Advance HE Teaching and Learning Conference 2019

Northumbria University, Newcastle

Day two, 3 July 2019

Sector Priorities

Contents

Keynote: TBC
Keynote (60 minutes) Room 001, 10:00-11:00
TBC

Parallel Session 1, 11:20 – 12:20

GEN1.1: HE training in compassion for high performance group work: What virtual reality is offering
Dr Theo Gilbert and Mr Andrew Marunchak, University of Hertfordshire
Workshop (60 minutes), Room 213, 11:20-12:20

In studies from Neuroscience, Clinical Psychology and Anthropology, compassion (noticing the distress or disadvantaging of oneself or others, and acting to reduce or prevent that) dismantles anti-group behaviours - e.g. individualistic competitiveness and 'free loading' - and enhances levels of critical thinking in teams/groups. The practical micro skills of compassion are therefore becoming credit-bearing on some HE degree programmes. Growing demands in HE for related training in this area has driven the development of a cost-effective, user-friendly virtual reality programme to deliver this. This presentation includes clips of video footage from within our VR simulation to show progress on this.

GEN1.2: Emotion regulation for learning: Skills for addressing the anxiety epidemic in the classroom
Dr Denise Meyer, University of Portsmouth
Workshop (60 minutes), Room 214, 11:20-12:20

Students generally are perceived as more anxious and stressed than they used to be, and ever-increasing numbers of students are declaring mental health conditions. Teaching staff can correspondingly feel under increasing pressure to understand these conditions and adapt their teaching practices to accommodate to them. This workshop is not about making every teacher an expert on mental health conditions, but instead introduces a simple model for understanding emotion regulation and its relevance to successful learning. The workshop will offer opportunities to apply the model as a useful foundation for building skills for resilience into the curriculum.

GEN1.3: Graduate attributes: Hallmarks as a measure of success
Dr Harriet Dunbar-Morris, Dr Jason Oakley and Mr Gavin Knight, University of Portsmouth
Workshop (60 minutes), Room 221, 11:20-12:20

This workshop will first identify the hallmarks of the Portsmouth Graduate (a set of graduate attributes) and how, focusing on employability, we are using them to great effect at university, faculty, school and course-level to drive student engagement with their education. Taking a university, faculty, school and course-level approach, participants will be asked to engage with the 'hallmarks', focusing on their application within a curriculum-revision exercise. Participants will be encouraged to share their own institutional approaches. The activity will explore opportunities and challenges the use of graduate attributes pose, and lessons learnt that can be applied in other institutional settings.

GEN1.4: Can big data offer person-centred support for students?

Ms Sarah Parkes and Ms Helen Bardy, Newman University Birmingham
Interactive breakout session (60 minutes), Room 222, 11:20-12:20

Thomas (2012; 2017) identifies the importance of human interaction and belonging to retention work, whilst learning analytics solutions are prompting us to use 'big data' techniques to drive targeted personalised support to 'at risk' students (Gordon, 2014). This interactive session will explore and discuss the tensions between 'big data' and human-centred support for students through the experiences of transdisciplinary learning analytics work at Newman University. Our reflections on a series of student-staff partnerships across 2016-18 that designed, delivered and evaluated pedagogic interventions will invite participants to consider the implications of such work for their own practice.

GEN1.5: Bewitched, bothered and bewildered: How to have better feedback conversations

Mrs Anne Wilson and Mrs Katie Grant, Royal Literary Fund
Workshop (60 minutes), Room 223 A, 11:20-12:20

Research suggests that a constructive feedback dialogue is essential to student learning (Nicol 2010). Students should be active in the conversation (Nash and Winstone, 2017) which should involve trust (Ashwin, 2015) and honesty (Carless, 2013). In focus groups at Brunel University, both students and staff admitted feeling awkward about feedback conversations and avoid them when possible. So how do you manage a conversation where there are strong feelings on both sides? In this workshop, two Royal Literary Fund Consultant Fellows with extensive experience of working with students explore what makes a constructive feedback conversation, and share techniques to benefit both student and tutor.

GEN1.6: How can curious, playful thought incite intuitive pedagogy?

Ms Jane Bartholomew, Nottingham Trent University
Workshop (60 minutes), Room 223 B, 11:20-12:20

This workshop is aimed at lecturers at any point of their career to engage in opportunities to question, unpack and review existing preconceptions of what motivates and engages today's students. Doctoral findings from a case study using qualitative research methods (narrative and semi-structured interviews - with managers, lecturers and students), provides participants with the context to encourage a playful approach whilst reflecting on their pedagogic practice. This is an interactive session with the principle aim being to facilitate time to reflect and share ideas, culminating in developing a take-home 'Pedagogy Action Card' with its focus on creating autonomous learners.

GEN1.7: The PROPHET framework shaping tomorrow: Tackling emerging challenges today

Mrs Paula Shaw and Dr Pauline Green, University of Derby
Workshop (60 minutes), Room 224 B, 11:20-12:20

How can we tackle educational challenges on the horizon, today? This workshop introduces strategic planners and practitioners to a planning framework to investigate organisational practices and take control of their educational needs. Through this highly interactive workshop participants will explore an 'Horizon Report' challenge and collaboratively produce a refined framework to address those specific pedagogic and educational planning needs.

Having actively worked through the framework, participants will be equipped with a tool that is ready to be applied to emerging trends and challenges within their own institution.

GEN1.8: Curriculum internationalisation in HE: Strategies for putting theory into practice

Dr Anthony Manning and Dr Silvia Colaiacomo, University Of Kent
Workshop (60 minutes), Room 224 C, 11:20-12:20

During this session participants will first be introduced to theoretical concepts in internationalisation of the curriculum. This will be followed by strategies for applying theory to context of participants' institutions.

GEN1.9: Embedding global leadership skills for first year undergraduates: Using storyboards for virtual projects

Dr Catherine Salzedo and Dr Casey Cross, Lancaster University
Workshop (60 minutes), Room 226, 11:20-12:20

This workshop will consider the challenges of engaging interdisciplinary students in an online module embedding employability and leadership skills. We will discuss how storyboarding can be an effective way of capturing and streamlining module aims and outcomes by giving students and educators a visual and narrative overview of what the module achieves. Storyboarding will also be used within the workshop.

GEN1.10: "You're not like a real professor": Informalising and personalising support in UK higher education

Dr Peter Wolstencroft, Coventry University and Dr Kay Calver and Ms Fran Hudson, University of Northampton
Interactive breakout session (60 minutes), Room 227, 11:20-12:20

This session will look at the support offered to non-traditional students at two UK universities who have taken an innovative approach to this issue. The research completed shows that whilst students view the centralised support provided in broadly negative terms, what has made the difference has been an approach that stresses the human aspect of support. In addition, they expressed a desire for an informalisation of the local support mechanisms available. This personalisation process, coupled with a view of transition that covers students' entire time at university can promote a sense of belonging and satisfaction amongst students

GEN1.11: How technology can enhance written feedback: An interactive showcase

Mrs Sally Ohlsen and Mr Luke Miller, University of Sheffield
Interactive breakout session (60 minutes), Room 215, 11:20-12:20

Feedback is one area which many universities consistently score poorly on student satisfaction surveys. This interactive session will showcase how technology has been developed that can be used to aid the feedback process to improve the consistency of quality and quantity of written learner feedback and help speed the processes involved. The session will allow delegates 'live' access to this innovative tool to support markers and share findings from the evaluation of the tool by staff and students at the University of Sheffield. The session aims to encourage debate and discussion on the future direction of technology in enhancing written feedback.

GEN1.12: Authenticity: From a popular buzzword to a meaningful concept

Dr Iain Cross, St Mary's University Twickenham and Dr Alina Congreve, Climate KIC
Interactive breakout session (60 minutes), Room 216, 11:20-12:20

Developing innovative learning experiences that are 'authentic' is important to enable students to engage with complex societal challenges. This interactive breakout session critically explores the challenges of authenticity in curriculum design from an interdisciplinary perspective, drawing on good practice in disciplines where authenticity is well-developed (e.g. Law, Medicine, Urban Planning). Expert panellists will debate the practical and pedagogical aspects of authenticity, followed by an interactive workshop for participants to explore their own challenges and experiences of embedding authenticity. The session aims to move the debate about authenticity forward from a popular 'buzzword' to a meaningful concept to enhance curriculum design.

GEN1.13: Designing with threshold concepts and authentic assessment for entirely digital learning

Professor Gilly Salmon, Online Education Services (OES) and Swinburne University of technology, Melbourne
Workshop (60 minutes), Room 220 A, 11:20-12:20

A chance to update on key concepts in Carpe Diem learning design methodologies, how to engage all stakeholders in truly collaborative and future-proofed design for online education.

GEN1.14: Advance HE Wales

Dr Joan O' Mahony, Advance HE
Workshop (60 minutes), Room 220, 11:20-12:20

TBC

Parallel Session 2, 13:20 – 14:20

GEN2.1: Sharing the spotlight: Striving for innovation in teaching excellence through a case-based, blended learning curriculum

Miss Megan Blease and Mrs Anna Byrom, University of Central Lancashire
Workshop (60 minutes), Room 213, 13:20-14:20

A priority for Advance HE is to embrace and discover innovation for teaching excellence with a focus on innovative teaching practices and pedagogies. At the University of Central Lancashire, we have developed a case-based learning (CBL) curriculum for our BSc (Hons) Midwifery programmes. This workshop will showcase this innovative and blended approach to learning by exploring how other disciplines may facilitate the same excellent student learning experience within their own disciplines.

GEN2.2: Social class: Pedagogy, curriculum and interdisciplinary learning

Dr Neil Speirs, University of Edinburgh
Workshop (60 minutes), Room 214, 13:20-14:20

The tapestry of interdisciplinary learning (IDL) mirrors the reality of the workplace and life in general and is an enriching experience. However, imbedded class anchorage present in all curriculum, IDL or not, can actively prevent working class and poor students from fully taking

part in their education. In addition, class-based teacher attitudes and expectations can further prevent such pupils from reaching their potential. How can a critical pedagogy reveal education as truly emancipatory and allow all pupils to take part and truly experience all it offers? How does IDL then add greater value to this class-free curriculum and pedagogy?

GEN2.3: Harnessing student peer learning to meet the challenge of employability

Dr Dawn Morley, Solent University, Dr Natascha Radclyffe-Thomas, University of the Arts London and Dr Anita Diaz, Bournemouth University
Workshop (60 minutes), Room 221, 13:20-14:20

Extra and intra-curricular work-based learning can be a powerful means of fostering the increasing challenge of employability (Morley et al 2018, Radclyffe-Thomas et al 2018). However, the potential of peer learning is often overlooked in its ability to catalyse students' personal and team-building development. Using case studies from Ecology and Fashion, this workshop introduces 'curriculum design for employability (CDE)' to identify how students' employability skills can be embedded in their programme design either as part of the curriculum, or as an extracurricular activity, through a peer learning activity. Delegates will have the opportunity to apply the CDE criteria to their own programme design and critique its worth as a curriculum design tool.

GEN2.4: From transactional induction to meaningful transition. The Student Retreat: A radical rethink of student transition to HE

Dr David Smalley, University of Sussex and Mr Vishal Patel, Xpand-ed
Workshop (60 minutes), Room 222, 13:20-14:20

Traditional induction involves one-way delivery of information about the campus, course, and administrative tasks like IT logins etc. In this session we present an alternative approach to induction/transition that prioritises developing a sense of connectedness and social capital among students. We invite attendees to experience the benefits of these facets first-hand by means of interactive and immersive activities adapted from part of our own transition programme, The Retreat: An away day for our 400+ new students that takes place in the first week of their degree.

GEN2.5: Suggesting choice: Inclusive assessment practices

Dr Ceri Morris and Ms Emmajane Milton, Cardiff University
Workshop (60 minutes), Room 223 A, 13:20-14:20

Recently, the quality, nature and processes surrounding assessment and feedback in higher education have received much attention (Evans, 2013; Sambell 2016). The aim of inclusive pedagogy is to eliminate exclusion (UNESCO, 2009), and Advance HE advocates for anticipatory and inclusive assessment processes to comply with the Equality Act 2010 (HEA, 2012). The aim of this session is to enable delegates to explore inclusive assessment and feedback practices. Delegates will discuss the strengths and challenges of inclusive assessment and feedback design, and have the opportunity to consider applying the principles of universal design and inclusive pedagogy to their own assessment practices.

GEN2.6: Is excellence in education part of your institutional strategy and practice?

Dr Jacqueline Leigh, Dr Sian Etherington and Mr Chris Procter, University of Salford
Workshop (60 minutes), Room 223 B, 13:20-14:20

Valuing educational research is fundamental to institutions aspiring to high TEF scores. The University of Salford has recently formed the 'Salford Community for Excellence in Education', to foster an institution-wide ethos for research-informed teaching practice, inspire the academic community and cultivate excellence in teaching and learning. This interactive workshop will allow participants to explore their experiences of educational research innovation, strategies as drivers of excellence in teaching and learning practice as well as obstacles faced. Participants will share their experience of the impact on their own institutional practice, generating approaches for ongoing cross-institutional community building.

GEN2.7: E-quipped to engage: Building classes without walls

Dr Kate Wiseman, All Nations Christian College
Workshop (60 minutes), Room 224 B, 13:20-14:20

This workshop aims to inspire those involved in blended and immersive teaching and learning to find new ways of building vibrant, technology-enhanced learning communities that bring together campus-based and 'online' learners within integrated cohorts. Participants will explore the concept of the 'class without walls', have an opportunity to develop their skills in building a multicultural community between participants in different time zones and locations, identify good teaching practice within integrated cohorts, and explore how to engage learners cognitively, personally and practically - 'head, heart and hands' - within integrated learning environments.

GEN2.8: Rethinking HE pedagogy for diverse learners studying a dual programme in China

Dr Alyson Lewis and Dr Rebecca Georgis, Bath Spa University
Interactive breakout session (60 minutes), Room 224 C, 13:20-14:20

This interactive session aims to explore three key questions relating to inclusion and diversity in HE settings. Firstly, what is it like for English as Second Language (ESL) learners studying a dual programme? Secondly, to what extent can pedagogical approaches associated with young children be incorporated into HE? Thirdly, what changes are needed in order to make our HE teaching more inclusive for diverse learners? Participants who attend the interactive session will engage in dialogue, reflection, and small group activities to address these key questions. The session provides a space for participants to share experiences, listen and network.

GEN2.9: Criticality, risk taking and fun: Futureproofing HE

Ms Portia Ungley, Kingston University
Workshop (60 minutes), Room 226, 13:20-14:20

Why are students so risk averse while employers are crying out for risk takers? In this workshop, I will consider the implications of the push towards employability, and suggest an interdisciplinary solution, which is both agile and futureproof through the inclusion of criticality, risk taking, and fun. For example, can using tools such as psychometric tests, competency frameworks and co-created student/staff contracts help students understand the explicit transferability of group work in higher education into multiple workplace scenarios? Is

it a useful service to the students or pandering to employers who may change their collective minds? To whom is an HEI's priority?

GEN2.10: Developing strategies that work: An institutional approach to student induction, transition and retention

Dr Dawne Irving-Bell, Edge Hill University

Interactive breakout session (60 minutes), Room 227, 13:20-14:20

Effective induction supports students' transition into higher education and can have a positive impact on retention. Alongside an introduction to their specific programme, learners also require support at specific transition points, particularly where the academic level of learning outcomes increases, and more autonomous and independent learning is expected. Adopting a crowdsourcing approach this session aims to provide delegates with the opportunity to express and exchange ideas, to share opinions, and to seek out new knowledge in order to support the creation of strategy suitable for use within their local context with the ultimate goal of improving students' university experience.

GEN2.11: Reconceptualising assessment to promote student learning, resilience and wellbeing

Dr Jennifer Hill, Miss Gemma Malcolm, Miss Sophie Keywood and Mr Harry West, UWE, Bristol

Workshop (60 minutes), Room 215, 13:20-14:20

In this workshop we present results from a longitudinal mixed-methods study which evidences that dialogic feed-forward assessment asserts a positive influence on the undergraduate student experience in a number of interrelated cognitive and effective ways. Staff-student dialogue impacts positively upon learning, uncovering emotion and enhancing resilience and wellbeing. Through activities and discussion a staff-student team will encourage workshop participants to reconceptualise assessment and feedback as a collaborative process at a number of scales within their institutions. Participants will be encouraged to plan assessment approaches conscious of student stressors and emotions, maximising the potential for sustainable learning and academic success.

GEN2.12: Bridging the cultural divides in digitally enhanced teaching and learning: The Digital Learning Director initiative at the University of Nottingham

Dr Cristina De Matteis, Dr Nick Mount, Dr Neil Hughes, Dr Cecilia Goria and Dr Richard Windle, University of Nottingham

Workshop (60 minutes), Room 216, 13:20-14:20

This interactive workshop explores the cultural divides and mindsets that impede engagement with technology-enhanced teaching and learning in higher education, and which consequently limit the impact of digital technology and innovation on teaching excellence. We will introduce the Digital Learning Director initiative at the University of Nottingham, and describe our work to foster cultural change in this arena. We will argue that this new approach, based on the values of nurturing, collaboration and dialogue, is helping to bridge cultural divides and foster better understanding of different stakeholder priorities and needs, hence providing a solution for institutions to overcome these barriers.

GEN2.13: What does innovation in teaching and learning look like to you?

Miss Clare Denholm, UWE Bristol
Interactive breakout session (60 minutes), Room 220 A, 13:20-14:20

Emerging findings from phenomenographic research on perceptions of innovations in learning and teaching, challenge the common view that we hold shared understanding of what innovations in learning and teaching are. In this interactive session, participants are invited to reflect upon their own perceptions of innovation in teaching and learning and consider how these may differ from those of their colleagues. This will lead into an ideas exchange on how discussing understandings of the term in local contexts could have a significant beneficial impact on effectively communicating and promoting engagement in 'excellent' practice and in effectively translating strategy into practice.

GEN2.14: Principal Fellow networking session

Professor Sally Bradley, Advance HE
Workshop (60 minutes), Room 220, 13:20-14:20

TBC

Parallel Session 3, 14:30 – 15:30

GEN3.1a: Putting a BAT into TEL

Dr Simon Sneddon, University of Northampton
Oral presentation (20 minutes), Room 213, 14:30-15:30

This session will be an introduction to a new model for mapping the best appropriate technology (BAT) for delivering technology enhanced learning. The BAT approach has been borrowed from Environmental Law and industrial pollution control, and has been adapted to the TEL environment. If adopted, the model would allow for the development of a central depositary for research into the use and effectiveness of different technological interventions, while allowing those at the cutting edge of technological L&T research to develop the future BAT standards.

GEN3.1b: Developing an excellent student digital experience

Mrs Sarah Knight and Mrs Ruth Dysdale, Jisc
Oral presentation (20 minutes), Room 213, 14:30-15:30

Universities are increasingly working in partnership with their students on the development of their digital leaning environment. As a result, students experience a digitally enabled learning experience which better meets their needs and offers them the digital skills they require for the workplace. But do we really know how students are using technology to support their learning? This presentation will share the 2018 national results from 37,000 further and higher education students who completed the Jisc digital experience insights survey on their expectations and experiences of technology. The presentation will also discuss the implications from the findings for developing an excellent digital experience for all students.

GEN3.1c: The impact of mobile learning on students' engagement and performance

Dr Sahar Al-Sudani, University of Kent

Oral presentation (20 minutes), Room 213, 14:30-15:30

Mobile learning has been used in various contexts in higher education and it has been suggested that effective learning takes place when students work collaboratively using mobile applications. This presentation covers the experience of incorporating a mobile application "Kahoot" in a case study with computing students of the University of Kent. Kahoot has been utilised to engage students in non-traditional questions and answers learning mode, which is more dynamic and interactive. Students reflected on what they have learnt during lectures and classes while answering Kahoot tests. This presentation is to share the experience of using the tool in term of implementation and its impact on students' engagement and performance.

GEN3.2a: The wins and the pitfalls: Designing an inclusive learning environment at a British university Law School

Mrs Tina McKee and Mrs Rachel Nir, University of Central Lancashire

Oral presentation (20 minutes), Room 214, 14:30-15:30

How does a university department make sure its curricula and teaching methods are genuinely inclusive and effective for all of its students. The ethnicity attainment gap is well recognised nationally but departments struggle to know how to close it. Only a small number of universities have undertaken a process of democratising and de-colonising their degree courses. The Lancashire Law School has adopted a proactive and creative approach to diversifying the curriculum and we are keen to share our experiences and insights.

GEN3.2b: Effective use of lecture capture and inclusive education

Dr Louise Robson, University of Sheffield

Oral presentation (20 minutes), Room 214, 14:30-15:30

Blended approaches in learning and teaching, utilising digital technologies along with traditional approaches, enhances the student experience by providing opportunities for students to work to their individual strengths. One technology that is becoming increasingly common across the sector is lecture capture of live lectures. However, while lecture captures are seen as a valuable resource by students, particularly those with additional learning support needs, students do not always instinctively know how to use captures effectively. This session will explore the approaches being adopted at an institutional level by the University of Sheffield to address this issue.

GEN3.2c: Academic leadership at the programme level to address the BME attainment gap

Dr Helen Barefoot, Ms Judy St John and Ms Amanda Yip, University of Hertfordshire

Oral presentation (20 minutes), Room 214, 14:30-15:30

This session will provide an overview of a recent project funded by a Leadership Foundation Small Innovation Award. The aim of the project was to support academic leadership at the programme level to enable inclusive curriculum enhancements. Following attendance at workshops that focused on promoting inclusive curriculum approaches, structured interviews were conducted with 30 programme leaders. The interviews enabled examples of inclusive practice to be identified as well as challenges and barriers to enhancing inclusive practice.

The project thus enabled the integrated discussion of leadership, equality and learning and teaching.

GEN3.3a: We do business, we don't just talk about it
Mrs Kathy Daniels, Aston University
Oral presentation (20 minutes), Room 221, 14:30-15:30

Students studying postgraduate programmes need to gain knowledge, but to be attractive in the employment marketplace they also need to develop the skills that employers are looking for. Giving extracurricular activities to develop such skills only reaches a limited number of students. To achieve effective employability outcomes, therefore, there is a need to embed employability in the curriculum. This session will explain how this has been achieved by creating a tailored, points-based Professional Development Programme, creating a business clinic run by students and working closely with a national charity.

GEN3.3b: TBC
Oral presentation (20 minutes), Room 221, 14:30-15:30

TBC

GEN3.3c: Cultivating positive habits of mind in higher education
Dr Paula Zwozdiak-Myers, Brunel University London
Oral presentation (20 minutes), Room 221, 14:30-15:30

Habits of Mind (HoM) is a relatively new innovation in learning and teaching, gaining currency in particular learning organisations at this time. They have potential to build students' capacity to learn, which is essential if learners are to stay abreast of the rapidly changing aspects of work, technology and society. This session reports the preliminary findings of research into HoM undertaken with Level 2 undergraduate students. Participants will be able to identify where in their own curriculum design and planning, modes of assessment and pedagogical approaches to teaching and learning they might incorporate HoM to build their students' employability skills and capacity to learn and thrive within the 21st Century as life-long learners.

GEN3.4a: Understanding and improving the postgraduate taught student experience
Dr Lisa Coneyworth and Dr Judith Wayte, University of Nottingham
Oral presentation (20 minutes), Room 222, 14:30-15:30

Postgraduate taught students have an extensive range of prior experiences, knowledge and learning styles. Although these students have prior experience of higher education, it is becoming increasingly apparent that the rapid transition to higher-level study is often associated with anxieties and concerns that may negatively impact upon their learning. This presentation will highlight the findings of a project completed at the University of Nottingham that aimed to explore potential challenges and anxieties experienced by postgraduate taught students both prior and post-arrival. We will share best practice and provide recommendations to ease this transition and improve the postgraduate taught student experience.

GEN3.4b: "It's stress but it's worth it": Students' experience of balancing the competing demands of study, employment and family obligations

Dr Susan Cooper, Plymouth Marjon University
Oral presentation (20 minutes), Room 222, 14:30-15:30

This paper presents the findings from a qualitative study that aimed to develop deeper understanding of students' experiences of balancing the competing demands of full-time study, employment and caring responsibilities. The cohort under study were students on a vocational, professionally qualifying three-year degree course, the majority of whom are widening participation students; mature women with children. The aim of the research was to identify the perceived positive and negative consequences in order to understand the needs and resources of these students and to consider the mechanisms the university can offer to support students who have work and caring commitments.

GEN3.4c: Addressing the mental health crisis among UK postgraduate research students: An Office for Students funded peer support initiative

Miss Sophie Homer, University of Plymouth
Oral presentation (20 minutes), Room 222, 14:30-15:30

Postgraduate research students (PGRs) are particularly at risk of mental health problems, often due to the isolated nature of their studies, but do not seek support due to perceived stigma. In this OfS-funded project, PGRs were offered workshops led by trained and experienced peers. The project takes a prevention-rather-than-cure approach. It aims to increase mental health literacy and prevent escalation of issues by encouraging self-monitoring, increasing resilience, and promoting good working practice. Peer delivery is key to facilitating networks of support and reducing stigma. Project content and evaluation data are discussed along with lessons for the sector.

GEN3.5a: Designing and delivering innovative practice in assessment and feedback with Class OneNote

Mrs Anna Byrom, Ms Kerry Pollard, Ms Colette Fuller and Ms Emma Thirkell, University of Central Lancashire
Oral presentation (20 minutes), Room 223 A, 14:30-15:30

At UCLan, with the help of a Senior Learning Technologist, we have dedicated time and resource into using the OneNote App (a part of Office 365) to help to bridge the gap between innovative practice in assessment and feedback and employability skills. This session will share insights into our development and application of OneNote as an effective learning and assessment strategy, using three main case illustrations. Firstly, through e-Portfolios linked to professional reflection and preparing students in midwifery; secondly, through gamification and enabling formative assessment of student learning; and finally, through OneNote learning tools which have enabled a deeper understanding of languages.

GEN3.5b: Improving the promptness of assessment feedback through a traffic light display system and early moderation process

Dr Helen Driscoll, University of Sunderland
Oral presentation (20 minutes), Room 223 A, 14:30-15:30

Providing effective assessment feedback is crucial for student achievement. However, one prerequisite for effective feedback is that it is timely. Relatively poor scores on the NSS item 'Feedback on my work has been prompt' suggest timeliness is an issue across institutions

and subjects. This session details the implementation of two interrelated projects designed to improve promptness of feedback and ensure that students recognise when feedback is prompt - a traffic light system to display feedback times to staff and students, and introduction of early moderation processes. These initiatives were associated with a 35-point increase on the NSS item the following year.

GEN3.5c: Diversifying online examination provision: Exploring ways to deliver authentic assessment in a secure environment

Dr Rebecca Gill, Newcastle University
Oral presentation (20 minutes), Room 223 A, 14:30-15:30

Newcastle University's well-established online exam service uses the institutional virtual learning environment for automatically marked tests on university-owned PCs, to deliver 20,000 secure high-stakes exam sittings each year. Ever-increasing demand and the need for more diverse exam types presents several challenges. The Diversifying and Expanding Online Exam Provision project launched in 2017-18, investigating moving written exams online, and exam delivery on students' own laptops. Initial evaluation indicates high student satisfaction, while academic staff report improved legibility and the ability to mark with greater fairness. The 2018-19 phase of the project explores opportunities to introduce more diverse, innovative types of online exam.

GEN3.6a: How the Centre for Innovation in Higher Education drives and enhances multi-disciplinary pedagogic innovation/Inspire to aspire: The impact of inquiry-based and team-based learning strategies on developing undergraduate science students' research skills/P

Dr Simon Pratt-Adams, Dr Emma Coonan, Dr Paul Dyer, Mr David Jay and Mr Paul Driver, Anglia Ruskin University
Oral presentation (60 minutes: 55 minute presentation, 5 minutes Q&A), Room 223 B, 14:30-15:30

This is a themed session consisting of four linked presentations exploring how the Centre for Innovation in Higher Education supports innovative teaching and pedagogic research across Anglia Ruskin University:

1. **How the Centre for Innovation in Higher Education drives and enhances multi-disciplinary pedagogic innovation:** This session will show how CIHE works with academic colleagues from various subject backgrounds to design creative, rigorous educational research, evidence the impact of their teaching, attract funding, and produce high-quality scholarly publications.

2. **Inspire to aspire:** The impact of inquiry-based and team-based learning strategies on developing undergraduate science students' research skills: This project evaluates the impact of flipped, inquiry-based and team-based learning on student satisfaction and research skills acquisition by comparing the performance of two cohorts of students on a shared Research Skills module. This parallel cohort structure, with over 200 students, facilitates a data-rich comparison of the impact of these active learning strategies on the acquisition of research skills and methods, and on student engagement and scientific aspirations. This presentation will share findings from the first and second phases of analysis, and discuss strategies for embedding active and reflective learning techniques successfully into large-group teaching.

3. **Piecing it together: Evaluating the jigsaw technique:** The Jigsaw Technique is increasingly valued in higher education as an active learning method. This presentation will

give an overview of the technique and its pedagogical roots, and share how the approach has been adapted and integrated into a range of discipline-specific contexts across all five faculties at Anglia Ruskin University, including Forensic Science, Marketing, Nursing and Sociology. Delegates will discover how the jigsaw technique can foster a collaborative learning community and build students' confidence and engagement. The presentation will share initial findings on the impact of the technique on students' development of pedagogical literacies across the five faculties.

4. **Using virtual reality to develop students' empathy, reflection, and decision-making:** The use of immersive technologies for education is an emerging field and the impact of this approach needs to be better understood. This presentation will explore how we have approached the design, production and deployment of an immersive community care scenario for nurses, set in a service-user's home. It will outline the theoretical grounding that informed this project and discuss the affordances of digital inscription - the overlaying of information such as questions, prompts and interactive media - and how these can be exploited in virtual reality environments to support the development of empathy, reflection and decision-making skills.

GEN3.7a: Constructive failure: Bringing failure back to classrooms for better student success
Dr Chianu Dibia, Dr Foteini Kravariti and Dr Emeka Oruh, University of Portsmouth
Oral presentation (20 minutes), Room 224 B, 14:30-15:30

Anti-failure teaching and learning practice popularises multi-disciplinary scholarship; yet, contemporary reality highlights the need for creating a learning environment that prepares learners to deal with the challenging adversities of today, including failure (see Bothwell, 2018). Building on the constructive failure theory (Clifford, 1984), this study aims to propose a relevant module for higher education institutions. The paper initially provides a debate on the theoretical underpinnings of constructive failure. It also addresses the questions: How should a module on failure be designed, as well as to what extent can it bring innovation in teaching and learning across disciplines?

GEN3.7b: Metrification of learning as a risk factor to innovative practice?
Ms Rebecca Rochon and Mr John Knight, Buckinghamshire New University
Oral presentation (20 minutes), Room 224 B, 14:30-15:30

Students welcome the multidimensional learning afforded by innovative teaching and assessment. However, the increasing reliance on metrics to evidence teaching excellence may present a risk to innovation in learning and teaching (Gordon and McKenna, 2018). Research examining the benefits of multi-disciplinary live brief assessment at L5/6 suggests that the development of soft skills, for example, is largely unrecognised by formal institutional metrics. At a time when there is increasing pressure on teaching academics to produce measurable results, resource-heavy innovative practice may be side-lined in favour of less resource-intensive approaches that provide similar metric-friendly outcomes.

GEN3.7c: The potential of learning analytics to redefine quality learning and teaching in higher education
Professor Christine Spratt and Dr Christine Armatas, Hong Kong Polytechnic University
Oral presentation (20 minutes), Room 224 B, 14:30-15:30

This session will argue that learning analytics has the potential to redefine 'cultures of quality' (after Little 2016) in learning and teaching in higher education as it can put the evidence to lead quality improvement explicitly in the hands of users, that is, faculty and

students. The presentation will first critique current perspectives on quality improvement in learning and teaching in higher education. It then presents our developing curriculum evaluation model and research strategies using learning analytics. Our approach aims to illustrate the potential of learning analytics to empower faculty and students to contribute more fully to quality improvement.

GEN3.8a: Online journal clubs: An innovative opportunity to develop skills and community?

Dr Fiona Moorman and Dr Karen New, The Open University
Oral presentation (20 minutes), Room 224 C, 14:30-15:30

We report a proof-of-concept pilot investigating the development of Online Journal Clubs. Our pilot was evaluated capturing real-time perceptions within each Club; feedback was positive suggesting that students valued the opportunity to participate. We have expanded OJC, in terms of infrastructure and audience and discuss our preliminary findings. We suggest OJC may provide a low-risk environment facilitating development of ICT confidence/competence critical reading, evaluation and communication skills. By sourcing and informally sharing news of importance to them, participation in OJC may increase ownership for learning hence provide a transformative experience for students, which will be carried through to formal study.

GEN3.8b: Thinking creatively: Making films of poems on mobile phones

Dr Kieran O'Halloran, King's College London
Oral presentation (20 minutes), Room 224 C, 14:30-15:30

Creative thinking generally, and specifically the ability to adapt innovatively to the extraordinary opportunities presented by artificial intelligence, are increasingly regarded as desirable skills in the contemporary workplace. Reflecting this, I showcase a new BA module (year 2) that I have developed - "Film, Poetry, Style" - whose purpose is to develop students' creative thinking by getting them to make something they don't normally do: films of short poems on their mobile phones from screenplays generated via close analyses of the source poems' style. The presentation is illustrated by a short film poem made by a student on the module.

GEN3.8c: Innovating critical thinking development across the curriculum: How good are we?

Ms Hilary Wason, Kingston University
Oral presentation (20 minutes), Room 224 C, 14:30-15:30

This paper will discuss an interdisciplinary project designed to provide students with the necessary critical thinking skills to succeed academically and in employment, and to provide staff with the resources to support this development. This innovative approach to critical thinking teaching has resulted in the development of a suite of Critical Thinking Skills Toolkits tailored to the needs of different academic disciplines. It will explain how a team of educational developers, faculty teaching staff, academic skills advisors, librarians, employers and students are collaboratively using these to develop innovative curricula to inform learning, teaching and assessment practice to support progression and attainment.

GEN3.9a: Developing a virtual internship programme to enhance the career outcomes of part-time students

Mr Michael Bower, The Open University

Oral presentation (20 minutes), Room 226, 14:30-15:30

Significant emphasis is placed by employers on the importance of graduates gaining relevant work experience to supplement their degree. For full-time students, this typically takes the form of an internship, often gained through a sandwich year placement. Part-time students, however, are usually excluded from benefiting from these opportunities due to additional barriers faced through their personal circumstances. This session will outline how The Open University is establishing a virtual internships project to enable part-time students to access more flexible work experience opportunities and offer the opportunity for other institutions to benefit from resources being developed as part of it.

GEN3.9b: How to design, develop and deliver teaching excellence in degree apprenticeships

Ms Fliis Miller and Mr Andy King, Nottingham Trent University

Oral presentation (20 minutes), Room 226, 14:30-15:30

Degree apprenticeships provide a number of opportunities to develop innovative approaches to curriculum design, shifting the focus away from on-campus learning to the workplace. This new form of delivery places greater emphasis on the development of valid work-related curricula. To date the focus for the sector has been on delivery of the 20% 'off the job' learning. This session explores work undertaken at NTU on developing an immersive approach, where thinking in course design is focused on integrating the 80% 'on the job' through work-based learning curriculum. Discussion will be used to generate considerations for optimal approaches to curriculum design.

GEN3.9c: Practical, contrasting, contemporary approaches to work-integrated learning

Dr Elizabeth Miller and Dr Augusto Newell, Pearson College London and Mr Rod Brazier, St Patrick's College London

Oral presentation (20 minutes), Room 226, 14:30-15:30

Looking for innovative ways to integrate work based learning? Does your institution demand challenging employability success rates? Do you want your students to be engaged in the classroom while also developing their soft skills? This session will explore practical approaches to work-integrated learning at two different London higher education institutions (HEIs). It will demonstrate how experiential learning can be used in the teaching of a range of students, especially degree apprentices, and to improve the employability of traditional HE students.

GEN3.10a: Bridging the gap: Using a live project to enable students to develop the key skills needed to thrive in higher education

Ms Rebecca Bushell, University of South Wales

Oral presentation (20 minutes), Room 227, 14:30-15:30

This research outlines an innovative approach to tackle diverse cohorts entering higher education without the necessary skills and experience to enable them to engage with the process. The initiative uses a live project as a vehicle to teach students the essential key skills to succeed in higher education, while building their confidence and aspirations. This project focused on Chinese direct entrant students but is transferable to other student

groups. The research aims to establish if live projects are an effective tool to enable students to develop the essential skills needed to learn in higher education. The objective of the research was to determine the impact on student engagement, integration and performance.

GEN3.10b: Teaching and learning in a global context: Best practice for supporting international students

Dr Xin Zhao, University of Sheffield and Ms Olivia Johnstone, CJZ Intercultural Consultancy and Oral presentation (20 minutes), Room 227, 14:30-15:30

This session will enhance staff understanding of issues and challenges international students face during their transition into the UK HE environment, with a particular focus on China. It will help staff to tailor teaching and support to students in a global context, and provide staff with a space to address common challenges in teaching and supporting international students. The session will aim to enhance staff understanding of challenges that students face (both international and home) when studying in a global context, and equip staff with the skills to support students of diverse backgrounds.

GEN3.10c: Working moon: An innovative case study of Arts pedagogy for international students in HE: Working with Chinese students and teachers in six cities in China

Mrs Yu Lun Eve Lin, University of the Arts London and Mr Tim Stephens, University of Brighton

Oral presentation (20 minutes), Room 227, 14:30-15:30

'Working Moon' essentially iterated a three-day workshop for art students and a one-day presentation and discussion with art teachers in China across six cities in the summer of 2019. By facilitating these sessions we gained insights into the transition of Chinese students generally, and regionally, both to, and back from, western universities. In describing our experiences as postgraduate art professionals, lecturers and researchers, one of us Taiwanese, the other British, this case study brings together an innovative example of intercultural work in international arts pedagogy. The portfolio work produced along with the case study methodology will also be discussed.

GEN3.11a: Using multimedia to deconstruct the assessment

Ms Nicola Harris and Dr Ilona Johnson, Cardiff University
Oral presentation (20 minutes), Room 215, 14:30-15:30

This session aims to outline cross-disciplinary techniques for the development of multimedia resources which enable targeted assessment of student skills and the outcomes of application. We will present learning and outcomes from a project at Cardiff University which explored the use of multimedia for enhancing assessment across multiple professional and academic disciplines.

GEN3.11b: Use of e-learning within staff development to improve assessment and feedback

Mr Nick Prior, Nottingham Trent University
Oral presentation (20 minutes), Room 215, 14:30-15:30

The session will explain the work undertaken at NTU to address two identified areas of enhancement: firstly, to improve the student experience of assessment and feedback, and secondly, to improve staff engagement with professional development opportunities. The approach taken focused on a flipped learning methodology, integrating an innovative eLearning resource with face-to-face active learning. The results suggest this approach was

successful, engaging far more staff than more traditional delivery methods and resulting in positive changes in assessment and feedback working practices.

GEN3.11c: Migrating to electronic assisted marking (EAM): A case study
Ms Gloria Visintini, University of Bristol
Oral presentation (20 minutes), Room 215, 14:30-15:30

The objectives of this session are (1) to describe the migration of marking from paper to online that has been taking place in the Schools of Arts, Humanities and Modern Languages at the University of Bristol, and (2) to show how academic leadership, at different levels, has played a fundamental role in the success of such a complex process. This, in particular, will involve presenting how the migration process was organised and managed across schools; how this change of practice has been received by the stakeholders involved; and how the EAM migration process will move forward in the future.

GEN3.12a: Teaching Statistics to non-specialists
Dr Lindsey Leach and Dr Adrian Bromage, University of Birmingham
Oral presentation (20 minutes), Room 216, 14:30-15:30

Think back to the last time you were taught Statistics. Can you describe the experience in three words? From many people we hear words like boring, difficult, or frustrating. Statistics training is crucial for enabling students to engage with their studies, but it presents students and staff across disciplines with a set of particular challenges, including a lack of enthusiasm and confidence. In this session, we share the story of the Transform Statistics Project, which has brought together academics from diverse subjects to discuss these challenges, share best practice, and develop better online resources for teaching and learning of Statistics.

GEN3.12b: Cross collaboration in Law and Forensic Science
Mrs Louise Hewitt and Ms Linda Brownlow, University of Greenwich
Oral presentation (20 minutes), Room 216, 14:30-15:30

Taking learning beyond the subject area is the approach that has been taken by Law and Forensic academics at the University of Greenwich. The cross-module collaboration started two years ago between students taking Law of Evidence on the LLB Law programme and students on the Forensic Science programme. This presentation will set out how the innovative interdisciplinary activities provide a unique perspective of the criminal justice process, whilst enabling students to develop their own understanding of the importance of both fields of practice in the criminal justice system.

GEN3.12c: The Professional Officer Scheme: A pedagogical innovation for a university of applied learning
Dr Han Tong Loh, Singapore Institute of Technology
Oral presentation (20 minutes), Room 216, 14:30-15:30

The aim of this session is to describe the employment of a new group of teaching cum research employees at a university of applied learning in which these 'Professional Officers' serve to complement traditional academics in educational and research objectives that align well with industrial needs. The session will describe the concept of the scheme, its implementation, its successes and the challenges faced as this is something new in Singapore and probably most parts of the world.

GEN3.13a: Using the campus as a learning landscape for excellence
Dr Andrew Cox, Dr Tim Herrick, Dr Myles Jones and Dr Leo Care, University of Sheffield
Oral presentation (20 minutes), Room 221 A, 14:30-15:30

Seeing the campus as a learning landscape prompts us to reflect on how movement and being in different places affects how we think and what we learn. This paper reports the results of an innovative study using a combination of participatory walking interviews with a campus map-making task on how students make use of the campus space in their learning, and how excellent teaching can encourage them to use it in a richer way. It will provide participants with inspiring examples of how to use space differently as an aspect of excellent teaching.

GEN3.13b: Making inspiration mainstream: Innovative pedagogies for the real world
Dr Maria Kukhareva, University of Bedfordshire and Dr Carina Buckley, Solent University
Oral presentation (20 minutes), Room 221 A, 14:30-15:30

In our session, we reframe innovation as a mainstream activity for real-world learning highlighting practices that while in themselves might be innovative in their approach or formulation, nevertheless are presented as standard and integral to the learning experience, thus keeping them real, achievable and effective. We introduce a three-stranded model for innovative practice, each strand based on different understandings of the teaching space. Teaching spaces should be flexible enough to contain innovation and inclusive enough that learners feel motivated to engage (King et al, 2015). The teaching space can be physical or digital, individual or institutional; in each case it is a space for roles and responsibilities to be negotiated and knowledge to be actively constructed.

GEN3.13c: Introducing InVEnTA: A tool for easily creating interactive virtual landscapes and models for learning and assessment
Dr Damien Mansell, Dr Steven Palmer and Dr Anne Le Brocq, University of Exeter
Oral presentation (20 minutes), Room 221 A, 14:30-15:30

Learn how the InVEnTA tool uses advances in geospatial and visualisation technology to develop free-roaming interactive virtual environments. Environments may be created from (often freely available) datasets made by satellite, UAV, kite-based photography or handheld/smartphone cameras. This data forms the basis of virtual representations (of fictional and real environments) for teaching and learning, and is combined with digital objects, text, multimedia attachments and environmental conditions (e.g. weather) to form an interactive virtual environment. The software facilitates two pedagogical approaches – one where students learn by exploring pre-made environments and another where students are assessed on the way they construct environments.

GEN3.14a: Encouraging teaching excellence through local discipline-specific pathways to accredited fellowship (The Edinburgh Teaching Award)
Dr Catriona Bell, Advance HE and Dr Kirsty Hughes and Dr Jill Mackay, Royal (Dick) School of Veterinary Studies
Oral presentation (20 minutes), Room 220, 14:30-15:30

Gaining accredited HEA (Advance HE) fellowship requires successful engagement with the written reflection process and the UK Professional Standards Framework. Local pathways to accreditation may help to facilitate this by providing a bridge between discipline-specific

practice, pedagogic CPD and literature, and the reflective process. The Edinburgh Teaching Award offers local (within School) mentoring, discipline-specific CPD, and supported reflection to align an application with the UKPSF. A longitudinal (>3 years) qualitative evaluation has identified associated motivators, barriers, benefits and challenges amongst participants. This scheme has achieved voluntary academic engagement levels of >55% and may be of interest to other institutions.

GEN3.14b: Supporting student employability through the UKPSF
Dr John Bostock, Edge Hill University
Oral presentation (20 minutes), Room 220, 14:30-15:30
Curricular design that combines academic, subject-related practical and transferable skills to meet the needs and expectations of employers, industries, and professional bodies is of tremendous importance. This has wide implications for teaching staff so, through UKPSF, it is essential to identify and explore these developmental needs. Staff should be afforded opportunities to develop their conceptual and procedural knowledge around the developing of student employability skills, to build repertoires of varied techniques and activities within teaching, assessing, and subsequent evaluating, and to amass knowledge of a variety of resources, grounded within their own discipline and at various levels.

GEN3.14c: Understanding the complexity of global partnerships: Thailand and Australia a cross-cultural case study
Dr Ian Davis and Professor Abby Cathcart, QUT and Dr Panarat Rattanaphanee, Queensland Academy of Teaching and Learning (QALT)
Oral presentation (20 minutes), Room 220, 14:30-15:30
There are now more than 100,000 HEA Fellows globally, many from institutions outside of the UK. Suranaree University of Technology (SUT) was the first university in Thailand to become a member of Advance HE (formerly the HEA) with many staff now recognised as Fellows. Their strategy was to partner with Advance HE and staff from QUT in Australia working to collaboratively enhance teaching and learning. This presentation examines this cross-cultural partnership, exploring emerging issues such as cultural translation, practice and institutional impact. Developed by researchers from Australia and Thailand we discuss the complexity of this context and make recommendations for future global partnerships.

Poster Presentations, 15:30-16:00

GENPOST: Challenging academic identity
Mrs Angela Lawrence, Staffordshire University
Poster presentation, Ground Floor Lobby, 15:30-16:00
The research behind this poster seeks to understand how changing consumer (student) behaviour, particularly in the context of digital conversations, impacts upon academic identity within an HE environment that encourages digitalisation. The behaviour of students is explored across three dimensions; the identification of students as consumers, the mind-set of students as a degree owner and the student demand for digital conversations, within an environment where the first two dimensions exist. These three dimensions are seen to contribute towards a significant overall change in student behaviour that impacts on academic identity.

GENPOST: Integrating employability resources to strengthen student–personal tutor partnerships

Dr Ann Macfadyen, Dr Antony Mellor and Mr Gerhard Fehringer, Northumbria University
Poster presentation, Ground Floor Lobby, 15:30-16:00

The Teaching Excellence Framework has resulted in an increased focus on personalised learning, as part of the wider learning environment, and on graduate employment, as an indicator of student outcomes and learning gain. One element of the academic role which is fundamental to both these considerations is that of the personal tutor. This poster will explore the challenges involved in the creation of a tool designed to help personal tutors facilitate student reflection on their progress and to signpost them to a range of employability resources and opportunities, and the strategies used to overcome these. The aim of this poster is to raise awareness of the ways in which personal academic staff can be supported to develop the personal tutor aspect of their role.

GENPOST: Strengthening the implementation of research informed teaching (RiT) through student involvement: Research informed learning (RiL)

Dr Aster Mekonnen, GSM London
Poster presentation, Ground Floor Lobby, 15:30-16:00

It is widely acknowledged that teaching and research should not be seen as independent activities (Griffiths 2004, Healey 2005, University Alliance & HEA 2016). Engaging undergraduate students with research could be difficult, more so in the early stage of their studies. Teachers should create enthusiasm for research by introducing students to current research and delivering teaching that incorporates research in a way that stimulates student learning. RiT to RiL explores a three-step process for strengthening RiT practice, supported by a developmental model that reflects the institution's emphasis on professional practice. It then proposes a way for capturing students' perception of research, learning and its value (RiL) to strengthen the implementation further.

GENPOST: Designing blended learning: What have we learnt? Applying our learning to help support our educators and students

Mrs Carmen Miles, Arden University
Poster presentation, Ground Floor Lobby, 15:30-16:00

This poster explores how we can shift 'the way we do things around here' in order to bring about change. Using technology to support teaching and learning is not a new concept, but have we mastered it? Do we know what is expected from us in blended learning contexts? And what do we expect from our students? This poster explores the role of the lecturer, and the student within blended learning and the use of the virtual learning environment to support their roles.

GENPOST: Beyond disciplinarity: Insights into the development of teaching Ontology, Epistemology and Philosophy on an interdisciplinary professional doctorate pathway

Dr Catherine Hayes, University of Sunderland
Poster presentation, Ground Floor Lobby, 15:30-16:00

The overarching aim of this poster will be to illuminate the concept of applied epistemology in the context of knowledge acquisition in work-based learning. The objectives of the poster will be threefold: to provide an insight into the relative differences that can exist between

different types of knowledge; to illuminate where knowledge is contextually situated in different signature pedagogies; and to consider how the differences and contextual nature of knowledge can be effectively established, articulated and applied in the wider context of doctoral research praxis.

GENPOST: 'Knowledge decay' in EAP and bridging the gap between semesters/years of study
Mr David Krygier, University of Nottingham Ningbo China
Poster presentation, Ground Floor Lobby, 15:30-16:00

The majority of EAP students often approach their break in between semesters without a clear strategy on how to best retain the skills and knowledge they have gained previously. This study aims at finding ways to mitigate 'knowledge decay' as research into this area is scarce. The study compares student reading and writing performance before and after their winter holiday as well as two different approaches to increase knowledge retention using reflections of students and staff. Various ways to prevent the loss of knowledge and academic skills will be evaluated.

GENPOST: Measuring the development of graduate attributes
Dr Dominic Mahon, Nazarbayev University
Poster presentation, Ground Floor Lobby, 15:30-16:00

This poster presents the results of a study into the development of graduate attributes and their predictors. Longitudinal data on graduate attributes, motivation and capabilities were collected from foundation year students at the beginning and end of their studies. Quantitative analysis revealed that while students develop certain attributes such as conscientiousness, they manifest a decrease in intrinsic motivation and the capabilities associated with stress and affiliation. Furthermore, the factors of intrinsic motivation and stress were revealed to be important predictors of the development of generic graduate attributes.

GENPOST: Culture shock: Adapting to and from conventional teaching and work-based learning
Mrs Jan Jones and Mrs Deborah Scott, University of Chester
Poster presentation, Ground Floor Lobby, 15:30-16:00

This poster charts the developments required when moving between teaching conventional undergraduate and postgraduate timetabled business programmes, work-based apprenticeships and negotiated learning degrees. How is excellence achieved and employability supported? What is required in order to realise the potential of negotiated work-based distance learning to be an inclusive and effective blended learning experience?

GENPOST: TBC
Ms Katie Stripe, Imperial College London
Poster presentation, Ground Floor Lobby, 15:30-16:00

How do you maximise curriculum review, the publication of a digital baseline and VLE templates? You do them all at the same time!

GENPOST: Joint and combined honours degrees and employability
Ms Louise Pigden, University of Derby
Poster presentation, Ground Floor Lobby, 15:30-16:00

There has been a sustained increase in the popularity and number of combined or joint degrees in UK universities, which represents approximately 10% of all undergraduates. This significant and special way of learning therefore warrants scrutiny. Combined degrees enable students to enrol on two or more subjects, with varying levels of integration of the courses. What is the intrinsic value of such degrees especially in relation to graduate employability and career opportunities? This poster examines the nature and relative attractiveness of combined degrees and explores the employability of combined honours degree graduates in comparison with single honours degree graduates.

GENPOST: Using value-added data to better inform staff action in addressing the attainment gap
Mr Nathan Ghann, University of Hertfordshire
Poster presentation, Ground Floor Lobby, 15:30-16:00

This poster will provide a visual summary of an OfS-funded project entitled 'Addressing Barriers to Student Success using a value-added metric and inclusive curriculum approach'. The aim of the project was to highlight differences in attainment which cannot be explained by student entry qualifications or the subject of study to enable effective action and cultural change. Once the data had been disseminated at programme level, staff attended Inclusive Curriculum workshops where they received the University of Hertfordshire Inclusive Curriculum toolkit as well as Kingston University's Inclusive Curriculum framework to take informed action to address gaps in their own practice.

GENPOST: Trust me, it's complicated
Mr Paul Colwell, Royal Central School of Speech & Drama
Poster presentation, Ground Floor Lobby, 15:30-16:00

With innovation comes the risk of new ideas and practices being met with scepticism from the outset, through to failure upon conclusion. What impact can trying out new ideas have on students' trust in their tutors? Building on a small pedagogical action research project on trust, this poster seeks to draw educators' attention to "one of the most fascinating and fundamental social phenomena, yet at the same time one of the most elusive and challenging concepts"(Lyon, Möllering and Saunders, 2012).

GENPOST: "Empty box" curriculum at The Open University: Designing innovative opportunities for students and stakeholders
Professor Peter Taylor, Miss Helen Cooke and Mrs George Curry, The Open University
Poster presentation, Ground Floor Lobby, 15:30-16:00

This poster will provide an overview of the Open University's innovative interdisciplinary module, 'Making your learning count', which allows students to supplement learning completed through Open Educational Resources (OERs) with additional online material from a range of different subjects, resulting in a truly personalised curriculum offer. Principles of curriculum design and case studies of how the module can be used to support different cohorts of students will be presented, as well as introducing the potential for the recognition of prior and/or experiential learning in addition to OER study.

GENPOST: Teaching and learning in partnership: Newcastle University and Seven Stories, The National Centre for Children's Books
Ms Rachel Pattinson, Newcastle University and Seven Stories: The National Centre for Children's Books
Poster presentation, Ground Floor Lobby, 15:30-16:00

This poster presentation aims to showcase collaborative teaching and learning innovations across multiple disciplines, in partnership with an independent cultural organisation. Through their strategic Vital North Partnership, in the past three years Newcastle University and Seven Stories: The National Centre for Children's Books have developed 11 teaching collaborations including English Literature, Education, Music, Geography, Business and Marketing, Creative Writing, Creative Arts Practice and Museum Studies. Students also gain skills and experience through the Partnership's programme of work placements, professional internships and joint events, ranging from energy to data and from film production to marine science.

GENPOST: Maintaining discipline identity in pre-arrival skills and educational transitions
Ms Rebecca Wilson, University of St Andrews
Poster presentation, Ground Floor Lobby, 15:30-16:00
Based on research from student development at the University of St Andrews, this poster will explore how students engage in interdisciplinary academic skills training, such as critical thinking or essay writing workshops, while maintaining subject specific identity and disciplinary-specific training. It will present a case study of workshops including two or more discipline-specific approaches on academic skills, for example, a source analysis workshop from the perspectives of Divinity and Social Anthology.

GENPOST: Designing for digital capabilities in the curriculum
Mrs Sarah Knight, Mrs Lisa Gray and Mrs Shri Footring, Jisc
Poster presentation, Ground Floor Lobby, 15:30-16:00
This poster is aimed at academic staff, whether subject specialist lecturers or other professionals involved in the curriculum (e.g. from the library, learning technology, learning support or employability teams). This poster will demonstrate how to design and deliver a digital curriculum – one that will prepare students to learn successfully in digital settings, and to thrive in a digital world.

GENPOST: Embedding wellbeing into teaching and learning practice
Dr Tracey Wornast, Canterbury Christchurch University
Poster presentation, Ground Floor Lobby, 15:30-16:00
This poster explores how the prism and matrix of wellbeing has been developed and might be used as a theoretical framework to support the everyday pedagogical and practical opportunities that embed wellbeing into the curricula. The framework provides an opportunity to consider how wellbeing might be reframed, using the student's perspective, enabling the development of innovative pedagogical practices and understanding that move beyond student satisfaction, retention and positive experiences. This poster shares how the framework has been used to foster student well-being, using proactive and holistic approaches that facilitate student independence, learning, personal development and well-being.

GENPOST: The importance of peer-to-peer learning in academic socialisation
Mrs Susan Hardman and Grigorios Theodospoulos, Brunel University London
Poster presentation, Ground Floor Lobby, 15:30-16:00

Do you ever get the feeling that your students think they know more than you do? The aim of this poster is to explore ways of directing this powerful leadership urge into effective learning for a whole cohort

GENPOST: Crossing the divide: Building relationships in the classroom, personal, social and employability
Miss Shaid Parveen, University of Law
Poster presentation, Ground Floor Lobby, 15:30-16:00
The issue of students not integrating (be it consciously or unconsciously) within the classroom is an issue which academic staff are aware of. It is a topic, which is raised within the school setting, but largely remains a taboo subject within higher education. The aim of this poster is to look at integration in the classroom and to consider whether integration is an issue in the classroom setting, examine the positives and negatives of integration and consider the implications for widening access to participation.

Parallel Session 4, 16:00 – 17:00

GEN4.1a: TBC
TBC
TBC

GEN4.1b: Creating effective spaces for learning online
Mrs Julie Clarke, Northumbria University and Ms Gail Capper, Pearson
Oral presentation (20 minutes), Room 213, 16:00-17:00
Northumbria University has collectively developed a series of pedagogical principles that underpin their approach to distance learning. These principles place collaborative and social learning at the core of the development, design and delivery of distance learning materials. The aim of this session is to share with colleagues the initial findings of a 12-month longitudinal study, using a Community of Inquiry Framework, into students' learning experiences from a social, cognitive and organisational perspective. Specifically the session will share findings on student social presence, interaction with peers and how online materials, resources and activities facilitate positive outcomes.

GEN4.1c: The Flipped Classroom Learning Ecology and the role of lecture capture beyond the classroom
Mr Matthew Mobbs, University of Leicester
Oral presentation (20 minutes), Room 213, 16:00-17:00
The Flipped Classroom Learning Ecology (FCLE) is a heuristic model that emerged from a study of experienced practitioners that have developed an expertise in the use of flipped learning in their teaching. Flipped learning is a pedagogy that is growing in popularity, however it remains 'under-theorised' (Abeysekera and Dawson, 2014, p.2). This presentation will showcase how the FCLE evolved as a theorised model that supports practitioners in designing flipped learning. The presentation will further explore how the aspects of the model have been observed in the evolving ways in which video capture technology is being utilised by educators. Participants can view and evaluate the FCLE at: http://bit.ly/FCLE_2018

GEN4.2a: Diversity Mark: Collaborating towards an inclusive curriculum

Dr Laura Bailey, Ms Jan Moriarty, Ms Justine Rush, Ms Sarah Field and Dr Barbara Adewumi, University of Kent

Oral presentation (20 minutes), Room 214, 16:00-17:00

Reading lists are an important representation of the legitimised ideas, theories and perspectives that dominate within a discipline and subject area. Reading lists guide student reading choices, which raises the question about alternative or marginalised perspectives. This session presents work being done by a cross-disciplinary working group to support academic schools to incorporate more diverse schools of thought and authors within their reading lists and to include professional services, academics and students in this process. The session illustrates the procedures necessary to bring this about, lessons learnt, and resources created by the working group that can inform future work.

GEN4.2b: Inclusion and Innovation in higher education: The example of collaborative learning and communication disorders

Professor Deborah Johnston, SOAS University of London

Oral presentation (20 minutes), Room 214, 16:00-17:00

Innovative teaching can provide both new opportunities and new challenges for people who stammer (PWS) in university. Stammering is an invisible disability that affects approximately 1% of the population worldwide. Using the example of collaborative learning, a range of assessment, social and psychological challenges can be established for those with communication impairments. However, there are also a clear set of mitigations. It is important to assess how newer or innovative methods change the dynamics of learning of different groups of students.

GEN4.2c: TBC

TBC

TBC

GEN4.3a: Employability is personal: Designing modules to support multi-disciplinary students on an extended placement year

Mrs Salome Bolton and Ms Gigi Herbert, Newcastle University

Oral presentation (20 minutes), Room 221, 16:00-17:00

In 2017 Newcastle University Careers Service began delivering an integrated placement year experience to any undergraduate student as part of their degree without having to suspend studies. The presentation will look at the approach taken to support experiential learning within an extended placement of 9-12 months to a range of multi-disciplinary students. We aim to provide an overview of the module design, discuss the blended learning approaches taken to support distance learning and reflect on the importance of the teaching and reflection process in 'honing' employability skills whilst on placement. Additionally we will reflect on student evaluation results from the first year and will highlight some of the challenges the team faces to continue to support the module as it grows.

GEN4.3b: The tripartite perspectives of learning from integrated work study programme

Dr Sok Mui Lim, Dr Yong Lim Foo and Ms May-Fung Yeo, Singapore Institute of Technology

Oral presentation (20 minutes), Room 221, 16:00-17:00

The Integrated Work Study Programme (IWSP) is a form of learning where students work in companies within their relevant industries for typically between 8 to 12 months. Our

university has made IWSP a compulsory requirement for all undergraduates. It provides students with an opportunity to integrate what they have learnt in classrooms to what is practiced in the real world, and vice versa. We aim to share how our university works with industries to facilitate the learning. Results regarding students' perception of growth in their work-related skills before and after IWSP, and supervisors' rating will be shared.

GEN4.3c: Community-engaged learning: The power of bringing the community into your classroom as co-educators
Miss Fatima Iftikhar, Student Hubs
Oral presentation (20 minutes), Room 221, 16:00-17:00

Community engaged learning, or Service Learning, is a powerful pedagogical approach that brings the community into the classroom as co-educators, and provides opportunity for students to apply classroom learning in real-world settings. In this session you will learn about the transformative impacts that this approach can have to develop engagement in the classroom and bridge the gap between learning and teaching and employability. You will see practical examples of it in practice across courses and leave with an understanding of how it could be implemented in your own institutions and classrooms.

GEN4.4a: Fostering cohort identity in a Combined Honours degree programme
Ms Megan Bruce, Durham University
Oral presentation (20 minutes), Room 222, 16:00-17:00

It is widely accepted that a sense of belonging is essential for student success. Transitioning from school to university and learning to belong in a new environment is challenging for all students, but particularly those on Combined Honours programmes who do not regularly see the same cohort of students in their classes. This presentation explores two key initiatives we have been awarded funding to introduce on the Combined Social Sciences degree at Durham: development of a peer mentor scheme; and participation in a national student exchange programme. It also outlines student-led initiatives which build on these developments to foster a sense of belonging to an interdisciplinary degree course.

GEN4.4b: Enhancing academic support: Learning from an educational priority project
Dr Helen Carmichael and Dr Ann Bingham, University of Southampton
Oral presentation (20 minutes), Room 222, 16:00-17:00

This presentation reports on a project to enhance academic support for students at the University of Southampton. Recognising the importance of effective support as students manage their way through their higher education course, the university has undertaken a project to review its provision, in order to ensure that all students receive the advice and guidance they need to succeed. Undertaken in close partnership with students, this presentation reports on an analysis of student perceptions of academic support, across specific student groups and subjects. It will describe how those findings are now being used to enhance academic support for our students.

GEN4.4c: Mark my words: Improving our explanations of assessment and feedback for students and staff
Dr Xin Zhao, Dr Andrew Cox, Dr Ally Lu, Mr Anas Alsuhaibani. University of Sheffield
Oral presentation (20 minutes), Room 222, 16:00-17:00

NSS scores show that many higher education institutions have difficulty in managing student

expectations around assessment and feedback. This presentation reports on a project that seeks to identify mismatches in assumptions and expectations around assessment and feedback between students and staff and to provide them with clearer explanations of the processes, roles and purposes of assessment and feedback. The session will enable participants to understand better the differing perspectives around assessment and feedback and to think about the ways to align differing perspectives. In addition, they will be exposed to an innovative approach to gathering data about these issues through cartoons.

GEN4.5a: How does a weighted assessment scheme change the evaluation and moderation of undergraduate dissertations?

Dr Nicoleta Gaciu, School of Education/Oxford Brookes University
Oral presentation (20 minutes), Room 223 A, 16:00-17:00

In the UK higher education system any type of undergraduate assessment, whether essays, presentations or dissertations, is broadly assessed and moderated using generic assessment criteria, which are levelled, structured and draw on the Quality Assurance Agency Quality Code (QAA) guidelines. However, the descriptors included in this generic assessment scheme provide only broad guidance for assessment of dissertations and leave significant room for interpretation among students, supervisors and markers. This presentation will address how a weighted assessment scheme has improved the marking and moderation processes of undergraduate dissertations undertaken by a large team of supervisors.

GEN4.5b: Implementing peer evaluation of team working behaviours: Practical considerations and critical perspectives

Mrs Dot Powell, Warwick Business School, University of Warwick
Oral presentation (20 minutes), Room 223 A, 16:00-17:00

A number of online tools are available to facilitate peer evaluation of team-working behaviours in student groups. This session will describe and critique the project we have been undertaking at Warwick Business School to introduce our own bespoke peer evaluation process, having carried out significant research into existing tools and the literature on peer evaluation. The session will highlight some of the key challenges that peer evaluation presents for students and academics and explore some of the issues that we have addressed as the project has matured.

GEN4.5c: Earning the right to cite: Preventing students citing sources without first demonstrating they have read them

Dr Nicholas Worsfold, Brunel University London and Dr Lesley Batty, University of Birmingham

Oral presentation (20 minutes), Room 223 A, 16:00-17:00

Which sources should we allow our students to cite in their assessed work? Our response is: "Only those that have been read and understood". This presentation details a project that prevented BSc Environmental Science students at two British universities from citing any sources that they had not reflected upon in an electronic portfolio of their reading and understanding. Here we document our experiences of turning the norms surrounding students' references on their head and highlight four key advantages: better writing, eliminating essay-mills, assessing engagement through reading and writing (rather than just attendance) and increasing the quality of personal tutoring.

GEN4.6a: Teach-Learn-Share: An interdisciplinary collaboration to share teaching and learning practice

Dr Sarah Brearley and Dr Casey Cross, Lancaster University

Oral presentation (20 minutes), Room 223 B, 16:00-17:00

This workshop will share insights and lessons learnt from a cross-faculty, interdisciplinary initiative between the Faculty of Health and Medicine (FHM) and Lancaster University Management School (LUMS), called Teach-Learn-Share. We will discuss how Teach-Learn-Share brings together academic and teaching staff to create a teaching and learning microculture (Roxå & Mårtensson, 2015; Trowler, 2008) which enables the horizontal sharing of practice in order to facilitate and embed excellence in teaching, learning and assessment practices across university faculties.

GEN4.6b: Using wiki technology in interdisciplinary assessment

Dr James Everest, University College London

Oral presentation (20 minutes), Room 223 B, 16:00-17:00

This year, the module 'Approaches to Knowledge' (a first-year core course in the Arts and Sciences degree programme at UCL) featured a new assessment: in small groups, students collaboratively wrote chapters in the Wikibook 'Issues in Interdisciplinarity 2018-19'. The assessment encouraged students to engage with the Open Knowledge movement (of which sites such as Wikibooks are a part). Moreover, wiki technology facilitates a marker's evaluation of individuals' contributions, by logging precisely who in a team contributed what. This paper will make the case for such assessments, which work with, rather than against the grain of a 21st-Century student's research instincts.

GEN4.6c: Assessing interdisciplinary coursework

Ms Ida Kemp, The Open University

Oral presentation (20 minutes), Room 223 B, 16:00-17:00

One of the challenges in developing interdisciplinary curriculum is choosing coursework assessment methods that are appropriate. For activities which are team taught, there are additional complexities that need to be recognised and addressed. There are a wide range of assessment techniques that those leading interdisciplinary teaching should consider in order to encourage and assess cross-disciplinary thinking. Using practical examples, underpinned by educational literature, this paper will offer a discussion, as well as advice, on

how interdisciplinary activities can be effectively evaluated, mindful that students and staff bring their own diverse disciplinary epistemologies and practice to the learning environment.

GEN4.7a: Establishing the Hub: Making employability more visible
Mr Paul Matthews, Robert Gordon University
Oral presentation (20 minutes), Room 224 B, 16:00-17:00

This session will focus on the journey of creating the Employability and Professional Enrichment (EPE) Hub in 2018 and the challenges faced and how they have been overcome. The aim of the session is to share our learning and experience with a wider audience who may have similar plans.

GEN4.7b: Green consultants: Student training pathway for the environment and sustainability sector
Miss Josie Turner, University of Exeter
Oral presentation (20 minutes), Room 224 B, 16:00-17:00

Green Consultants is an award-winning programme developed by a multi-disciplinary team at the University of Exeter. The extracurricular programme is popular among students across all disciplines and has recently developed to include a credit-bearing, module option. This presentation will provide an overview of the programme format and content, along with successes and challenges, particularly with developing and growing the programme across two very different campuses. We will also cover how the model has been replicated in various forms, most recently for a new Social Innovation module developing students as enablers of socially sustainable and resilient communities.

GEN4.7c: Listening to the student voice: Consideration of capitals in employability teaching and learning in higher education
Ms Vicki Harvey, University of Salford
Oral presentation (20 minutes), Room 224 B, 16:00-17:00

From a study that listened to the student voice, psychological capital has been found to be among the skills students develop alongside more traditional competencies. Data has been collected from students undertaking a 'Professional Development' module across Business and Management degree programmes. The aim is to find improvements in employability frameworks that meet the needs of both students and other stakeholders. This paper finds that a range of capitals are developed, but confidence is widely described as a positive outcome by the students as a result of their learning experiences conferring upon them a valuable capital for improving employability skills.

GEN4.8a: Interdisciplinary collaboration for Agile Learning
Dr Mia Gordon, Hereford College of Arts and Dr Emma Posey, NMiTE
Oral presentation (20 minutes), Room 224 C, 16:00-17:00

NMiTE seeks to transform Engineering education by establishing an innovative university with a new learning ethos. As a model, NMiTE created Studio 1 (a refurbished shipping container) in which young people (from all subject backgrounds) participate in problem-solving engineering challenges. Collaborative project-based learning is central to NMiTE's approach in developing the WEF's call for 'agile learners'. This presentation explores a real-world engineering challenge set by Hereford College of Arts that took place with different groups of learners over several months exploring the creation of a gender-neutral Lecoq theatre mask. We will share the findings of the project and analyse what Engineering education can learn from Arts pedagogies to future-proof learners.

GEN4.8b: PEETS: An innovative multidisciplinary and intercultural project to develop employability skills

Professor Bob Gilmour, Glasgow Caledonian University
Oral presentation (20 minutes), Room 224 C, 16:00-17:00

This innovative partnership brings together academia and industry from Scotland, Finland and the Netherlands to develop and share excellence in learning environments in a multidisciplinary and intercultural setting. Teams of students, having researched issues and potential solutions for the renewables sector have been brought together to participate in an industry-informed 10-day intensive study period in the Netherlands. The objectives of this session are to: compare and contrast the main learning activities of the project; disseminate the key findings of the three years of the project; and highlight predicted impacts of the activities on student learning and teaching excellence.

GEN4.8b: With enterprise: Understanding student motivation and perceptions of an innovative suite of programmes incorporating enterprise teaching into single honours degrees

Dr Sue Whittle, Dr Richard Tunstall and Professor Karen Burland, University of Leeds
Oral presentation (20 minutes), Room 224 C, 16:00-17:00

This session will describe a project to understand the motivations and characteristics of students studying 'with Enterprise' programmes (collaborations between the Schools of Biological Sciences and Music and the Enterprise Centre) at the University of Leeds and explore the benefits of a collaborative and interdisciplinary programme focused on increasing student opportunity. Survey and focus group data from 'with Enterprise' students and their single subject counterparts will be reported and suggest 'with Enterprise' programmes may attract students with different characteristics, learning preferences and ambitions. The implications of the data for marketing, course design and content will be considered.

GEN4.9a: Doing it for real: Connecting Business students to Mathematics via employability skills

Dr Robert Jenkins, University of East Anglia
Oral presentation (20 minutes), Room 226, 16:00-17:00

We present employer-academic initiatives within Norwich Business School designed to help validate Mathematics, Statistics and Quantitative Methods to students. Specifically these initiatives are student analysis of a real data set of client insurance information provided by Alan Boswell Group and an opportunity to "Be a Broker", an immersive teaching event designed and run by the insurance broking company Marsh. We show how these sessions are run and the effect they have on the employability skills of students evidenced by successful recruitment of participating students into internships as well as direct testimony from both students and employers.

GEN4.9b: Closing the digital skills gap

Ms Catherine O'Connor, Leeds Trinity University
Oral presentation (20 minutes), Room 226, 16:00-17:00

The Leeds City Region is facing a significant digital skills gap, with employers struggling to recruit to positions in software development, software testing, business analysis and project management. This presentation will outline one initiative taken by Leeds Trinity University to utilise employer and practitioner expertise in a multi-layered approach to co-designing the

curriculum linked to digital skills and to engage students across a range of programmes in the development of skills relevant to the local labour market. It will also consider the challenges of contextualisation and engagement arising out of this initiative.

GEN4.9c: Teaching through real-world learning: Using business-to-business consultancy to develop students' research, mentoring and training skills

Miss Lesley Taylor, Solent University
Oral presentation (20 minutes), Room 226, 16:00-17:00

In 2018 Solent University, Southampton won a joint bid with Crawley College to deliver a programme of workshops to help independent businesses to examine their position and learn techniques and theories they could utilise. The client was Crawley Town Council. Work placements to lead the training were taken up by students from Solent's School of Art, Design and Fashion, reporting to the Senior Lecturer. Students were briefed to develop and ultimately lead the training sessions in Crawley, working within their specialisms. For Solent, the aim of the project was to offer real-world learning in a unique professional environment.

GEN4.10a: Transitions and aspirations

Dr Eunice Lumsden, University of Northampton
Oral presentation (20 minutes), Room 227, 16:00-17:00

The Transitions and Aspirations project takes a holistic approach to exploring how 'student voice' can strengthen their first-year experience by enhancing understanding of previous educational experiences, motivations for choice of study and career aspirations. It is a collaboration between three different degree programmes, across two faculties, and Learning Development, the Changemaker Hub and Library Services at the University of Northampton. Questionnaires, interviews and focus groups were undertaken to gain baseline data. This data was used to develop intervention strategies and a framework that engages the student voice to develop bespoke support that has applicability across the sector.

GEN4.10b: From fresher to professional in 60 minutes: A discipline-specific teaching and learning model to support transition into HE and develop expert performance

Ms Charmaine Myers and Dr Ian Glover, Sheffield Hallam University
Oral presentation (20 minutes), Room 227, 16:00-17:00

Transition into HE and its effect on student retention is a known issue for the sector, and Sheffield Hallam University (SHU) faces an additional challenge in that its applied learning ethos is often unfamiliar to incoming learners. While large amounts of information are provided to students to support them in their physical transition to university, academic transition has generally been less well supported. This session focuses on a transition model that gives new HE learners an authentic context to a topic from their discipline, supplemented with a selection of authentic tasks to apply this knowledge while drawing on personal experiences.

GEN4.10c: Embracing the university: Experiential solutions for effective transitions

Dr Andy Pitchford, University of Bath and Dr Joanna Hendy, Cardiff Metropolitan University
Oral presentation (20 minutes), Room 227, 16:00-17:00

This session aims to explore the efficacy of an ambitious attempt to integrate active learning, research, employability and community building into a Level 4 induction programme. In order

to achieve this the session will explain the theoretical underpinnings of the approach adopted; consider the nature of the institution and departments involved; detail the specific interventions undertaken and reflect upon the findings from a range of stakeholders. The session will conclude with a synopsis of lessons learnt and considerations for colleagues at other institutions.

GEN4.11a: Using reflection to increase student engagement with feedback

Ms Ruth Bowles and Dr Simon Williams, University of Sussex
Oral presentation (20 minutes), Room 215, 16:00-17:00

For feedback to have a positive impact on student learning, it needs to be viewed as a two-way process, a dialogue between student and lecturer. Due to various factors, students often adopt a passive approach, glancing at their grade and the lecturer's comments, rather than spending time and effort examining and applying their feedback. Reflective writing and peer discussions have been found to be effective in transforming thinking and actions. In this session, we report on a formalised classroom activity involving structured reflection on tutor feedback, which encourages student engagement and thus increases understanding and learning.

GEN4.11b: Handing over the reins: Enhancing employability through student-led assessments

Ms Yvonne Illsley and Mrs Katie Stewart, University of Sheffield
Oral presentation (20 minutes), Room 215, 16:00-17:00

It is usual practice in HE for module leaders to dictate course curricula and set the parameters of assessments. But what if students are active participants in choosing not only what is taught, but also designing their own assessments? Drawing on journalism modules at the University of Sheffield, we'll showcase how we 'hand over the reins' and give our students invaluable real-world, practical experience rooted in a constructivist approach and a negotiated curriculum. We throw students out of their comfort zones, but allowing them to take control of their own learning journey fosters independent thinking and increases their employability.

GEN4.11c: Freedom to fail: The impact of giving Accounting students the chance to fail at questions

Mrs Danielle McWall, Ulster University
Oral presentation (20 minutes), Room 215, 16:00-17:00

This presentation discusses the introduction of an assessment method into audit modules, which rewarded students for their self-assessment and self-reflection processes, as opposed to getting the correct answer. It presents the results of allowing students the freedom to fail and consequently learn from the process, improve their metacognition and develop strategies for future learning.

GEN4.12a: At the research-teaching interface: Developing lecturers to engage with education research

Dr Erika Corradini, University of Southampton
Oral presentation (20 minutes), Room 216, 16:00-17:00

This paper examines how academics from across disciplines engage with educational research. The study seeks to shed light on whether or not academics adopt research-informed and evidence-based methods in driving their teaching forward. The objectives of

this presentation could be thus summarised. This study will a) explore new approaches to developing staff in relation to research-led practices; b) suggest resources for enhancing teaching practice based on research-led methods and c) share good academic practice in research-led education with colleagues.

GEN4.12b: From a centralised to a distributed approach for academic development
Mr Colin Heron and Mrs Sue Horder, Glyndwr University
Oral presentation (20 minutes), Room 216, 16:00-17:00

In 2016 a new distributed approach to academic development was established at Wrexham Glyndwr University. Prior to this, teaching and learning was led by a traditional centralised academic development unit. With the arrival of a new senior management team, an opportunity was identified to adopt a different approach to the development of teaching and learning using the principles of John Kotter's dual operating system. Two years on, the project is now fully embedded within the University and engages colleagues in transformational, interdisciplinary projects that are accelerating the progress towards teaching and learning excellence.

GEN4.12c: Escape tradition with interactive teaching experiences
Mr Lee Ward and Mr Anthony Alymer, Coventry University
Oral presentation (20 minutes), Room 216, 16:00-17:00

Following a high turnover of academic staff we were faced with a wide-scale training activity over three campuses. Most staff were new teachers and had little time and a lack of skills using technology. This presentation highlights an interactive experience used to engage staff with technology that also gave them a structure to reuse the same idea in the classroom. Objectives of the session are to explore the benefits of reusable interactive experiences to teach, train or raise awareness; discover ways to engage academic staff/students to learn in this way; and identify methods used to create a reusable interactive experience to teach academic staff or students.

GEN4.13a: TBC
Oral presentation (20 minutes), Room 221 A, 16:00-17:00
TBC

GEN4.13b: Transforming academic tutoring: A collaborative work in progress
Ms Amanda Millmore, University of Reading
Oral presentation (20 minutes), Room 221 A, 16:00-17:00

This session will introduce our new approach to academic tutoring and pastoral support at the University of Reading, exploring how we have worked collaboratively with staff and students to enhance the student experience, transition and progression. Our new holistic approach allows academics to focus on working in partnership with students to support their academic and professional development, while signposting to specialist services, including our new Student Welfare Team, for ongoing pastoral support as appropriate. As a work in progress, we will be evaluating how far we have come, the impact on student success and wellbeing, and where we are headed.

GEN4.13c: Improving student experience of assessment and feedback through developing consistency of practice across international collaborative partners

Dr Melanie Pope, University of Derby

Oral presentation (20 minutes), Room 221 A, 16:00-17:00

This presentation will share a case study of steps taken to develop effective feedback practices across international collaborative partners. This aligned the University of Derby's Assessment and Feedback Strategy with the Personal Academic Tutoring Policy, and sought to make summative assessment feedback not only better quality, but also more consistent as an experience for students. The presentation will report on progress and challenges to date.

GEN4.14a: Immersive block teaching and its success in the Humanities

Dr Errietta Bissa and Dr Kyle Erickson, University of Wales Trinity Saint David

Oral presentation (20 minutes), Room 220, 16:00-17:00

In September 2018, the Faculty of Humanities at UWTSD introduced Immersive Block Teaching across its curriculum. The introduction of the new pedagogy has changed the way students and lecturers interact and how teaching and learning is accomplished. Importantly, initial results are showing considerable positive effects on student retention, engagement and attainment. This session introduces the pedagogy of Immersive Block Teaching and allows colleagues to explore the system through data and testimonials from students and staff.

GEN4.14b: Using an online business simulation as a constructivist pedagogy tool: Making sense of meaning in an applied context

Professor Alan Parkinson and Miss Lynsie Chew, University College London

Oral presentation (20 minutes), Room 220, 16:00-17:00

The aim of this session is to demonstrate how an online simulation can deliver meaning at a distance. By the end of the session, participants will: recognise how constructivist theory can be applied online with success; understand how competition and fun can aid the learning experience; and apply business research principles to a real-life scenario.

GEN4.14c: DigiReady: Preparing learners for the modern workplace through the development of 21st-Century skills

Mrs Neesha Ridley, Mr Chris Melia and Mr Andrew Sprake, University of Central Lancashire

Oral presentation (20 minutes), Room 220, 16:00-17:00

It has never been more important to prepare our students for the modern workplace by equipping them with future-facing digital skills. Following the Jisc Digital experience insights survey 2018, it was found that only 41% of students who were asked felt that their course of study 'prepared them for the digital workplace'. In addition, only 40% agreed that they had regular opportunities to 'review and update their digital skills'. At the University of Central Lancashire, the Technology Enabled Learning and Teaching (TELT) team have worked closely with our academic community to address these ever-growing concerns.