outcomes: There was 100% retention on the programme and all participants fully engaged with the academic and social activities. All participants are currently on-programme and expressed they felt better prepared. The opportunity for social and networking experiences were particularly valued and participants kept in touch over the summer. Opportunities for mentoring participants attending the 2013 programme were well received. Informal and formal feedback via a survey of the attendees was very positive and demonstrated the value of the experience both academically and socially. The true measure of the events success is still being realised with further interaction with the participants. The presentation aims to be as interactive as possible with attendees fielding questions about what they got and are still getting from the project.

## **10.2 Building bridges with China: collaborative opportunities to enhance international experiences for students and academics**

**Presenters:** Veronica Vernon and Cathy Griffiths

**Institution:** Edge Hill University

**Theme:** Internationalisation and international students' experiences

Higher Educational Institutes are continuously seeking to strengthen their own international portfolio and the provision of opportunities for international experiences may serve as a contributory factor (King et al 2010.) China has undergone substantial changes and rapid development in health care over the past five years and this may go some way in understanding the increased activities between China and the UK in nurse education (Wong and Zhao 2012). The initial work to develop a strategy to strengthen the international portfolio of the Faculty of Health and Social Care at Edge Hill University began in January 2012 and this presentation will outline the 3 stages of this strategy. Stage 1 included the development of a 2 week Summer School held at Edge Hill University for student nurses from South West China in July 2012. Stage 2 saw the design and delivery of a bespoke teaching programme in China by 2 nurse academics and 6 pre-registration student nurses in September 2012 and Stage 3 concerned the development of a 3 month educational programme at Edge Hill University for 3 Chinese academics from September to December 2012.

This presentation will critically reflect upon all 3 stages of our partnership with China. It will include an exploration of the benefits of a 'buddy system' for visiting international students; a critical analysis of the recruitment and selection of students chosen to deliver a 3 week bespoke knowledge exchange programme in China and a critical reflection upon the main features of a 3 month educational programme, with a specific focus on what the visiting academics valued. The presentation will draw upon the presenters' first-hand experience of collaborating with a nursing college in rural China, providing the opportunity to share good practice and lessons learnt.

References available on request.

## **Session 11**

### **An early insight into HE study: the Head Start pre-induction project**

**Presenters:** James Fraser, Nadine Sunderland and Sarah Rushton

**Institution:** University of Cumbria

**Theme:** Student induction and transitions

The Head Start Project is a pre-induction module designed to give students an early insight into studying at University. The project is a university wide collaboration between information literacy and academic skills specialists, learning technologists and faculty staff. The module has been running for a number of years using a blended learning model. Last academic year a dedicated team were tasked with creating an online version using the university's virtual learning environment (VLE) that would be made available to students who would be joining the university for 2012/13. Over 400 students participated with a 93% pass rate. Information Literacy teaching staff have reported that there has been a marked improvement in the confidence and level of academic literacies of new starters who undertook the module. The content of the module covers learning styles, academic writing, referencing and information literacy.

This workshop will discuss the journey that the team have taken to get Head Start up and running and reflections will be offered on the challenges faced, feedback received from students via two post-module surveys (staggered six months apart) and also how Head Start has been developed for students starting in 2013/14. Workshop participants will have the opportunity to 'test drive' the module and provide feedback and share experiences of similar projects running in their own institutions.

**Session 12****Project DigitISE: linking digital literacy and employability****Presenter:** Emma Woods**Institution:** University of Westminster**Theme:** Enhancing employability

The Information Services department at the University of Westminster secured Jisc funding to explore students' attitudes towards the relationship between digital literacy and employability. The recent addition of the digital literacy lens to the SCONUL Seven Pillars of Information Literacy (SCONUL, 2012) shows the growing interest in this area and its importance to employability has been highlighted (Knight, 2011). The work is being carried out by a project board and a delivery group, which includes members of staff from across the University who have an active interest in this area. We have named the Project "DigitISE", which stands for Digital Information Skills for Employability, and colleagues involved with the project take turns in writing for its blog (<http://blog.westminster.ac.uk/jisc-employability/blog/>). A questionnaire was circulated to find out about students' attitudes towards digital literacy and this was followed up by some focus groups. A one day conference, "Get the Digital Edge", is being held in March for students to discover more about the links between their digital literacy skills and their employment prospects. In outline the project's remit has been to:

- Research student attitudes to and take up of technology, the skills required to use it effectively and the relevance of these skills to their employability
- Research what messages are effective in persuading students of the relevance of the full range of digital literacy skills for employability
- Test the above with a one day conference marketed at undergraduates to take place in March 2013
- Integrate the delivery of such skills through multidisciplinary teams
- Produce a draft policy for the University around digital literacy skills
- This presentation will include:
  - An introduction to the project
  - Key findings of the questionnaire and focus groups
  - A report on the "Get the Digital Edge" conference
  - Plans for the future

References available on request.

## **Session 13**

### **Supporting students to build up positive mental health and resilience**

**Presenters:** Liz Diamond, Dr John Bostock and Hazel Devereux

**Institution:** Edge Hill University

**Theme:** Student induction and transitions

“If within an organisation, people are falling into the stream up-river and the counselling service finds they are pulling them out down-river, then there is a duty to go up river, find out what is happening and stop them falling in the first place” (Egan and Cowan, 1979) This workshop draws on research and findings from three key areas;

- Academic research and analysis of factors that impact upon retention and engagement (Edge Hill University, 2011; Rose – Adams, 2012)
- Findings that relate to mental wellbeing and preventative work, including work on risk factors ( Papyrus, 2007; Royal College of Psychiatrists, 2011)
- Real life experiences and expertise of academic staff and support staff (Pinkey 2011, EHU student services consultation, 2010)

This workshop aims to facilitate the sharing of experiences and strategies, focusing upon key transition points towards the start and end of the academic year alongside periods of peak pressure and expectations in order to:

1. Minimise the number of students ‘falling in’
2. Help those that do fall in to get out quickly, get back on track and positively reconnect
3. Identify key transition and risk points and work out practical ways to work proactively around them

The workshop is underpinned by research that highlights the multiple and complex factors that influence student retention (Rose-Adams 2012) and student success (Tinto, 1997; Yorke and Longden, 2004). However to recognize the interaction of academic and personal issues that influence success, the workshop also looks at transition points through the lens of mental wellbeing and the recommendations that reflect this specific discourse. The workshop aims therefore to bring together two different but complimentary perspectives and in so doing identify and strengthen the opportunities to work proactively and preventatively to support students using a ‘whole institution’ approach to teaching and learning.

References are available on request.

## **Session 14**

### **14.1 A public health experience in Sub Sahara Africa**

**Presenter:** Terry Keen

**Institution:** Edge Hill University

**Theme:** Internationalisation and international students' experiences

This presentation will be used as a teaching tool in the pre-registration nursing curriculum as presenting health promotion in its basic component in health, public health, education and infrastructure. It would promote the importance of local and individual empowerment, national and local health promotion issues as well as contributing to the internationalisation agenda.

In the classroom the experience would be presented using the PowerPoint images which would pave the way for discussion and sharing of experiences which would aim to develop a variety of learning opportunities including;

- Appreciation of different views of the concept of Health and Mental Health from different cultural perspectives
- Confirm that infrastructure, wealth and education are intrinsically linked to positive health experiences
- Analysis of Government and Global legislation and initiatives in relation to local and global health issues and their effect on wellbeing.

Zambia is one of the poorest nations in the world ranking 165 out of 177 with 80% of the population living on less than a \$1a day and close to 58% classified as being 'extremely poor'. The poor continue to lack access to one or more of the basic necessities such as adequate food, health and educational facilities, safe water, clothing and shelter which has a major consequence on health, morbidity and mortality on individuals and the wider community. The impact and the rampant spread of HIV/AIDS and TB have been particularly severe and around 1.2 million out of a population of 14 million Zambians are now infected with AIDS and almost 600,000 children have been orphaned by these illnesses. Life expectancy is about 52 years. Poor nutrition and living conditions impinge on health and, even with the high rates of TB, HIV, STI's and other communicable illnesses, health, health promotion and public health issues are not of the highest priority and large proportions of the population have scant access to modern health care with a significant proportion of the population relying on local 'Faith Healers'. Among the poor, urban migration rates are high with the vast majority living in slums. Most housing units in these areas are often poorly constructed with mud walls and floors and in certain instances makeshift tents. Overcrowding exists in the majority of these houses and a lack of natural light, proper sanitation, humidity, insulation and ventilation are common problems.

In October last year I worked with a charity 'Habitat for Humanity' to build a sustainable dwelling in Lusaka in Zambia. When building homes families contribute all or some of the cost by having an interest free mortgage over an agreed number of years, however in some circumstances, as was the case for the family we were building for, are so poor and vulnerable that only a full charitable intervention in the whole cost will suffice. My experience also covered public health issues which included visiting an orphanage where the majority of the children's parents died of AIDS and/or TB and a large percentage of the children (about 80%) had contracted these illnesses themselves.

My experience will add to the curriculum subjects such as health promotion, public health, sanitation, and infrastructure as discussed above.

## **14.2 (Repeat session) Taking the tablet, a route to success?**

**Presenters:** Dr Gillian Griffiths and Gethin Foulkes

**Institution:** Edge Hill University

**Theme:** Assessment for learning

Within the Physical education and school sport degree pathway students have practical teaching modules in which they aim to improve and develop their practical teaching skills and practices. This culminates in an assessment at the end of each year (levels 4, 5, and 6) of which practical teaching is 50% of their overall module mark. Whilst the process of critical reflection is emphasised and included in student's PDP portfolio, due to a range of constraints the feedback given to the students is verbal, with no other reinforcement. This limitation has been identified but past attempts to video student practice using video cameras has proved unmanageable. On this particular course the organisation of video feedback is difficult due to large numbers (approx 150 students per year), many repeat sessions, outdoor sessions, a time consuming process with limited flexibility, and constraints related to viewing and managing the footage obtained.

The use of tablet computers could potentially supplement (augment) verbal feedback and allow the potential for further reflection upon performance through the quick dissemination of the footage via student's SD cards. In the classroom there would be the opportunity to instantly view teaching performance on a relatively large screen. Additionally this footage could be part integrated into the PDP outlined above. Identification of the areas in which the tablet computer can be used to inform practice (in relation to the module assessment) could assist teaching and learning development, and increase student's ability to apply the Gibbs (1988) reflective cycle in the longer term to improve their own delivery.

## Notes