

## Abstracts book

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### Parallel Session abstracts 1 - 4

#### Parallel Sessions 1: Lifelong Learning

**Session number:** 1.1

**Session title:** Simulate and Stimulate – Gamification for HR learning and development

**Name, Department and Institution:** Lisa Clark, Newcastle University Business School

**Audience this session is relevant to:**

All audiences, as it will highlight the effectiveness and usefulness of adopting simulation software within a reflexive practitioner module, on a master's programme, to develop student's appreciation for collecting, analysing and interpreting information as a platform for achieving academic and professional responsibilities within an HR setting.

**By the end of the session, participants will:**

Possess a greater understanding of how an HR virtual simulation can stimulate student's awareness and understanding of key HR skills whilst developing foundational transferable skills, such as decision-making, problem solving, critical thinking and personal reflection allowing applied learning upon graduation and entering the workplace.

**Session abstract:**

Virtual learning, simulations and gamification have become increasingly popular within educational settings (Pando-Garcia, Peroanez-Canadillas, and Charterina, 2016; Kusuma et al, 2018). This 5-minute lightning session will explore the impact and appropriateness of adopting simulation software within a Master's programme to support the development of HR student's practical and professional capability as they move in to the world of HR work. The discussion will summarise how the software has been adopted and integrated into a module within a Global HRM programme and identify some of the do's and don'ts for using simulations as a tool to stimulate learning and thinking in a particular discipline.

**References:**

- Hassan, L. and Hamari, J. (2019) Gamification of E-Participation: A Literature Review. Proceedings of the 52nd Hawaii International Conference on System Sciences. Conference Paper. January 2019. Sourced from [https://www.researchgate.net/publication/330335994\\_Gamification\\_of\\_E-Participation\\_A\\_Literature\\_Review](https://www.researchgate.net/publication/330335994_Gamification_of_E-Participation_A_Literature_Review)
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- Kusuma, G.P., Wigati, E.K., Utomo, Y. and Suryapranata, L.K.P. (2018) Analysis of Gamification Models in Education Using MDA Framework, Procedia Computer Science, Volume 135, 385-392, ISSN 1877-0509, <https://doi.org/10.1016/j.procs.2018.08.187>.

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- Mullins, J.K. and Sabherwal, R. (2018) Gamification: A cognitive-emotional view. Journal of Business Research. <https://doi.org/10.1016/j.jbusres.2018.09.023>
- Pando-Garcia, J., Peroanez-Canadillas, I. and Charterina, J. (2016) Business simulation games with and without supervision: An analysis based on the TAM model. Journal of Business Research Vol.69, Issue 5, 1731-1736. Sourced from: <https://www.sciencedirect.com/science/article/pii/S0148296315004695>
- Vesa, M. and Tuomas Harviainen, J. (2019) Gamification – Concepts, Consequences and Critiques Journal of Management Inquiry. 105649261879091. 10.1177/1056492618790911. Sourced from [https://www.researchgate.net/publication/327147960\\_Gamification\\_Concepts\\_Consequences\\_and\\_Critiques](https://www.researchgate.net/publication/327147960_Gamification_Concepts_Consequences_and_Critiques)

**Session number:** 1.2

**Session title:** Teaching future-ready graduates equipped for the 4th industrial revolution

**Name, Department and Institution:** Susan Geertshuis, Innovative Learning and Teaching, The University of Auckland

**Audience this session is relevant to:**

This presentation is relevant to teachers in higher education who want to better equip students for their futures. It is also relevant to academic developers who want to support teaching staff and develop teaching practices within their intuitions.

**By the end of the session, participants will:**

- Understand the core principles of transformational teaching in equipping graduate for their futures
- Be able to describe the model and the thinking behind the approach taken to academic development
- Be able to access resources and apply the model in their curriculum design and teaching

**Session abstract:**

This national research project is being delivered by a collaboration of four New Zealand universities, in response to the challenges the 4th industrial revolution presents to higher education. The project seeks to address the issue of how complex graduate capabilities can be taught and nurtured in university programmes. It offers a simple and intuitive pedagogical model that enables academics to make reliable and creative decisions about how to teach and develop future-ready graduate capabilities.

The research team has reviewed literatures, interviewed over 40 academics and held multiple focus-groups. The implementation is being tested via workshops for teaching staff who wish to change their practice.

The presentation will describe the:

- Rationale and outcomes of the project
- Intuitive pedagogical model for transformative teaching, including its development and testing
- Self-assessment and design tools that participants can use in their own practice

**Session number:** 1.3

**Session title:** Cognitive un-load: using online design to optimise the conditions for learning

**Name, Department and Institution:** David Rowson, Director of Academic Services, Wiley Education Services

**Audience this session is relevant to:**

This session would be relevant to anyone who is interested or involved with learning design, especially online learning design.

**By the end of the session, participants will:**

Have learned more about the design principles that can be used to minimise cognitive load for online students, and seen these deployed in an online activity.

**Session abstract:**

In this session learning designers at Wiley will demonstrate how thoughtful and informed design can minimise the cognitive load on students when studying online courses to provide a more engaging and effective learning experience. An exemplar design challenge will be described. This will be the redesign of an existing piece of content on a University of Birmingham online course, with a focus on how the designers reimagined the content and the learning experience to optimise the conditions for learning, addressing the specific importance of reducing cognitive load for online learners.

**Session number:** 1.4

**Session title:** Establishing lifelong learning from Day 1 – a flexible learning framework

**Name, Department and Institution:** Simon Riley & Gavin McCabe, Institute for Academic Development & Employability Consultancy, University of Edinburgh

**Audience this session is relevant to:**

- Innovators in teaching, learning and pedagogy
- Strategic teaching developers and leaders
- Those with lead responsibility for student development and associated strategy

**By the end of the session, participants will:**

Gain insight into a flexible, portfolio-based, experiential learning and assessment framework used increasingly across our institution. It offers students autonomy while undertaking diverse activities, and facilitates students' first steps into lifelong learning. It offers academic credit at all study levels, student-created or staff-guided, solo or enabling disciplinary or cross-disciplinary groups.

**Session abstract:**

At the University of Edinburgh we look for every student to become a researcher and lifelong learner, establishing these habits and mindsets from the outset. A key strategy is our Student-Led, Individually-Created Courses (SLICCs) founded on a flexible, portfolio-based, experiential reflection, learning and assessment framework. We have developed generic Learning Outcomes for all levels of study. Its flexibility permits students to contextualise to their unique experience and spans undergraduate to doctoral students, student-created or staff-guided, solo or in disciplinary or cross-disciplinary groups. Many SLICCs are built around work experience or research within the student's discipline. Most extend students' view of their field, including developing a new skill or a topic not covered within the degree. They enhance personal and professional skills, autonomy and assessment literacy. In some, students have explored their own identity, while others have been cross-disciplinary.

This framework, range of opportunities and flexibility will be explored.

**Session number:** 1.5

**Session title:** Academics as lifelong learners: connecting future-facing curriculum design and research-based education at UCL EAST

**Name, Department and Institution:** Anne Preston, UCL EAST, University College London

**Audience this session is relevant to:**

Academic developers, Educational researchers, professional services

**By the end of the session, participants will:**

Be able to use takeaway ideas from our EAST connected curriculum development tool to support themselves in the development of their own curricula development and training with current and future academics.

**Session abstract:**

The value of lifelong learning to the academic community is increasing as our universities strive to prepare students to face the opportunities and challenges of the future. A key challenge is designing, developing and subsequently embedding high quality and innovative programmes to embody these demands. Research-based education, whereby students are encouraged to 'participate in the research process and the creation of knowledge supported by academic and research staff' (Fung, 2015), is a particularly interesting area in this dynamic. The synergies between engaging students in the latest research and the ensuring graduates are ready to meet new demands of the labour-force are not so easy to identify. This presentation reports on the work at UCL EAST, UCL's largest single expansion since UCL was founded nearly 200 years ago. I'll share insights into approaches which support academics to engage in a dual focus on research-based education and future-facing programmes.

**Session number:** 1.6

**Session title:** Student perception on feedback practices – an informed study from Engineering

**Name, Department and Institution:** Panagiota Axelithioti, Lewis Perry, Daniel Donaldson, Mohamed Samra, Carl Anthony, Daniel Espino & Aziza Mahomed, School of Engineering, and School of Education, UoB

**Audience this session is relevant to:**

This presentation is for academic staff drawing from the advantages of using student survey responses on usefulness of feedback in the School of Engineering. In an effort to improve feedback we need to understand limitations in current academic feedback practices. To do that we have asked the students directly for their opinion.

**By the end of the session, participants will:**

By the end of the session the participants should have a clearer view of student perception on feedback, which information they find useful, which they ignore and our propositions for improving feedback practices to meet student expectations.

**Session abstract:**

A survey went out to 3rd year engineering students with 30 questions aiming to gauge students' way of viewing and receiving feedback. Specifically, we were looking to find out whether students read the feedback, if it made sense, how they related it to the rubric and their marks. We further asked whether they used it for future assignments. Finally, in an open-end question, we asked for the student point-of-view on feedback practice and quality. The preliminary results show that students find general feedback less relevant to them, whereas when personalised, it makes better sense. They have low confidence that feedback per assignment helps in future assignments. We infer that this is an area of improvement. Our motivation for investigating student perception of feedback stems from developing an app and website for producing templates that will cater towards personalised feedback.

**References:**

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**Session number:** 1.7

**Session title:** Who is student work for, in the twenty-first century university?

**Name, Department and Institution:** Nicholas Grindle, Arena Centre for Research-based Education, University College London

**Audience this session is relevant to:**

Academic staff, educational developers, digital education specialists, careers consultants, public engagement officers

**By the end of the session, participants will:**

- Be able to start identifying some of the key audiences for student work in a global context
- Be able to outline the challenges facing universities who want to help their students use their work to engage a range of different audiences

**Session abstract:**

Recent and influential work has called for a research-based curriculum where students produce outputs directed at an audience (Fung, 2017). In an attempt to clarify the identity and role of audiences for student work, this paper analyses responses from university leaders and educators to the question 'who is student work for, in the twenty-first century university?' The data is taken from nine semi-structured interviews conducted in person between July and September 2018 at two research-intensive universities, in the UK and South-East Asia. Interviewees identified a range of audiences for student work including the students themselves, employers, families, and society as a whole. Opinions differed about when and how external audiences could be involved. In contrast, there weren't many ideas about what forms of work would be best suited to addressing different audiences. The paper concludes that changes to the kind of work that students produce at university lags some way behind university leaders' and teachers' awareness of the need for students to address their work to diverse audiences. There is a clear need for a coherent theoretical framing of 'audience' that is theoretically grounded, engaged with recent pedagogies such as student as producer, and responsive to emerging digital innovations.

**References:**

- FUNG, D. 2017. A Connected Curriculum for Higher Education, London, UCL Press.

**Session number:** 1.8

**Session title:** Throwing the cat among the pigeons: research-intensive learning at Birmingham and beyond

**Name, Department and Institution:** Marios Hadjianastasis, Higher Education Futures institute Educational Development, UoB

**Audience this session is relevant to:**

HE educators, curriculum leaders, programme leads, module leads, individual practitioners, educational developers.

**By the end of the session, participants will:**

- Understand the differences between RILT and other modes of research/teaching integration
- Consider the benefits of research-intensive learning and teaching (RILT)
- Consider examples of programme- and module-level approaches to RILT
- Consider the broader challenges and implications for research-intensive universities

**Session abstract:**

Research-intensive learning and teaching has its roots in the Ernest Boyer's work on the integration of these two aspects of academic work (Boyer, 1990) and the Boyer Commission report which followed (Boyer Commission, 1998).

A number of educationalists and movements have since sought to bridge what is seen as a research/teaching divide, in search of a model which of education not simply based on research evidence, but ultimately achieved through the very practice of research in an environment which fosters critical enquiry (Brew, 2006; Healy and Jenkins, 2004; Hattie and Marsh, 1996; Fung, 2017). The journey has taken us in various stages through (among others):

- Independent learning
- Enquiry-based learning
- Research-informed teaching
- Research-based learning
- Research-led teaching,
- The differences and nuances are often unclear to practitioners. This paper aims to:
- recentre the relationship between research and teaching
- present cases from UoB where a RILT approach has been taken
- present challenges for practitioners in all disciplinary contexts
- pose questions for future research.

**References:**

- Boyer, E. (1990). *Scholarship Reconsidered. Priorities of the Professoriate*. NY: The Carnegie Foundation for the Advancement of Teaching.
- Boyer Commission on Educating Undergraduates in the Research
- University (1998). *Reinventing Undergraduate Education: A Blueprint for America's Research Universities*. Carnegie Foundation for the Advancement of Teaching,
- Princeton, NJ.

- Brew, A. (2006). *Research and Teaching: Beyond the Divide*. NY: Palgrave Macmillan. Fung, D. (2017). *A Connected Curriculum for Higher Education*. London: UCL Press.
- Hattie, J., & Marsh, H. W. (1996). The Relationship Between Research and Teaching: A Meta-Analysis. *Review of Educational Research*, 66(4), 507-542.

**Session number:** 1.9

**Session title:** Student-centred learning: a case study

**Name, Department and Institution:** Simon Scott, Liberal Arts and Natural Sciences, UoB

**Audience this session is relevant to:**

Anyone interested in teaching group-based classes. Although it is an interdisciplinary module, it is applicable to single discipline-based teaching.

**By the end of the session, participants will:**

Understand techniques for generating student-led learning. They will have an example of a module designed to utilise many techniques to achieve this, with particular focus on the structure of these techniques and their integration into a single module.

**Session abstract:**

Student-led learning is an excellent way of developing the skills for lifelong learning. Although this paradigm shift from the teacher to student is not new (Barr and Tagg), it is not practiced often, making it more challenging to get students to commit to it.

This session showcases an interdisciplinary module that utilises a number of techniques for encouraging student-led learning (however, the structure and methods are applicable to single-based disciplines). It will focus on the organisation and structure of a module in which students work in groups on a problem-based project, lead hour-long seminars, and engage in scenario-based group discussions. The focus is as much on a student's participation in the group as it is on the research itself; students are required to reflect on what they can contribute to the group's shared understanding, on their own disciplinary expertise, and how they communicate their expertise.

**References:**

- Barr, Robert B and Tagg, John. (1995) 'From Teaching to Learning – A New Paradigm for Undergraduate Education', *Change: The Magazine of Higher Learning*, 27(6), pp.12-26.



## **Parallel Sessions 2: Digitised Futures**

**Session number:** 2.1

**Session title:** Do business simulation games enhance students' employability skills?

**Name, Department and Institution:** Lesley Strachan, Southampton University Business School

**Audience this session is relevant to:**

This session is relevant to colleagues looking to use digital simulation games as a pedagogic tool.

**By the end of the session, participants will:**

By the end of the session participants will learn how a business simulation game has been used in three universities to enhance the awareness and development of student's employability skills.

**Session abstract:**

This paper examines the use of a business simulation game to test its effectiveness in developing employability skills in an interactive and engaging learning environment. A mixed approach using two on-line surveys conducted before the unit started, and on completion.

Key emerging themes from three different university research projects show that students demonstrated an increased awareness and development of their employability skills whilst working in multi-disciplinary self-directed learning teams.

This research project was limited to three university modules. A cross university research project is currently being set-up which will add further value to the research project.

An increase in student's social capital is likely to enhance their CV, interview technique and career decisions. This paper will be of value to institutions wishing to evaluate the use of serious business simulation games to embed employability skills into the curriculum.

**References:**

- Avramenko, A. (2012) 'Enhancing students' employability through business simulation', *Education & Training*, vol. 54, no. 5, pp. 355-367.
- CBI (2009) *Future fit - Preparing graduates for the world of work* [Online], London, Department for Innovation, Universities & Skills.
- Faria, A.J. (2006) 'History, current usage, and learning from marketing simulation games: a detailed literature review', pp. 138-139.
- Gopinath, C. and Sawyer, J.E. (1999) 'Exploring the learning from an enterprise simulation', *Journal of Management Development*, vol. 18, no. 5, pp. 477-489.
- Keys, B. and Wolfe, J. (1990) 'The Role of Management Games and Simulations in Education and Research', *Journal of Management*, vol. 16, no. 2, pp. 307.

**Session number:** 2.2

**Session title:** The Smart Car Park

**Name, Department and Institution:** Tim Jackson, College of Engineering and Physical Sciences, UoB

**Audience this session is relevant to:**

Educators who are (i) delivering timely personalised feedback

(ii) working with student cohorts from a variety of discipline domains

(iii) pursuing example-led learning

(iv) developing online learning

(v) working with large cohorts

(vi) developing online learning materials

(vii) planning resource for online learning

(viii) reviewing online learner engagement

**By the end of the session, participants will:**

Be able to judge the effectiveness of the approach, based on the reporting of student activity, student progress and student feedback, the challenges met and the resource required to set up and maintain the platform.

**Session abstract:**

The objectives of the Smart Car Park project are (i) provide timely and individualised task level formative feedback to a large cohort [Shute 2008], (ii) stimulate learning within a diverse discipline group [Leng, no date given], (iii) support independent learning at a learner's own pace and convenience [Zhang, 2003], (iv) encourage collaboration [Zhang, 2003] (v) develop capabilities to apply concepts [Maillardet, 2004], (vi) stimulate long term learning [Lopez, 2016], (vii) enable secure summative assessment.

The platform is designed to reduce tensions within these objectives while, working with large cohorts. Over 22 weeks, learning keyed to lecture and laboratory delivery, is contextualised [Maillardet, 2004]. Learning is stimulated through articles, case studies, design activities and quizzes, benchmarked by summative assessments individualised through randomisation of variables; background modelling calculates the appropriate learner response. Formative feedback based on analysis of misconceptions

**References:**

- Bull S, Mabbott A, Gardner P, Jackson TJ, Lancaster MJ, Quigley SF, and Childs PA (2008). Supporting Interaction Preferences and Recognition of Misconceptions with Independent Open Learner Models. *Adaptive Hypermedia and Adaptive Web-Based Systems* 5149 69-72
- Leng, X (date not given). Pasadena Professor Uses maple to Transform Students' Engagement with Math. Available at: <https://www.maplesoft.com/company/casestudies/Stories/Pasadena.aspx> [accessed 15th February 2019]

- Lopez, GA, Saenz J, Leonardo A, Gurtubay IG (2016). Use of the Moodle Platform to Promote an Ongoing Learning When Lecturing General Physics, Mathematics and Electronic Engineering Programmes at the University of the Basque Country UPV/EHU. *Journal of Science Education and Technology* 25(4) 575-589
- Maillardet, F (2004). What outcome is engineering education trying to achieve. In: C. Caillie and I. Moore, ed., *Effective Learning and Teaching in Engineering* 1st ed. Oxon:RoutledgeFalmer, 27-35
- Shute, V (2008). Focus on Formative Feedback. *Review of Educational Research* 78(1) 153-189
- Zhang, D and Nunamaker JF. (2003). Powering E-Learning In the New Millennium: An Overview of E-Learning and Enabling Technology. *Information Systems Frontiers* 5(2) 207-218

**Session number:** 2.3

**Session title:** Digitising learning – the learning bots are coming, the application of a classic change model to their introduction

**Name, Department and Institution:** Stephen Ellis, Business and Management, Regents University London

**Audience this session is relevant to:**

All those interested in redefining the role of the academic tutor in the 4th Industrial Revolution to embrace technology and create channels that drive student engagement rather than guarantee it is lost.

**By the end of the session, participants will:**

- Understand the opportunities and challenges of ‘bot’ technology and see how it will redefine the role of an academic, for the better
- See how this is a complex change problem and consider how it can be addressed

**Session abstract:**

The technology is now available to support students 24/7 by using a ‘bot’ rather than a human tutor. The support will be different, more consistent, and it will be appreciated by most students who are accustomed to ‘bot’s in many other areas of their life.

Done right the ‘Learning bot’ will remove many tasks from academics freeing up time for more creative and value adding activity. But there are many barriers to achieving optimal outcomes (Beer et al 1990, Brown and Eisenhardt 1997, Burns 2004, Dent and Goldberg 1999, Ellis 2004, Holbeche and Matthews 2012, Lewin 1947).

The use of bots recognises and plays directly the changing nature and demands of a typical HE student in the 2020’s.

This session will align the immense possibilities of this new world with a long established change management process (Lewin’s, three step model), to see how the benefits can be achieved.

## References:

- Beer, M., Eisenstat, R., Spector, B., Why change programmes don't produce change, HBR November 1990
- Brown, S.L., Eisenhardt, K.M., 1997, The art of continuous change: linking complexity theory and time-paced evolution in relentlessly shifting organisations. *Administrative Science Quarterly*, 42(1): 1-34
- Burns, B. 2004, Kurt Lewin and the planned approach to change, a reappraisal, *Journal of management studies*, 41.6
- Dent, E. B. and Goldberg, S. G. (1999). 'Challenging resistance to change'. *Journal of Applied Behavioural Science*, 35, 1, 25–41.
- Ellis, S., 2004, *Knowledge based working, intelligent operating for the knowledge age*, London, Chandos
- Holbeche, L. Matthews, G. 2012, *Engaged*, London, Jossey Bass
- Lewin, K. (1947b). 'Group decisions and social change'. In Newcomb, T.M. and Hartley, E. L. (Eds), *Readings in Social Psychology*. New York: Henry Holt.

**Session number:** 2.4

**Session title:** Enhancing Lab Work in the CTL with Digital Tools and Resources

**Name, Department and Institution:** Joseph Berry, Higher Education Futures institute, Birmingham Digital Education Team, UoB

**Audience this session is relevant to:**

Lab-based academic staff, academics interested in blended learning, digital education professionals.

**By the end of the session, participants will:**

Know pros and cons of digital prelab materials to support inclusivity and to improve students' experience of lab work.

**Session abstract:**

The Collaborative Teaching Laboratory (CTL) is a £40 million project completed in September 2018. It encompasses wet labs, dry labs and eLabs across a new building and refurbished spaces, and is shared between the Schools of Bioscience, Chemistry, Chemical Engineering, Engineering, and GEES. Well over 220 distinct practicals are delivered in the CTL labs.

As well as the construction work a key strand of the project was curriculum review. This aimed to:

1.Improve student experience of lab work through:

- More hands-on time
- Improved inclusivity
- Active learning
- Employability skills (problem solving)

2. Improve academic experience through:

- Smart marking and feedback
- Reduce paperwork

3. Make more efficient use of laboratory spaces

Taking as a lead Agustin & Heeley's conclusion in their 2017 paper that "there is a need for a renewed emphasis for inclusion of pre-laboratory activities" this presentation explores how digital tools and pre-lab resources are being utilised to address these three requirements.

**References:**

- Agustian, H. Y., & Seery, M. K. (2017) Reasserting the role of pre-laboratory activities in chemistry education: a proposed framework for their design. *Chemistry education research and practice in Europe* 18.4:518-532.

**Session number:** 2.5

**Session title:** Translation software: a useful tool for international students?

**Name, Department and Institution:** Rina De Vries & Jake Groves, Birmingham International Academy, UoB

**Audience this session is relevant to:**

HE practitioners who work with international students or are involved in the assessment of the written work of international students.

HE practitioners helping international students develop the English language skills needed for study in an English-speaking environment.

**By the end of the session, participants will:**

Have a better understanding of how international students use translation and language-checking software, and for which purposes.

Have gained an insight into how translation and language-checking software can potentially be used as a constructive teaching and learning tool.

**Session abstract:**

Translation and language-checking tools such as Google Translate and Grammarly show ever higher degrees of accuracy, enabling students to error-correct or translate texts with generally good quality and comprehensible results.

Increasing use of this technology is transforming learning and teaching, triggering mixed opinions from assessors of students' written work (Clifford et al, 2013). This applies in particular to international students, who must develop the graduate attribute of being able to function in a global, English-speaking environment. In this context, using such software could be regarded as compromising authenticity of authorship (Mundt & Groves, 2017).

In our study, we explore how international students at a UK university use translation and language-correcting software. Conducting surveys and in-depth interviews, we investigate whether students use such software merely to avoid language learning, or it could form a constructive tool, promoting the communicative competence needed for successful participation in the global academic community (Hyland, 2018).

**References:**

- Clifford, J., Merschel, L., and Munné, J. (2013). Surveying the landscape: What is the role of machine translation in language learning? @tic. revista d'innovació educativa, 10, 108-121.

**Session number:** 2.6

**Session title:** Preparing Students for a Digitised Future

**Name, Department and Institution:**

Mehran Eskandari Torbaghan, Manu Sasidharan, Ian Jefferson, Lisa De Propriis, Jonathan Watkins, Mohammed Ali, Richard Newman & Jenny Steere, School of Engineering and Business School, UoB

**Audience this session is relevant to:**

This session would be relevant to academics, Higher Education policy makers and industrial partners.

**By the end of the session, participants will:**

Have an appreciation of the need for training/preparing students for a digitised future, which will be informed by the learnings from a HEFi funded workshop which was conducted prior to a week-long boot camp; aimed at equipping students from Engineering and Business Schools with digital skills.

**Session abstract:**

In light of estimations suggesting that over a million digitally skilled people are to be in demand by 2022, driving up digital skills is a key plank of University's Strategic Framework and the UK's Industrial Strategy (Office for Students, 2018; HM Government, 2017; UoB, 2015). With digital skills being vital to the country's economy, this session highlights the University's need for preparing its students for a digitised future - a key area of future graduate skills. To this end, a proposed pathway informed by research-informed teaching in collaboration with the industry to directly enhance the student's personal development is presented. The session also incorporates the findings from a HEFi funded workshop involving students and staff, which identified the key focus areas for digital skills training. It also includes the development in digitised teaching, and how technology can be utilised for enhancing student's digital skills (Knoth and Kiy, 2018; Munro, 2018).

**References:**

- HM Government, (2017), Industrial Strategy: Building a Britain fit for the future. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664563/industrial-strategy-white-paper-web-ready-version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664563/industrial-strategy-white-paper-web-ready-version.pdf)
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- Munro, M. (2018). "The complicity of digital technologies in the marketisation of UK higher education: exploring the implications of a critical discourse analysis of thirteen national

digital teaching and learning strategies." *International Journal of Educational Technology in Higher Education* 15(1): 11.

- Office for Students, (2018), <https://www.officeforstudents.org.uk/advice-and-guidance/skills-and-employment/digital-skills/>

**Session number:** 2.7

**Session title:** "Your canvas skills are more advanced than most staff": reflections on developing canvas as a study space, not a learning material achieve.

**Name, Department and Institution:** Lee Gregory, Social Policy, Sociology and Criminology, UoB

**Audience this session is relevant to:**

Academic and those involved in the development of canvas for teaching and assessment practice.

**By the end of the session, participants will:**

Have insight into different canvas designs including the use of canvas as an interactive teaching and learning space and the use of other web-based applications, such as Trello, to support student learning.

**Session abstract:**

Drawing on practice over the last few years the paper outlines different approaches to the use of canvas, seeking to develop an interactive learning space. The session will show case the evolution of canvas pages to move beyond a repository of data towards a resource to support student learning. Discussion also examines student access data and feedback at module level. The session explores how canvas has been used to:

- Developed flipped classroom practice around research skills training
- Facilitated team-based learning prep
- Integrated post-lecture activities
- Interactive assessment guidance
- Online revision support

The session also looks beyond canvas to explore how web platforms, such as Trello, can be used to support student team work activity and assessment practices.

**References:**

- Beetham, H., & Sharpe, R. (2007). *Rethinking Pedagogy for a Digital Age: Designing and delivering e-learning*. Abingdon: Routledge.
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- Heaton-Shrestha, C., May S and Burke L. (2009) Student retention in higher education: what role for virtual learning environments? *Journal of Further and Higher Education* 33: 83-92.

**Session number:** 2.8

**Session title:** Crossing Borders: Using technological approaches to 'live' teach diverse student cohorts across different countries.

**Name, Department and Institution:** Ian Jackson & Jodie Silsby, Art & Design, Winchester School of Art, University of Southampton

**Audience this session is relevant to:**

The primary audience for this presentation is lecturers interested in elearning, and example of its place within the future of education, as well as those lecturers interested in using social media as teaching and learning tools. Alongside this, lecturers with an interest in cross-cultural, collaborative, multi-platform delivery modes to respond to socially engaged issues.

**By the end of the session, participants will:**

- Identify a methodology for creating collaborative learning environments that transcends beyond the physical location of a classroom using new and established technologies
- Identify a model for integrating student centred ownership of learning tools
- Be aware of the successes and areas for development within this model of working

**Session abstract:**

This presentation focuses on a collaborative, trans-disciplinary project entitled 'Crossing Borders' undertaken by students on two different courses, BA (Hons) Graphic Arts and (BA Hons) Industrial Design, within two Higher Education Institutions based in different countries.

Crossing Borders was designed to allow students the opportunity to become informed and responsive to the global immigration crisis through a two-day workshop held simultaneously at the University of Southampton and Bilgi Üniversitesi, Turkey.

The project utilised innovative and contemporary communication technologies to simultaneously livestream the workshops via the student designed and coded crossing-borders website, as well as through livestream platforms. This allowed students the opportunity to access existing media platforms but also to be authors in designing and creating content online. The project therefore liberated educational learning from its native geo-political location through the use of collaborative teaching and learning that extends beyond the traditional confines of institutional teaching space, place and conventions.

**References:**

- Arguiarro, Y. M, Trees, J. (2013) Thought Experiments in Graphic Design. London: Books from the Future
- Swenson, P. Taylor, N. (2012) Online Teaching in the Digital Age. London: Sage
- Butcher, C. Davies, C. Highton, M. (2006) Designing Learning. New York: Routledge



**Session number:** 2.9

**Session title:** Optimising One-to-One Student Support

**Name, Department and Institution:** Annette Margolis, Birmingham International Academy, UoB

**By the end of the session, participants will:**

- Have been shown digital strategies for optimising one-to-ones
- Have explored flipped learning strategies applicable to both one-to-ones in Academic English and Foundation Mathematics
- Understand that a wide variety of digital solutions exist to improve the teaching and learning experience, from creating QR codes for URLs to utilising apps which facilitate tutoring

**Session abstract:**

This session will explore ways to maximise learning in one-to-one support sessions in both Foundation Mathematics and Academic English. It will examine how digital technologies and related approaches can enhance the flipped learning nature of one-on-one sessions as highlighted by Acedo (2018) and Pearman (2017); and even though these disciplines may appear diametrically opposed, there will be a focus on shared teaching and learning strategies with the aim of tailoring the lesson to student needs and consolidating post lesson learning (Lynch 2001). As a number of students recommended for individual support see themselves as somewhat disenfranchised by the teaching and learning process, this session will also aim to pool ideas on providing such students with strategies to develop confidence in their own ability, including more resources at their disposal in their personal learning toolbox (Critchley Charlton 2010).

**References:**

- Acedo, M. (2018). 10 Pros And Cons Of A Flipped Classroom. Available Online: <https://www.teachthought.com/learning/10-pros-cons-flipped-classroom/> [Accessed 8th January 2019].
- Bloom (Krathwohl and Anderson) and Web 2.0.
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- Critchley Charlton, B. (2010). Engaging the DisEngaged. Ontario, Canada. Pembroke Publishers Limited.
- Lynch, M. (2001). From the Students' View: One-on-One Learning. Available Online: <https://cft.vanderbilt.edu//cft/articles-and-essays/the-teaching-forum/from-the-students-view-one-on-one-learning/> [Accessed 8th January 2019].
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- Wilson, L.O. (2016). The Second Principle: Anderson and Krathwohl – Bloom's Taxonomy Revised: Understanding the New Version of Bloom's Taxonomy. Available Online: <https://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/> [Accessed 8th January 2019].

## **Parallel Sessions 3: Addressing Inequality**

**Session number:** 3.1

**Session title:** Using Pebblepad as a tool for portfolio based assessment

**Name, Department and Institution:** Sarah-Jane Fenton, Paul Dyson & Marios Hadjianastasis, Institute for Mental Health, School of Social Policy, UoB

**Audience this session is relevant to:**

People with an interest in: digital literacy; reflective practice; the use of portfolio based assessment; online learning tools; teaching and learning in higher education; inclusive educational practices; student-led learning; curriculum/module design.

**By the end of the session, participants will:**

- Have explored the use of Pebblepad for assessment through a case study
- Have an understanding of how portfolio assessment can be used to better support inclusive learning practices and address educational inequality within Higher Educational assessment practices

**Session abstract:**

We know that mental health is an increasing concern within Higher Education settings<sup>1,2</sup>. There is currently no research exploring how to design assessment methods to better support students.

This session will explore the pilot use of Pebblepad as a tool for assessment. Portfolio based learning is not in and of itself new, nor is reflective practice<sup>3</sup>. However, student led portfolio development with reflection built in is more common in applied programmes such as social work or nursing<sup>4–6</sup>. Although e-portfolios are being developed, these are not commonly used within existing Higher Education teaching for assessment<sup>7</sup>.

E-portfolio assessment challenges the dominant monolithic structures (predicated on things such as being well enough to sit exams), which potentially disadvantage particular groups of students. This paper considers the benefits of e-portfolio assessment in relation to addressing inequalities (mental health and wellbeing) through enabling students to manage their own work and deadlines around their needs.

**References:**

- Universities UK. Student mental wellbeing in higher education: good practice guide. 2015.
- Universities UK. #stepchange. Universities UK. 2017. URL: <https://www.universitiesuk.ac.uk/stepchange> (Accessed 4 February 2019).
- Schön DA. The reflective practitioner: how professionals think in action. New York: Basic Books; 1983.
- Bogg D, Challis M. Evidencing CPD: a guide to building your social work portfolio. 2nd edition. Northwich: Critical Publishing; 2016.
- Howatson-Jones L. Reflective practice in nursing. 2016.
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- Utanto Y, Widhanarto GP, Maretta YA. A Web-Based Portfolio Model as the Students' Final Assignment: Dealing with the Development of Higher Education Trend. Presented at the ENGINEERING INTERNATIONAL CONFERENCE (EIC) 2016: Proceedings of the 5th International Conference on Education, Concept, and Application of Green Technology, Semarang, Indonesia.

**Session number:** 3.2

**Session title:** Freedom to Achieve: informing inclusive curriculum development through co-creation

**Name, Department and Institution:** Lucy Atkins & Richard Hall, Freedom to Achieve, De Montfort University

**Audience this session is relevant to:**

This session will be of interest to those working within student unions, equality and diversity, student experience, student and academic services, Black, Asian and Minority Ethnic experience and academic development.

**By the end of the session, participants will:**

- Have an understanding of DMU's approach to addressing the attainment gap
- Have new understandings of the student experience, from the perspective of students of colour

**Session abstract:**

Understanding the lived experiences of individuals and communities who have experienced marginalising educational structures and cultures increasingly underpins social justice research across higher education. Building upon Kingston University's value-added metric and Inclusive Curriculum Framework, De Montfort University has developed its own approach to engaging with differential attainment gaps, in part by embedding co-creation at the heart of its 'Freedom to Achieve' project. Co-creation enhances the University's understanding of the experiences of students of colour and supports all students to become agents for change. During the 2018/19 academic year, the Freedom to Achieve team have conducted programme-level co-creation events, focused on student experiences of the curriculum and campus environment, with 40 pilot programmes across the institution. This session presents the major themes from these events representing student voices. These demonstrate curriculum transformation through praxis at programme and institutional levels. Moreover, they engage the institution with processes for individual self-actualisation.

**References:**

- Atkins, L. (2018) Freedom to Achieve: Project Evaluation Report. DMU: Leicester. Available from: <https://dora.dmu.ac.uk/handle/2086/16793>
- Atkins, L. and Hall, R. (2019) [Forthcoming] Freedom to achieve: addressing the attainment gap through student and staff co-creation, *Compass: Journal of Learning and Teaching*, vol.12(1).
- Cook-Sather, A., Bovill, C. and Felten, P. (2014) *Engaging students as partners in learning and teaching: a guide for faculty*. San Francisco: Jossey-Bass.

- Mountford-Zimdars, A., Sanders, J., Moore, J., Sabri, D., Jones, S. and Higham, L. (2017) 'What can universities do to support all their students to progress successfully throughout their time at university?' *Perspectives: Policy and Practice in Higher Education*, 21(2-3), 101-110.

**Session number:** 3.3

**Session title:** Transition into University for students with BTEC and 'non-traditional' qualifications

**Name, Department and Institution:** Dan Herbert & Rob Fleming, Birmingham Business School, Rebecca Morris, School of Education, University of Warwick & Helen Mackenzie, School of Education, University of Loughborough

**Audience this session is relevant to:**

This session is relevant for staff involved with the transition of students from school/college into university including outreach teams, programme leads, year tutors and heads of education. The paper also touches on the availability and quality of data that allows for tracking student transition.

**By the end of the session, participants will:**

- Be able to explain the key challenges faced by students BTEC qualifications as they transition to university
- Have a range of ideas for interventions that may help with this transition
- Be able to appraise the potential usefulness of transition interventions in their own subject/role

**Session abstract:**

Students at selective universities who join with BTEC entry qualifications under perform their cohorts in terms of progression and outcomes (HEFCE,2018). This underperformance starts early in their time at university and leads to lower progression levels from year 1 to year 2 of study (Banerjee, 2018). This research explores the roots of this underperformance by considering the transition journeys of students into four selective UK universities (Birmingham, Exeter, Loughborough and QMUL). The study uses a theory of change methodology to study student transitions. The study identifies three key transition difficulties faced by students; acquiring academic writing skills, developing numeracy skills and accessing tutoring support. It also identifies ways in which students' transitions can be helped by pre-entry support. The study's findings suggest that well designed and timely interventions improve transition. Alongside these findings suggestions are made regarding improving data collection to allow for monitoring of student transition, progression and achievement.

**References:**

- Banerjee PA (2018). How successful are BTEC students at the University? Wonkhe. <https://wonkhe.com/blogs/how-successful-are-btec-students-at-university/> accessed 21/01/2019
- HEFCE (2018) Differences in student outcomes: The effect of student characteristics <https://webarchive.nationalarchives.gov.uk/20180405115303/http://www.hefce.ac.uk/pubs/year/2018/201805/> accessed 21/01/2019

**Session number:** 3.4

**Session title:** Finding the expert within: teaching in more inclusive ways

**Name, Department and Institution:** Els Van Geyte, Higher Education Futures institute & Rina de Vries, Birmingham International Academy, UoB

**Audience this session is relevant to:**

All teaching staff

**By the end of the session, participants will:**

- Have greater awareness of the importance of inclusive teaching practices
- Have greater awareness of their strengths in teaching
- Considered ways of developing their inclusive teaching skills

**Session abstract:**

Using examples from teaching international students and the literature as starting points, this session focusses on inclusive teaching practices by questioning the conformist or 'deficit model' (Carroll and Ryan, 2005) and seeking a more inclusive perspective aimed at valuing, supporting, respecting and enabling all students. It proposes the use of a critical reflection tool (Brookfield's four lenses, 2017) to evaluate and build on existing teaching practices. The audience will thus be encouraged to find the expert within and to reflect on ways in which inclusivity in teaching and course design can be promoted.

**References:**

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- Carroll, J. and J. Ryan (2005). *Canaries in the coalmine: International students in Western universities*. In J. Carroll and J. Ryan (eds), *Teaching international Students: Improving Learning for All*. London: Routledge.
- Coy, K. (2018). *Universal Design for Learning and Digital Environments: The Education Superpower*. In *The Journal of Inclusive Practice in Further and Higher Education*, 10 (1) (pp.12-135). Available at <https://nadp-uk.org/resources/publications/published-journals/> Accessed 24 January 2019.
- Equip (2017). *Strategies and Recommendations for the International Classroom* [Online]. Available at: <https://equip.eu/2017/08/18/new-videos-by-ubordeaux> Accessed 8 January 2019.
- Florian, L. and H. Linklater (2010). *Preparing teachers for inclusive education: using inclusive pedagogy to enhance teaching and learning for all*. In *Cambridge Journal of Education*, Vol. 40 (2010), Issue 4, 369-386. Available at: <https://www.tandfonline.com/doi/full/10.1080/0305764X.2010.526588?scroll=top&needAccess=true> Accessed 11 February 2019
- Leask, B. and J. Carroll (2013). *A Quick Guide to Developing English Language Skills*. Melbourne: IEAA. Available at: <https://www.ieaa.org.au/documents/item/128> Accessed 09 January 2019
- Leask, B. (2015). *Internationalizing the Curriculum*. London, New York: Routledge.

- Thomas, L., 2016. Developing inclusive learning to improve the engagement, belonging, retention, and success of students from diverse groups. In *Widening Higher Education Participation* (pp. 135-159). Chandos Publishing.

**Session number:** 3.5

**Session title:** Students' perceptions of institute reputation; fostering a genuine culture of belonging and inclusion in Higher Education

**Name, Department and Institution:** Sandhya Duggal, Department of Social Work and Social Care, School of Social Policy, UoB

**Audience this session is relevant to:**

- Staff engaged in teaching practices
- Early-career staff
- Staff interested in improving belonging and inclusion

**By the end of the session, participants will:**

- Learn about current student perceptions of UoB reputation and how this influences perceptions of belonging
- Hear about the latest research aimed at improving student sense of belonging and inclusion in Higher Education
- Be able to draw upon examples of innovative practice

**Session abstract:**

Growing global competition has seen an increased emphasis placed on institutional reputation across the HE sector. However, for some students, prestige and reputation is perceived as a barrier to inclusion and belonging. This talk will draw on recent teaching experience and research, addressing how sense of belonging can be improved through inclusion of students into mainstream activities. This includes emphasis on meaningful and genuine interactions that allow students to feel valued and accepted at programme, departmental and institutional level (Goodenow, 1993; Humphrey and Lowe, 2017; Masika and Jones 2015; Thomas, 2018). This can be achieved through innovative approaches and activities such as; pre-entry and induction sessions, group and collaborative learning, personal tutoring and peer mentoring. Implications for practice include; an increase in supportive peer relations, and improved enhancement of the knowledge, confidence and identity of successful HE learners.

**References:**

- Goodenow, C. (1993) Classroom belonging among early adolescent students: Relationships to motivation and achievement. *Journal of Early Adolescence*. vol 13. (1)
- Humphrey, O., and Lowe, T. (2017) Exploring how a 'sense of belonging' is facilitated at difference stages of the student journal in higher education, *Journal of Educational Innovation, Partnership and Change*, vol 3, (1).
- Masika, R., and Jones, J. (2015) Building student belonging and engagement: insights into higher education student's experiences of participating and learning together, *Teaching in Higher Education*, vol 21, (2).

- Thomas, K. (2018) Rethinking student belonging in higher education: from Bourdieu to Borderlands, Routledge: New York.

**Session number:** 3.6

**Session title:** Exploring 8 Situational Lenses in Curriculum Design

**Name, Department and Institution:** Danielle Hinton, Higher Education, UoB

**Audience this session is relevant to:**

All staff engaged in teaching and supporting learning, especially those engaged in becoming NATY ready, educational enhancement and new module/programme development.

**By the end of the session, participants will:**

Be aware / reminded of the importance of analysing situational factors when designing new or redesigning an old modules, programmes or parts thereof.

**Session abstract:**

When designing or redesigning learning, whether small scale (course sections), medium (a course, module or MOOC) or large scale (programme) the first step needs to be a careful review of the situational factors that may affect your key decisions. It is ignore or gloss over a review of these factors to the detriment of the ultimate learning experience.

Drawing on the work of Diamond (1998) and Fink (2013) we will discuss 8 situations factors we believe are key to good learning design. They include Student characteristics; Staffing characteristics; Subject; Sequencing (eg. Time); Space (environment – indoors, outdoors & online); Scene (context); Standards (regulations, code of practice, professional bodies etc) and Scholarship (eg. Literature & research).

**References:**

- Diamond, R.M., (1998) Designing and Assessing Courses and Curricula: A Practical Guide. The Jossey-Bass Higher and Adult Education Series. Jossey-Bass, Inc., Publishers, 350 Sansome St., San Francisco, CA.
- Fink, L.D., (2013) Creating significant learning experiences: An integrated approach to designing college courses. John Wiley & Sons.

**Session number:** 3.7

**Session title:** Models of higher education provision for refugees within UK and European universities

**Name, Department and Institution:** Gabi Witthaus, CAL Digital Education Team, UoB

**Audience this session is relevant to:**

Academics, senior university leaders and academic support staff interested in the widening participation agenda, particularly in relation to enabling access to refugees and asylum seekers, and supporting these students to succeed in their higher education studies.

**By the end of the session, participants will:**

Have considered the range of current models for provision of higher education for refugees and asylum seekers in the UK and Europe, and the implications of different delivery models for both institutions and learners.

**Session abstract:**

This paper reports on findings from a literature review examining the ways in which refugees and asylum seekers in Europe are gaining access to higher education, and the kinds of support provided to help them succeed. Examples of delivery models used by institutions in the UK, Germany, Ireland, Italy, Sweden and Switzerland are presented and analysed according to a matrix with a formal/non-formal axis, and a face-to-face/online axis. The paper will focus on both the success stories and the challenges that lie ahead for the higher education sector to fully embrace widening participation to include refugees and asylum seekers.

**References:**

- Garito, M. A. (2017) 'A University for Refugees: Education without Boundaries', *Journal of Modern Education Review*, 7(8), pp. 568–575. doi: 10.15341/jmer(2155-7993)/08.07.2017/004.
- Moser-Mercer, B., Hayba, E. and Goldsmith, J. (2016) 'Higher education spaces and protracted displacement: How learner-centered pedagogies and human-centered design can unleash refugee innovation', in 2016 UNESCO Chair Conference on Technologies for Development: from Innovation to Social Impact. Lausanne.
- Murray, R. (2014) 'Widening Access and the Participation of Forced Migrants in HE', in Corcoran, S. L. and Kaneva, D. (eds) *Being 'On the Margins': Exploring Intersections*. Newcastle upon Tyne: Cambridge Scholars Publishing, pp. 85–107.
- Witthaus, G. (2018) 'Findings from a Case Study on Refugees Using MOOCs to (Re)enter Higher Education', *OpenPraxis*, 10(4).



**Session number:** 3.8

**Session title:** Queer pedagogies and transnational education for disruptive practice

**Name, Department and Institution:** Holly Foss, Birmingham Centre for Railway Research and Education, UoB

**Audience this session is relevant to:**

This session is of interest to those working with or on international programmes or transnational educational contexts, as well as practitioners interested in queer and disruptive pedagogies.

**By the end of the session, participants will:**

Participants will consider the concepts of queer and disruptive pedagogies, examine how these might function in transnational educational contexts, and question the role of academy, institution, and academic in this.

**Session abstract:**

The fourth industrial revolution is characterised by interconnected, digitised, global systems, motivating great changes in production, processes, and consumption. Within such globalisation, mobilities play a central role in terms of our physical, virtual, and intellectual experiences. In the context of education, international mobility abounds with students, staff, and programmes coming from, operating in, and heading towards increasingly diverse areas. Whilst the benefits of transnationalism are apparent, the complexities of transnational education are intricate.

Drawing from experiences of designing and delivering a collaborative transnational programme in South-East Asia with an industry partner, this paper questions higher education practices in global contexts. It will explore concepts of queer and disruptive pedagogies and how these can function within differing cultural contexts, particularly in light of (post)colonialisms and global hierarchies. Finally, it will question the roles the academy, the HEI, and the academic can and should play with relation to queer/disruption and transnational education.

#### **Parallel Sessions 4: Employer Led Learning**

**Session number:** 4.1

**Session title:** The equality challenge for employer-based learning

**Name, Department and Institution:** Lesley Batty, GEES, UoB

**Audience this session is relevant to:**

The session will be relevant to academic and professional staff who are involved in providing professional placements for students and for employers who provide placements

**By the end of the session, participants will:**

- Understand the challenges that some students face in accessing employer-based learning
- Have a range of methods that can enable equality in opportunities
- Understand how students can be supported during their placements

**Session abstract:**

Employer-based learning can provide students with real opportunities to apply their knowledge within a work setting and to gain and enhance skills that are key to employability (e.g. Jackson 2015). However, opportunities, whether as part of their course (e.g. sandwich year/year abroad), or as an external activity (internship, volunteering) can be out of the reach of many students. This can be due to a range of barriers including caring responsibilities, financial constraints, disability, attainment and personality type (e.g. Dunn et al 2016; Brown et al 2006). Exclusion can also apply to organisations as they cannot always afford to pay interns and therefore miss out on opportunities to engage with students. This session will explore ways in which we have used module based placements and associated methods to remove some of these barriers and how technology can be used to provide additional support for those on placements.

**References:**

- Brown, K., James, C. & Mackenzie, L. 2006 The Practise Placement Education Experience: An Australian pilot study exploring the perspectives of health professional students with a disability *Journal of Occupational Therapy* 69, 31-37
- Dunn, L.A., Schier, M.A., Hiller, J.E., Harding, I.H. 2016 Eligibility requirements for work-integrated learning programs: exploring the implications of using grade point averages for student participation. *Asia-Pacific Journal of Co-operative Education* 17, 295-308
- Jackson, D (2015) Employability skill development in work-integrated learning: Barriers and best practice, *Studies in Higher Education*, 40:2, 350-367, DOI: 10.1080/03075079.2013.842221

**Session number:** 4.2

**Session title:** Pathways for Reflexivity: Designing a Blended Level 7 Executive Apprenticeship in Public Management and Leadership.

**Name, Department and Institution:** Karin Bottom, Stephen Jeffares, Catherine Mangan, Louise Reardon, Institute of Local Government Studies, UoB

**Audience this session is relevant to:**

- Colleagues interested in 1) the education of public sector workers; 2) how the higher education sector can respond to sectoral needs
- Colleges developing or teaching a degree apprenticeship
- Colleagues interested in or designing a blended programme
- Colleagues interested in the importance of reflexivity in learning

**By the end of the session, participants will:**

- Have an understanding of how the public sector context and how government/sectoral/employer requirements shape practitioners' learning needs (see Broussine and Ahmad, 2012)
- Appreciate how degree standards (knowledge, skills and behaviour. ) have framed the development of the programme
- Appreciate how reflexivity has been explicitly designed into the programme on three levels: digital, classroom and workplace

- Have an understanding of how the higher education sector can respond to the need for more reflexive public managers.

**Session abstract:**

Ongoing change to public governance requires public managers to exhibit new and more expansive ways of working (Needham and Mangan, 2014; 2016). This new 'modus operandi' contrasts with traditional understandings of the public manager role and exposes workers to 'complexity', 'ambiguity' and 'indeterminacy' that collectively require significant shifts in thinking and role interpretation (Quinn, 2013:7), and have important implications for programme design (Oldfield, 2017). This paper focuses on a skill that is universally required of public managers, reflexivity (Quinn, 2013) and here, its importance is considered in the context of higher education. The paper employs the curriculum design of a 'Blended Level 7 Executive Degree Apprenticeship in Public Management and Leadership' as a case study, demonstrating how reflexivity has been explicitly designed into the programme (currently being delivered to a cohort of public sector senior leaders). The paper critically reflects on how reflexivity is integral to digital, classroom and workplace learning.

**References:**

- Broussine, M. Ahmad, Y. (2012), 'The Development of Public Managers' Reflexive Capacities', *Teaching Public Administration*, 31, (1): 18-28.
- Needham, C. Mangan, C. (2014), 'The 21st Century Public Servant', University of Birmingham.
- Needham, C. and Mangan, C. (2016), 'The Twenty-First Century Public Servant: Working at Three Boundaries of Public and Private', *Public Money and Management*, 36, (4): 265-272.
- Oldfield, C. (2017), 'Changing times: A Changing Public Sector may Require Changes to Public Management Education Programmes', *Teaching Public Administration*, 35, (1): 8-21.
- Quinn B. (2013), 'Reflexivity and Education for Public Managers', *Teaching Public Administration*, 31, (1): 6-17.

**Session number:** 4.3

**Session title:** Future Work and Creativity: A study of employers' interpretation of creativity in the workplace and the implications for student learning

**Name, Department and Institution:** Elaine Clarke, Chris Wilson, Aston Business School, Centre for Learning Innovation and Professional Practice, Aston University

**Audience this session is relevant to:**

This session is relevant to those leading and designing learning experiences at any level: to Associate Deans, wishing to ensure a coherent approach to creativity across their portfolio; to Programme Directors overseeing the development of creativity skills at appropriate points in their programme, and to Module Leaders designing specific interventions.

**By the end of the session, participants will:**

- Know more about employers' expressed future needs in terms of creativity;
- Have been prompted to consider reasons for employer dissatisfaction with creativity in graduates;

- Have insight into the implications of this research for designing learning interventions for students.

**Session abstract:**

The World Economic Forum (2016) showed that creativity had shot to third place in a list of skills employers say they need for the future. McKinsey's Skill Shift (2018) reports an increased demand for creativity. In the QS Global Employer Survey (2018) creativity scores highly as a skill employers seek, but which they claim not to see in new graduates. Creativity is not a single concept; it has many manifestations that have implications for educating students for the future. Our survey of over 3000 employers in the UK probes their perceptions of creativity as a concept and an activity, how creativity is handled at organisational, departmental, and functional level, and how line managers claim to engender, recognise and reward creativity. Employers are asked how creativity features in the selection process. Results strengthen the case for increasing creativity in the curriculum, and provide insight needed to design appropriate forms of learning interventions.

**References:**

- McKinsey Global Institute. (2018) Skill Shift. Automation and the Future of the Workforce.
- World Economic Forum (2016) Future of Jobs Report.
- QS Global Employer Survey (2018).

**Session number:** 4.4

**Session title:** Transforming learning through commercial challenge-led projects

**Name, Department and Institution:** Jess Power, School of Creative Arts and Engineering, Staffordshire University

**Audience this session is relevant to:**

This presentation will be of interest to HE academics who wish to transcend disciplines and develop new epistemological approaches for integrating employer-led learning into the student learning experience. An impact case study, (duration 2012-2017) for the integration of interdisciplinary commercial challenge-led learning within main stream HE is presented.

**By the end of the session, participants will:**

- Identify key mechanisms and enablers to embed interdisciplinary commercial challenge-led learning into the undergraduate experience
- Appreciate the benefits, challenges and impact from different stakeholder's perspectives
- Critique the employer-led framework to develop learning communities, professional networks, attributes and skills, associated with pedagogies for the 4th industrial age

**Session abstract:**

The fourth industry revolution (4IR) is interdisciplinary in nature, crossing fields and transcending traditional academic disciplines. Universities of the future must equip students with the skills and attributes required for an ever changing commercial landscape. Graduates endowed with the necessary discipline knowledge combined with technical, problem solving, critical thinking and social integration skills are better equipped to contribute to the global environment and societies of the future.

A case study is presented for integrating interdisciplinary commercial challenge-led learning into the HE learning experience, based on evidence gathered during 2012-2017 at a UK HE institution. Interdisciplinary challenge-led learning is presented as a new mode of knowledge production, which contributes a blue-print for innovation in employer-led learning pedagogy. The framework presented builds intellectual capacity through creating sustainable networks to co-create knowledge and develop learning communities, enabling students to develop the required skills and attributes to contribute to commercial and society 4IR challenges.

#### **References:**

- Blair, B. (2012) Elastic minds? Is the interdisciplinary / multidisciplinary curriculum equipping our students for the future: A case study. *Art, Design & Communication in Higher Education*, 10 (1) 33-50.
- Grushka, K., Clement, N., Chand, A., Lawry, M. and Devine, A. (2018) Boundary Objects in the Visual Art-Science Learning Space, *Australian Art Education*. 39 (1) 69-90.
- Lee, Y. and Crawford, P. (2011) A Cross-Disciplinary Exploration of Core Values. *Design Principles & Practice: An International Journal*, 5 (3) 49-64.
- Power, J. and Handley, (2017) J. A best-practice model for integrating interdisciplinarity into the Higher Education student experience “*Studies in Higher Education*”.
- Power, E. J. (2018) Chapter 6: Embedding Interdisciplinary and Challenge led learning into the student experience: Hyams-Ssekasi, D and Cauldwell, E. *Experiential learning for entrepreneurship Theoretical and practical perspectives on enterprise education*, Palgrave, UK.

**Session number:** 4.5

**Session title:** The Interdisciplinary Birmingham Engineer: Integrated Design Projects that embed sustainability concepts to inspire and motivate students while improving their employability

**Name, Department and Institution:** Neil Cooke, Pedro Martinez-Vazquez & Mozafar Saadat, School of Engineering, UoB

**Audience this session is relevant to:**

- Academics wanting to develop Authentic Assessments
- Professional Services staff involved in Enterprise / Authentic Assessment

**By the end of the session, participants will:**

Appreciate the role of enterprise and sustainability in developing authentic learning experiences.

**Session abstract:**

To counter global threats facing humanity, sustainability should be at the core of every undergraduate curriculum in STEM higher education. In engineering education, sustainability thinking is relatively advanced with focus on design considerations for emissions, energy and materials. However, cultivating a broader working knowledge of sustainability can be perceived as non-essential. At the University of Birmingham School of Engineering it is fostered through Integrated Design Projects (IDP). These are interdisciplinary Problem Based Learning (PBL) experiences that involve hundreds of students from material, mechanical, electrical and civil engineering programmes. Projects are developed with industrial partners to ensure authentic

assessment and improve student's employability. However, they also serve this higher purpose - to develop sustainability skills so that future graduates can help transform the industries they will work in.

**Session number:** 4.6

**Session title:** Challenging Teaching Practice: considerations about HE education development programmes

**Name, Department and Institution:** Erika Corradini, Centre for Higher Education Practice, Faculty of Social Sciences, University of Southampton

**Audience this session is relevant to:**

Teaching practitioners; academic developers; education developers, teacher trainers.

**By the end of the session, participants will:**

Have had an opportunity to debate the concerns underpinning the creation of education development programmes. The aim of on-the-job training programmes such as the PGCert is to develop HE educators to play active roles in the 'next generation' university and to enable sharing best teaching practice. In this session, I will explore this role from the perspective of professional development.

**Session abstract:**

This presentation addresses the theme Employer-led learning in the sense that it centres on the role that on-the-job training programmes such as the PGCert/PGCAP have in developing 'next generation' educators. In my session, I will problematize the role of academic teacher training programmes in forming teaching professionals/practitioners who can have an impact in the classroom through challenging their practice. Concerns raised by academic teachers participating in these programmes are that they are sometimes held back in their jobs by excessive workloads, performance-related expectations and lack of academic support and recognition which inevitably lead to loss of engagement and motivation. Based on PGCAP participants' evaluations, I will present preliminary considerations in redeveloping a programme of academic professional development to be centred on the personalisation of learning. The aim of this more flexible approach to development is to encourage practitioners to engage with their own teaching activity and thus role model new approaches to university education in a fast changing sector. Questions and feedback will be invited on the role of educators and educationalists in this new challenging HE context.

**References:**

- Parkin, D., (2017) *Leading Learning and Teaching in Higher Education* (Routledge, Abingdon).
- S.A. Ambrose, M.W. Bridges, et al., (2010) *How Learning Works. Seven research-Based principles for Smart Teaching* (Wiley).

**Session number:** 4.7

**Session title:** Embedding Entrepreneurial Skills and Employability into the Academic Curriculum

**Name, Department and Institution:** Mircea Scrob & Helen Hook, Liberal Arts & Natural Sciences, UoB

**Audience this session is relevant to:**

This session is for individuals interested in embedding entrepreneurship and employability into an interdisciplinary curriculum.

**By the end of the session, participants will:**

- Be introduced to a concept for involving industry stakeholders in the co-design, delivery and the assessment part of academic modules
- Find out best practices in convening a module as an academic lead in which sessions are run by external partners from industry
- Become aware of the challenges of employer-led, student-centred approaches and of possible solutions to mitigate them

**Session abstract:**

The module proposes an efficient concept for tailoring academic training to on the job requirements after graduation: co-designed by the Careers Networks in collaboration with a Start-up accelerator (E-Spark), featuring external guest speakers for the delivery of specialised content (Google, IBM, Midven Venture Capital) and with an academic lead structuring a meaningful learning experience across sessions, the module covers up to date content, facilitates the acquisition of relevant skills and enables networking with key employers in the West Midlands.

Relevant and meaningful assessments are key for the success of the module and this is achieved by requiring meaningful outputs, including external experts in the evaluation process and linking internships/placements to the performance of the module.

**References:**

- Problem based learning, Barrows, H. S. (1986)
- Experiential learning, Kolb (1984)
- Growth mind-set, Dweck, C.

**Session number:** 4.8

**Session title:** Developing Skills for the Future: Mentoring in Schools on the Curriculum at Cass Business School to Drive Social Mobility

**Name, Department and Institution:** Rob Compton & Paul Palmer, School of Management, Cass Business School, City, University of London

**Audience this session is relevant to:**

Academics and teachers interested in learning through practice and experience and understanding the future role of the Business School providing skills and knowledge for today's employers. Also, those with an interest in pedagogical innovation relating to the digital sector and promoting social mobility by working in local communities.

**By the end of the session, participants will:**

- See how undergraduates learn by going into schools and mentoring young people
- Link experiential learning to growing opportunities in the digital sector

- Understand Business School's role in supporting pathway choices for young people in local communities
- Gain practical insight into how to integrate this form of learning in the curriculum

**Session abstract:**

Cass Business School sits between the City of London and the “silicon roundabout” hub for the digital industry in the UK. Industry leaders say our graduates can lack people skills for the workplace of the future. We also have a responsibility to our local community and promoting equality of opportunity.

Our School Mentoring Programme is a long term programme and longitudinal research initiative to:

- Improve the employment prospects of our students
- Reduce inequality in neighbouring communities
- Respond to feedback from employers in the digital sector

Second year Management undergraduates learn about mentoring and coaching in a business and educational context through practical workshops then practice their mentoring and coaching skills with either pupils in local schools in disadvantaged communities or a first year student settling in to life at Cass. This is a unique accredited module where students demonstrate their learning through a 2500 word reflective essay and formal observation.

**References:**

- Kenworthy. A.L (1996), Linking Business Education Campus Culture and Community: The Bentley Service Learning Project. Netherlands, *Journal of Business Ethics* 15 (pp 121-131).
- Kolb, A., & Kolb, D. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education*, 4, 193-212.
- Moore, T. and Morton J., (2017) The myth of job readiness? Written communication, employability and the “skills gap” in higher education. *Studies in Higher Education* 42 (3) pp 591 – 609
- Robles, M. M. (2012). Executive Perceptions of the Top 10 Soft Skills Needed in Today's Workplace. *Business Communication Quarterly*, 75(4), 453–465. Retrieved from <https://doi.org/10.1177/1080569912460400> on 14 January 2019

**Session number:** 4.9

**Session title:** Interdisciplinary collaborative network to support innovation and increased diversity in energy teaching.

**Name, Department and Institution:** Grant Wilson & Claudia Favero, School of Chemical Engineering, UoB

**Audience this session is relevant to:**

Educators/lecturers/experts and students interested in teaching energy in a multidisciplinary and diverse environment but also other practitioners who want to create a similar community or have already done so and wish to discuss ideas and solutions.

**By the end of the session, participants will:**



Have learnt about the creation of an online multidisciplinary community of practice in the field of energy teaching and initiated a discussion on the feasibility, effectiveness and sustainability of such an initiative, both from a methodological and a technical point of view.

**Session abstract:**

The Whole Systems Energy – Sustainability and Energy Education Network (WSE – SEEN) project is a collaboration between the Universities of Birmingham, Manchester, Edinburgh and Leeds.

We are creating an online community of practice (Wegner et al., 2002) to support innovation, multidisciplinary and increased diversity in energy teaching and enhance to links between the latest energy research and teaching programmes across different disciplines.

In this session, we would like to present the early results of this project, emerging mainly from wide-ranging surveys of both professionals and educators from both academia and the private sector as well as students in the field and from a workshop planned at the University of Birmingham from May.

We expect the feedback from the surveys and the outcome of the discussions during the workshop will help us to develop an effective and sustainable online community of practice, an experience worth sharing with colleagues in and beyond UoB.

**References:**

- Etienne Wenger, Richard McDermott, & William Snyder, *Cultivating Communities of Practice: A Guide to Managing Knowledge* (Boston, MA: Harvard Business School Press, 2002).

## **Poster abstracts**

**Session number:** Poster 1

**Session title:** Enhancing 'Engagement Value' in Online Discussion Forums: the dilemma of Module Contribution Marks.

**Name, Department and Institution:** Roshan Boojihawon, Daniel Chicksand & Michael Shulver, UoB

**Audience this session is relevant to:**

This session will interest an audience who is keen to improve the quality of delivery online pedagogy in online programmes as well as those interested in managing them effectively.

**By the end of the session, participants will:**

By this session, participants will be able to explore the ongoing challenges and dilemma involved in implementing effective online pedagogy as well as reflect on possible solutions.

**Session abstract:**

Online teaching always struggles with student engagement. In a running online programme, the majority of students might engage reasonably well and some engage brilliantly. However, there is a tail of students who do not contribute to the learning community. Their learning is diminished and they frustrate their colleagues. Additionally, there is the issue of fairness. To help resolve these issues, we implemented a systematic methodology to allocating module contributions marks to help student engagement in online discussions forums. It worked; but it also created some unintended frustrations and challenges for all involved; so we are now divided about its future applications. In this session, we want to present and critically explore the issues that have unfolded in our experiences of enhancing 'engagement value' in online forums, and what could be the best approaches to enhance student engagement, which remains a persistent problem in online teaching and learning.

**References:**

- Online pedagogy, online discussion forums, online assessment

**Session number:** Poster 2

**Session title:** The use and impact of lecture capture in economics modules: investigating students' engagement with recordings and quizzes in Microeconomics

**Name, Department and Institution:** Kamilya Suleymenova and Rebecca McDonald, Department of Economics, BBS, UoB

**Audience this session is relevant to:**

This session will be of interest to academic and professional staff involved in teaching and learning, particularly in the context of large, moderately technical modules.

**By the end of the session, participants will:**

Have a more developed understanding of how and when students use audio-visual resources and quizzes over the course of a module, as well as the relationship between the use of different types of

resource. Participants will be encouraged to consider a holistic approach in development of digital resources.

**Session abstract:**

Despite growing evidence that Panopto and similar resources can have a positive impact on students' learning, outcomes and satisfaction (Taplin et al., 2011), there is scepticism about how students might use these resources as a substitute for, rather than a complement to, attendance at lectures and seminars, to the detriment of their learning outcomes (Johnston et al., 2013). Ours is the first attempt to understand these effects for economics students across a range of types of online resources. We analyse the data from our large cohort (n>300) of second year undergraduate students on the microeconomics module in 2017/18 who had access to a variety of online resources through Canvas. We analyse patterns of engagement with quizzes and videos through the year to ask whether student engagement depends on the type of resource (quizzes vs recordings), and what is the pattern of intensity of digital resource use in a year-long module?

**References:**

- Johnston, A. N., Massa, H., & Burne, T. H. (2013). Digital lecture recording: A cautionary tale. *Nurse education in practice*, 13(1), 40-47.
- Taplin, R., Low, L., & Brown, A. (2011). Students' satisfaction and valuation of web-based lecture recording technologies. *Australasian Journal of Educational Technology*, 27(2).

**Session number:** Poster 3

**Session title:** Python for Engineers: the development and evaluation of laboratory practical and class tests which measure learning gaps and gains.

**Name, Department and Institution:** Neil Cooke, Bradney Smith, Arthur Mazendame & Kevin Bessell, School of Engineering, School of Physics & School of Computer Science, UoB

**Audience this session is relevant to:**

Academics wanting to develop teaching and learning efficiencies through learning analytics, and develop students digital skills in a contextually relevant manner for their degree programmes.

Professional Services staff involved in promoting/facilitating E-Learning technologies.

**By the end of the session, participants will:**

Understand the power of;

- Learning to program through contextualised programming exercises related to their degree
- The blended use of canvas quizzing and Interactive computing notebooks to teach and assess students, and to better demonstrate their learning gaps and gains

**Session abstract:**

Interactive computing is a key digital skill which STEM faculty must embed into their programmes in a meaningful manner; merely using generic online resources to learn programming is not efficient since the learning exercises are not subject-specific.

Learning analytics and auto-grading technologies play a key role in teaching and learning efficiencies, while Interactive Computing within digital notebooks provides a rich student learning environment. In this project a new programming course “Python for Engineers” is developed and evaluated which harnesses these technologies to develop School of Engineering student’s computing skills.

I describe the structure of the learning module and its effect on students skills through pre/post baseline assessment. There is potential scope for wider adoption of the work across the university in other modules and CPD/MOOC, as the skills developed related to working and manipulating data are key skills in all science and engineering subjects.

The project is funded by The Collaborative Teaching Laboratory.

**Session number:** Poster 4

**Session title:** Exploiting Technologies to Improve the MEQ Feedback-Loop

**Name, Department and Institution:** Benjamin Costello & Nicola Taylor, Academic Writing Advisory Service (AWAS), College of Arts and Law, UoB

**Audience this session is relevant to:**

This session/poster is relevant to: senior managers (with strategic oversight of student experience and quality assurance); and academic teaching staff and PGAs (who will be able to track and evidence development in their practice, and feedforward more effectively to their students.

**By the end of the session, participants will:**

Participants will have the opportunity to become familiar with and explore the CAL Academic Writing Advisory Service (AWAS) digitised feedback and feedforward system, and to reflect on the potential for a system such as this to be adapted and upscaled for use across departments and colleges within the university. [49 words]

**Session abstract:**

NSS data demonstrates a clear gap in perceived responsiveness to feedback (NSS, 2018) – only 59% of respondents agreed feedback provided via the current system of MEQs had been acted on.

AWAS has successfully created and implemented a bespoke, multi-stage, online system that enables students to leave meaningful feedback on the support they receive. Benefits include the opportunity to:

- create a corpus of student comments for enhanced quantitative and qualitative data analysis;
- provide students with a copy for their records of their concerns, topics covered in the tutorial, and their feedback, thereby enabling the longitudinal reflection and development that aligns with the recent introduction of PebblePad portfolios;
- overtly respond to feedback by announcing and implementing changes and sharing best practice across the team.

We highlight the potential for this system to close the MEQ feedback-loop and change perceptions of how feedback has been acted upon when completing the NSS.

**References:**

- NSS (2018). 2018 NSS results by teaching provider for all providers. Available at: [https://www.officeforstudents.org.uk/nss2018/NSS\\_taught\\_all18.xlsx](https://www.officeforstudents.org.uk/nss2018/NSS_taught_all18.xlsx)

**Session number:** Poster 5

**Session title:** Facilitation of Effective Feedback through Software

**Name, Department and Institution:** Daniel Donaldson, Mohamed Samra, Panagiota Axelithioti, Lewis Perry, Carl Anthony, Daniel Espino & Aziza Mahomed, School of Engineering, and School of Education, UoB

**Audience this session is relevant to:**

This presentation is relevant to all academic staff as it describes the advantages of using a digital tool for providing feedback on assignments. The digital tool is designed to be used by assessors from various disciplines in order to provide improvements in the efficacy, timeliness, and consistency of feedback.

**By the end of the session, participants will:**

By the end of the session, participants will gain an understanding of:

- How the feedback tool works
- How the tool has provided benefits for individual users and enhanced consistency across groups of users
- Why such a system would be beneficial for their use
- How they can become involved in piloting the tool for use in their own context

**Session abstract:**

In the digital age, appropriate use of technology serves a vital role in enhancing the academic experience for staff as well as students. Through interdisciplinary collaboration, a software tool was developed to aid academic staff deliver effective and consistent feedback in a timely manner. This tool allows academics to automate repetitive portions of the process promoting consistency and freeing time to provide unique feedback where it is most effective. The aim is to spend less time typing feedback and more time thinking about how to make it constructive and impactful. The tool can be easily customized for use in various academic disciplines, incorporating best practices such as the recent University of Birmingham Assessment and Feedback Staff Template. The current tool represents the culmination of several educational projects completed under sponsorship of the Education Enhancement Fund. Further enhancements of the tool, such as a server version will facilitate enhanced data analytics.

**Session number:** Poster 6

**Session title:** Co-Designing a new Problem Based Learning CEPLER law module with law firm Pinsent Masons

**Name, Department and Institution:** Emma Flint, Emily Carroll & Paul McConnell, Birmingham Law School, CAL Digital Education, Library Services, UoB

**Audience this session is relevant to:**

Members of academic staff who want to know more about:

- Innovative curriculum design
- Problem Based Learning approaches
- Co-designing curriculum with graduate employers
- Student perceptions and feedback on this style of learning and assessment

**By the end of the session, participants will:**

have an understanding of the benefits, to academics, students and employers, of this type of learning, whilst also reflecting on 'critical' moments and student perceptions/feedback.

**Session abstract:**

Our session will share the lived experience of designing and developing the new CEPLER 3rd year optional law module 'Real Estate Law' with practitioners from the Birmingham legal market. The curriculum design of the module is centred around 'Problem Based Learning' (PBL) which places the student at the heart of the process and reverses the traditional transmissive approach to teaching. In our module, the PBL scenarios set factual scenarios that raise legal issues which our law students had not yet studied. One of the key roles of PBL learning is to trigger student awareness that these issues exist, and create an interest in them by highlighting their real-world ramifications. The PBL methodology then allows students to identify exactly what is needed to be researched in order to understand the problem and address the issues which it raises.

**Session number:** Poster 7

**Session title:** The Institutional rollout of PebblePad: A Case Study Reflecting on Reflecting

**Name, Department and Institution:** Celia Greenway, Kabir Ganguly & Frederick O'Loughlin, College of Social Sciences, Birmingham Digital Education, Higher Education Futures institute, UoB

**Audience this session is relevant to:**

This session is relevant to anyone with an interest in tutoring, portfolios, or digital learning. As well as for those simply looking to find out more about the University of Birmingham's PebblePad project in relation to the enhancement of the student experience.

**By the end of the session, participants will:**

Learn about;

- The PebblePad project's context and progress so far
- Current uses outside of tutoring
- The staff and student focus group outcomes

- The potential impact on student experience
- Wider implications for the tool
- Future plans for the tool

**Session abstract:**

PebblePad is an online portfolio tool, and was introduced to the University of Birmingham in 2018. PebblePad is now being used in a variety of different contexts across the University, the most significant of which is as an institution-wide companion to Personal Academic Tutoring.

This session follows a series of focus groups with staff and students. We present the findings from these discussions. We will delve into current use of PebblePad so far and outline the details of future plans.

The case study will be considered from three perspectives:

1. The academic perspective
2. The student perspective
3. The digital perspective

**Session number:** Poster 8

**Session title:** Where's the Character Education in Online Education?

**Name, Department and Institution:** Tom Harrison, School of Education, UoB

**Audience this session is relevant to:**

Higher education teachers who run blended or distance learning programmes and / or those interested in cultivating positive character qualities and attributes in higher education students.

**By the end of the session, participants will:**

Understand why there is an obligation to focus on character development in higher education and the challenges of doing so in online learning.

**Session abstract:**

The arguments made in the presentation will provide insights that help address larger questions about how technologies used in education might enable and deepen human connections that build character and hone practical wisdom. This presentation will address this assertion by asking where is the character education in online education – a topic that has been largely neglected in the academic literature. After making the case for why it is incumbent on universities to view themselves as character educators, a case will be made about how this might be achieved through distance / blended learning. Principles that can be found in constructivist learning theory and a neo-Aristotelian model of character development are shown to have synergies and provide the basis for a practical approach. The presentation will conclude by outlining two important roles those running distance / blended learning programmes must fulfil; that of an online character educator and online character facilitator.

**References:**

- Harrison, T (2019, forthcoming) Where's the character education in distance education? Constructivism, virtue ethics and learning online. Journal of Distance Education (under review)

**Session number:** Poster 9

**Session title:** Enterprising English – a module supporting cultural organisations!

**Name, Department and Institution:** Helen Hook, Careers Network, UoB

**Audience this session is relevant to:**

This session is for individuals interested in developing a module which involves students supporting real, local businesses through live project briefs linked to specific business's developmental needs.

**By the end of the session, participants will:**

By the end of the session, the audience will learn how students, in groups work experientially to provide consultative support to each of their industry project partners. The module includes authentic formative and summative assessments and enquiry-based learning methodology.

**Session abstract:**

Enterprising English encourages students to think creatively to support cultural organisations with specific business development needs. An example includes 'how to get more young people engaged with our events'.

The role of the academic is to support independent learning and provide practical lessons on things such as; project management, how to get the most out of their organisations mentoring support slots, finances and revenue streams to name but a few! In addition to the support we provide, we have more industry partners providing expert content e.g. IBM Design Thinking, Lloyds Banking Groups session on Strengths, to our very own Library Team delivering digital skills.

Come and hear about what our students are supporting our cultural organisations with - including our very own Cultural Partnerships Department who provided a brief linked to the Arts and Science Festival.

This module is all about empowering students to turn their research into action!

**References:**

- Problem based learning, Barrows, H. S. (1986)
- Experiential learning, Kolb (1984)
- Growth mind-set, Dweck, C.



**Session number:** Poster 10

**Session title:** The Advantages of Digitalizing Archives for Global Historians

**Name, Department and Institution:** Rebecca Howart, UoB

**Audience this session is relevant to:**

This paper is of particular relevance to students and academics in the field of global history, as well as history more generally, anthropology and gender studies. It is also of relevance for academics in all fields which utilise archives and whose research is constructed around archival sources.

**By the end of the session, participants will:**

Appreciate the rapid developments in technology, specifically the digitization of archival sources; as well as the advantage of digital archives to global historians who are often limited by geographical location and breadth of sources.

**Session abstract:**

Literature discussing the affects of technology on higher education demands to be constantly rewritten due to the rapidity of technological developments making articles on the subject almost instantaneously outdated. In this area, the advantages of digitalizing archival material are often overlooked. In particular, the advantages for global historians are vast. Global history is criticised as a history of elites, written by elites, due to the geographical distance between archives affecting the cost of such research. However, with the increasing digitalization of archives, global history is becoming more accessible from every corner of the globe. This is evident through a collection of sketches on Khoi women which are held at the National Library of South Africa but accessible through the World Digital Library. These sketches, alongside Dutch annotations, allow an analysis of colonial understanding of Khoi culture and behaviour to be discussed at this conference 8,000 miles away from these sources.

**References:**

- The Khoikhoi at the Cape of Good Hope Collection at the National Library of South Africa (INIL 6250-6264).

**Session number:** Poster 11: poster withdrawn

**Session number:** Poster 12

**Session title:** The HEFi funded development of the BIA 'Assess your Academic English!' Canvas diagnostic tool

**Name, Department and Institution:** Richard Nickalls, Birmingham International Academy, UoB

**Audience this session is relevant to:**

All interested in supporting students learn academic Paraphrase skills/helping students diagnose their strengths and weaknesses in Academic English. It will also interest those who wish to build a Canvas LTI.

**By the end of the session, participants will:**

Know about a new automated marking tool (a Canvas LTI) and be aware of how international students can be helped to diagnose their own strengths and weaknesses in Academic English.

**Session abstract:**

This talk outlines the BIA's development of a formative assessment of English for Academic Purpose skills to all students on entry to the University: 'Assess your Academic English!'. Our purposes in developing a more multi-skilled assessment (with funding from the University of Birmingham's Higher Education Futures institute - HEFi) will first be outlined. On the assumption that poor paraphrasing and citation skills are often contributing factors to plagiarism (Davis, 2007; Davis & Carroll, 2009) and also based on our experience that many students turn to essay mills and ghost writers through a lack of confidence in their own academic paraphrasing skills, it was clear that this diagnostic assessment needed to be made more formative and interactive. After a brief demonstration of a Canvas LTI developed for the project (an automated feedback tool for academic writing extracts) the results of our initial evaluation of the first pilot we will present alongside our plans for future development.

**References:**

- Davis, M. (2007). The role of Turnitin in the formative process of academic writing: A tool for learning and unlearning? *Brookes e-Journal of Learning and Teaching*, 2(1). Available at: [http://bejlt.brookes.ac.uk/article/the\\_role\\_of\\_turnitin\\_within\\_the\\_formative\\_process\\_of\\_academic\\_writing/](http://bejlt.brookes.ac.uk/article/the_role_of_turnitin_within_the_formative_process_of_academic_writing/) (Accessed: 17 January 2018).
- Davis, M., & Carroll, J. (2009) Formative feedback within plagiarism education: Is there a role for text-matching software? *International Journal for Educational Integrity*, 5(2): 58-70.

**Session number:** Poster 13

**Session title:** Future for Universities

**Name, Department and Institution:** Natasha Nigar, School of Computer Science, UoB

**Audience this session is relevant to:**

Higher education is facing a future that is challenging. Radical disruption, globalisation and rapid technological change, is compelling universities to restructure their academic operations in order to thrive. Proposed methods will help universities to redefine their curriculum and to cope with artificial robots.

**By the end of the session, participants will:**

Participants will understand that how to implement a fair and self-sustaining model for education. This suggested change in curriculum is not a race against the machines. This is a race with the machines. If we race against them, we will lose.

**Session abstract:**

Students are university products, destined to industries that run a knowledge economy of any country. The technological disruptions, e.g. additive manufacturing, collaborative robots, ICT revolution, industry 4.0, internet of things are driving forces in digital-learning at universities over

the next 20 years, and will reshape future industrial organizations' structures, business models and operations.

In this regard, students need to be trained and not taught. Information needs to be made accessible and students need to learn how to find it rather than the teacher offering it to them in a rigid structure. There is need to redefine universities curriculum on three proposed levels. 1. delivery methods, 2. course contents and 3. centre of excellence. Education 4.0 needs to align with Industry 4.0 and prepare students for the next industrial revolution which will happen in their lifetime.

**Session number:** Poster 14

**Session title:** Lifelong learning – a personal view

**Name, Department and Institution:** Sue Quick, Birmingham Institute of Forest Research/ GEES, College of LES, UoB

**Audience this session is relevant to:**

All attendees can benefit from knowing how HE is adapting to educational needs of the present and future. As life-expectancy increases, with the possibility of longer periods in retirement or unpaid work, then continuous updates will be needed to skills to enable high quality of life.

**By the end of the session, participants will:**

Appreciate that skills for lifelong learning are best obtained when young but can be achieved throughout life. Workplace-related learning and leisure learning have different focus to that within the secondary and tertiary education institutions. Lifelong learning should be encouraged across the work-leisure continuum to deliver sustainable learning outcomes.

**Session abstract:**

As a career, engineering has been my focus. I had no intention to study academically beyond my first degree, neither did I wish to become a teacher. This personalised account of a lifetime of learning will demonstrate how an individual may need to evolve and adapt from a single career outlook. My story takes in: workplace learning and redundancy; skills for life; parenting and caring skills; higher level degrees; mental and physical health. It also suggests that retirement should not become an end to the learning path, but rather another beginning.

**Session number:** Poster 15

**Session title:** Now you've recorded: How do you use Lecture Capture?

**Name, Department and Institution:** Matt Turner, Higher Education Futures institute, UoB

**Audience this session is relevant to:**

Academic teaching staff who already make lecture recordings and want to make use of student interaction with them. Students with an interest in improving their study skills through the use of lecture recordings.

By the end of the session, participants will:

- Recall how to locate recording data from Panopto (66% UK market share).
- Inspect usage data for viewing trends across cohort.
- Evaluate data to identify 'problem' topics.
- Prepare students for using lecture capture for notetaking and study.

**Session abstract:**

The use of lecture capture continues to increase year on year across the sector. Early fears about negative impact on attendance have rarely been realised, although studies have returned evidence on both sides of the argument. Qualitative feedback points to students 'liking' lecture capture, and usage data at Birmingham and across the sector shows ever increasing viewings. Yet when and how do students use it? Where can you find out what has been watched? What advice can you give students to use lecture capture recordings more effectively?

This session will provide practical guidance on extracting viewing data for your recordings, including when students view your lectures and which parts they view. For teaching staff the session will provide tips on identifying the 'problem' topics and provide practical advice for students on how to use lecture capture recordings effectively for notetaking and study.

**References:**

- Edwards, M.R. & Clinton, M.E. (2018) 'A study exploring the impact of lecture capture availability and lecture capture usage on student attendance and attainment', Higher Education pp 1-19 Springer Netherlands. Available at: <https://doi.org/10.1007/s10734-018-0275-9>
- Sarsfield, M. and Conway, J. (2018) 'What can we learn from learning analytics? A case study based on an analysis of student use of video recordings', Research in Learning Technology, 260. <https://doi.org/10.25304/rlt.v26.2087>
- Nordmann, Emily, et al. (2018) Lecture Capture: Practical Recommendations for Students and Lecturers. Available at PsyArXiv, <https://doi.org/10.31234/osf.io/sd7u4>