

Advance HE Teaching and Learning Conference 2020

7 July 2020

On-demand sessions

Arts and Humanities strand

Authentic summer project opportunities: Chris Cox, Brunel University London.

Craft Lab or 'You cannot fail this module': Freya Billington, University of the West of England.

Creative curriculum design and teaching practice to support employability: Professor Reena Tiwari, Professor Kerry Pedigo and Associate Professor Kantha Dayaram, Curtin University

Creative use of student-generated content to enrich learning: Dr Shuang Wang, The University of Hong Kong.

Critically reflective creative learning: A dialogue on teaching and planning Photography online in a higher education context: Catarina Fontoura and Mandy Jandrell, Falmouth University.

Developing the scope of Applied Language Studies: Impact, employability, and stakeholder engagement: Dr Robert Lawson, Birmingham City University.

Education for Sustainable Development: Empowering change through online learning and the SDGs: Dr Jennifer O'Brien, The University of Manchester.

'Outdoor Image': Creating impact through Arts-based learning in the outdoors: Dr Clive Palmer, University of Central Lancashire.

Pedagogies of risk and strangeness in the Faculty of Arts and Humanities: Kathleen Abiker, Canterbury Christ Church University.

Staging the Apocalypse: Contemporary writing and critical pedagogy in the teaching of the Humanities: Dr Antonella Castelvedere, University of Suffolk.

The co-design of an E-learning resource to support the student pre-arrival experience: Dr Kathryn Woods, Goldsmiths University and Dr Damien Homer, University of Warwick.

The Curiosity Initiative (Curious Thursdays): Laura Walker and Sarah James, Arts University Bournemouth.

The power to action change together: Rose Gridneff, Katharina Koall, Mireille Fauchon and Natalie Ashman Hirst, Ravensbourne University London.

Waste and Makers: Problem-based learning to address sustainability: Julia Keyte, Bath Spa University.

Health and Social Care Strand

An investigation into the use of VR and an interactive 3D patient home environment to facilitate interdisciplinary learning and to enhance the student experience: Kate Bazin, Michael Detyana, Professor Rick Ledema and Rita Shah, King's College London.

Applying positive Psychology research to promote wellbeing and positivity in higher education project Grow+: Developing your strengths to the next level: Dr Antonia Ypsilanti and Professor Ann Macaskill, Sheffield Hallam University.

Being the clinical detective: Solving Neuroscience cases: Dr Sonia Saluja, Central Queensland University Australia.

Challenges in teaching and assessing professionalism: Measuring positive traits of professional development: Penny Mosley, University of Lincoln.

Developing optometry students for advanced clinical practice: Dr Laura Sweeney, Glasgow Caledonian University.

Embedding wellbeing in the curriculum as an essential professional skill: Dr Nicola Ward, De Montfort University.

Enhancing student experience through provision of internal funding for summer work placements for undergraduate students in Medical Sciences: Dr Miguel Dasilva and Dr Vrinda Nayak, University of Exeter.

Peer mentoring to support student mental health and wellbeing: An extra-curricular activity to promote inclusivity through the sharing of a film Professor Helen Payne, University of Hertfordshire.

Physiology for all: Widening access to higher education with a Massive Open Online Course: Dr Rebecca Randles, University of Liverpool and Dr Peter Alston, BPP University.

Pride or Prejudice? The role of ethnicity and culture in the mental health and professional development of medical students and doctors: Diana Bass, University of Exeter.

Reducing some elements of flexibility to improve retention, progression and sustainability: A case study with an online Masters: Dr Susie Schofield, University of Dundee.

Students' and teachers' wellbeing and mental health needs: Lessons for the future: Professor Janusz Janczukowicz, Medical University of Lodz and The Association for Medical Education in Europe (AMEE).

Student mental health and wellbeing: A structured approach to teaching students self-care: Louise Mckendrick and Karen Brogan, Glasgow Caledonian University.

Students teaching students: Vera Logan and Louise Giles, Swansea University.

The Playful Academic: The next move after the EduPLAYtion project:

Joseph Francis and Dr Maarten Koeners, University of Exeter.

The Playful Academic: Using playfulness to enhance your academic practice:

Dr Maarten Koeners and Joe Francis, University of Exeter.

The use of a student response system in a first semester, first-year medical school lecture: Is it worth the risk?:

Dr Rebecca Gould, Keele University.

The use of student-staff partnerships to explore diversity, inclusion and empowerment: An HE case study:

Dr Lauren Buck, Katherine Meade and Rita Dapaah, The University of Sheffield.

Sector Priorities Strand

A national culture of plagiarism: Lessons learned from an Erasmus+ project in Georgia: Peter Flew, University of Roehampton.

Active learning in action: Breaking down the barriers to inclusive education: Dr Louise Robson, University of Sheffield.

All STEAMed up: Let's take the pressure out of assessment: Julia Reeve, De Montfort University.

ARU's Active Curriculum: Fostering diversity, inclusion and transformation through active collaborative learning: Simon Pratt-Adams, Emma Coonan, Marta Vianya-Estopa, Nicky Milner and Deborah McMillan, Anglia Ruskin University

Breaking down barriers with the Sticky Campus Roadshow: An extra-curricular approach to promoting equality, diversity and inclusion: Gavin Knight, University of Portsmouth.

Bridging the divide: The impact of audience response platform Mentimeter on the shared student and staff learning experience: Professor Emma Mayhew and Amanda Millmore, University of Reading.

Can you write an essay in eight hours? A hybrid approach to 'authenticating' assessment: Dr Nicholas Worsfold, Brunel University London.

Creating a blended learning staff development module: Modelling creative curriculum design in response to key drivers: Dr Katy Savage and Sean Morrissey, University of Strathclyde.

Curriculum analytics and sustainability: Dr Lucia Rapanotti, The Open University

Decolonising DMU: Towards the anti-racist classroom: Professor Richard Hall, Kaushika Patel and Chris Hall, De Montfort University.

Developing a learning and assessment philosophy to underpin creativity in curriculum design: Dr Ruth Massie, Cranfield University.

Developing an evidence-based framework for consensus moderation practices in higher education: Jaci Mason, Curtin University.

Developing graduate employability for all: Live briefs as an inclusive work-integrated learning approach: Dr Marina Boz, Adrian Scruton, Andrew Middleton, Beatriz Acevedo, Cyndy Hawkins, Joanne Outteridge and Liam Kite, Anglia Ruskin University.

Developing online programmes: Five critical ingredients of developing successful projects: Anne Hanlon-Bucher, University of Strathclyde

Developing the UK's first esports degree: Challenging public perceptions to develop business esports professionals: Angela Lawrence, Rachel Gowers and Dr Bobbie Fletcher, Staffordshire University.

Diversifying assessments and developing skills literacy: A tool from Oxford Brookes University: Andrea Macrae and Shirley Shipman, Oxford Brookes University

Effective and engaging webinars: Trevor Russell, The London Institute of Banking and Finance.

Embedding mental wellbeing: An institutional approach
Zoë Allman, De Montfort University.

Ending the 'second-year blues': A systematic review of interventions to improve the second-year experience (SYE) at university: Janet Turley, University of the Sunshine Coast.

Enhancing assessment and feedback strategies through TESTA at the University of Portsmouth: A case study: Dr Panagiota Sidiropoulou and Amy Barlow, University of Portsmouth.

Enhancing student experience and enriching academic practice through Community Engaged

Learning (UCL): Marie Xypaki, University College London.

Enhancing the student experience through effective personal tutoring: Kathryn Hoyle, Joanne Scott and Tina Harvey, University of Cumbria

"Elevating" confidence: Getting students to read collaboratively outside of the seminar room: Dr Wendy Garnham, University of Sussex.

Embedding emotional education into the curriculum using Fika: Dr Fran Longstaff, Fika, James Foley, University of Lincoln and Jonathan Critchley, University of Exeter.

Facilitating EDI conversation with a little help from Tez Ilyas: Mary Kitchener, Oxford Brookes University.

From excellence in employability and transversal skills to collaborative excellence in teaching: Professor Bob Gilmour, Glasgow Caledonian University.

Generation Z in higher education: Dr Sarah Naylor, University of Derby.

How are teaching staff in higher education actually using technology?: Sarah Knight and Ruth Drysdale, Jisc.

How can we utilise coaching skills to benefit both our students' and our staff wellbeing? Sarah Wolfenden, Brunel University London.

Humans with Stems

Dr Liz Bradbury and Bek Genery, Anglia Ruskin University.

Impact Canvas: Anticipating the levels of impact of postgraduate students' projects: Dr Catarina Leis, University of West London.

Implementing institution-wide curriculum reform in partnership with students: Dr Harriet Dunbar-Morris and Rama Hilouneh, University of Portsmouth.

Improving student satisfaction with two questions: Grant Timms, University of Northampton.

"Induction is a process": Outcomes from a Learning Summit where academics and cross-university staff and students co-created the induction process to support first year transition: Carmen Miles, Arden University.

Infographics as a tool to engage and enhance students' understanding of key entrepreneurship and small business growth: Infographics, visual learners, entrepreneurship concepts: Dr Jacqueline Brodie, Edinburgh Napier University.

Leadership roles in developing online and blended learning in higher education: Dr Noreen Siddiqui, Dr Josephine Adekola and Dr Alexis Barlow, Glasgow Caledonian University.

Learner agreements: Pedagogy and practice for blended/online learning: Dr Sean Morrissey, Katy Savage and Emma Compton-Daw, University of Strathclyde.

Making evidence work in a committee run like a research group: Dr Harriet Dunbar-Morris University of Portsmouth.

Mindfulness for Architecture students: Cultivating wellbeing and creativity: Dr Nicole Porter, University of Nottingham.

On-campus, online: The design and implementation of an inclusive blended-learning module to maximise student engagement, wellbeing and academic success: Dr Alison Truelove, Stephen Hickman and Professor Lisa Harris, University of Exeter.

Preparing students to shape the future through co-creation and multi-stakeholder engagement in local sustainable development actions: Dr Diana Pritchard and Dr Helen Connolly, University of Bedfordshire.

Progress by Numbers: The impact of a new assessment analytics dashboard on the student

assessment experience: Professor Emma Mayhew, University of Reading.

Promoting student mental wellbeing in vocational degrees: An innovative mental health awareness peer workshop: Dr Christina Siettou, University of Nottingham and Dr Anne Felton, Nottingham Trent University.

Putting industry into teaching practice: Designing teaching, learning and assessment to enhance graduate outcomes: Jeffrey Naqvi, RMIT University.

Real-world learning: Curriculum design for developing attributes for employability and life-long learning: Dr Dawn Morley, Bournemouth University and Dr Golam Jamil, University of Bristol.

SLICCs: A flexible and scalable reflective assessment course framework for any experiential learning: Dr Gavin McCabe, University of Edinburgh.

Student anxiety and Statistics: Delivery to non-specialists - developing a framework for successful interventions: Dr Andy Clegg, University of Portsmouth.

Student Hub Live: Interactive online workshops delivering transferable study skills: Karen Foley and Dr Isabella Henman, The Open University.

Student retention and success: What if the answer isn't 'academic skills alone'? How Arden University improved retention by 28% through delivering multi-channel coaching-style conversations: Victoria Stakelum, Arden University and Nathan Ghann, The Educate Group.

Tackling academic writing before transition into university: Katie Grant, Royal Literary Fund.

Ten minutes to change your life: Speed dating for employability: Dr Barbara Henderson, Open College of the Arts.

The flipped university: Exploring the student experience on a blended learning undergraduate coaching programme: Rob Griffiths, University of South Wales

The pursuit of fairness as a means of addressing artefactual grade inflation: Dr Chris Royle, Nottingham Trent University.

The role of restorative places in increasing student mental wellbeing: Dr Andrew Davis, University of Strathclyde.

The use of game-based learning platforms to enhance the student experience: Equality, diversity and inclusion for all: Ellen Spender and Lesley Davies, Swansea University

The Value of Scholarship: Creating sustainable academic careers: Dr Sarah Broadberry, Nottingham Trent University

Translating' the NSS: Using thematic analysis of student free text to enhance assessment and feedback strategies: Dr Deborah Rafalin, City, University of London.

'Will you miss me when I am gone?' Learning from and workshopping student 'I poems': Ester Ragonese, Liverpool John Moores University.

Social Sciences Strand

Bridging the gap between leadership and success for under-represented students: Stacey Mottershaw, University of Leeds.

Capstone Programmes: A case study of selected UK/EU HEIs Business Schools: Dr Oyegoke Bukoye, University of Bath and Dr Michael Oyelere, Coventry University.

Crafting a creative teaching and learning approach for promoting active student engagement: Dr Flevy Lasrado, University of Wollongong in Dubai.

Facilitating international students' transition to UK Masters degree study: Using Induction Project as a case study: Dr Ally Lu and Xin Zhao, The University of Sheffield and Paula Villegas, English Language Teaching Centre.

Flexibility in module assessment: Individualised assignments and student career interests: Dr Dmitry Chernobrov, University of Sheffield.

Flipped small group classes and peer marking: Incentives, student participation and performance in a quasi-experimental approach: Dr Rabeya Khatoun, University of Bristol.

From essay to evaluative conversation: Unlocking the power of viva voce assessment for undergraduates: Dr Fabio Arico, University of East Anglia.

Interactive video and multiple choice question 'flipped classroom' sessions for research methods in Psychology: Vrede-Shevonna Timmins and Claire Meade, University of East London.

International experience and graduate employability: international employer and student perspectives: Dr Xin Zhao and Dr Andrew Cox, University of Sheffield.

International students' perceptions of the unfair means process and support
Dr Xin Zhao and Dr Laura Saffi, University of Sheffield.

Making Commercial Law students think commercially: And how this aids employability: Andrea Todd, University of Chester.

Measuring effective feedback and self-evaluation in a peer learning environment: Dr Nasir Aminu and Dr Mohammed Hamdan, Cardiff Metropolitan University.

Patchwork assessment for student employability: Chris Emsley, University of South Wales.

Principles of interactive teaching in university: Student engagement and inclusion: Matthew Coldrey, Hartpury University.

Ripping up the Rule Book: Embracing fundamental change in legal education and embedding student employability: Damian Smith and Mark Keith, BPP University Law School.

Sharing co-creativity and interdisciplinary learning within a multimedia student magazine: Dr Lauren Schrock, Chris Evans and Kim Watts, University of Warwick.

Soft skill development for student employability: Chris Emsley, University of South Wales.

The effectiveness of serious game play in teaching and learning:
Dr Sara Hasani and Dr Carrie Rutherford, London South Bank University.

The impact of social media takeovers on student employability: Tracy Powell, University of Derby

Using facilitated group decision software to enhance procedural justice and hear the student voice: An exploratory study with ethnic minority background students: Parmjit Kaur, De Montfort University.

Virtual learning environments: Student engagement, perceptions and performance: Dr Eugene

Michaels and Melanie Powell, University Of Derby.

Why are academics not succeeding at developing student employability skills?

Dr Cloda Jenkins, University College London.

STEM Strand

A case study into the effectiveness of personalised tuition for final year distance students: Dr Cathryn Peoples, The Open University.

A digital feedback tool to enhance student learning: Dr Aziza Mahomed and Carl Anthony, University of Birmingham.

Authentic assessment of group work: Issues, models and tools: Dr Suraj Ajit, University of Northampton.

Can virtual laboratory software enhance 'wet-lab' teaching: Danielle Evans and Ian Bailey, University of Surrey

Career Booster Programme: Bradford University's competitive response to graduate employability: Dr Kamran Mahroof, University of Bradford.

Creative student-led laboratory practicals for a smoother transition to scientific research: Dr Sophie Rutschmann, Imperial College London.

Developing technical thinking through writing: A scalable large-scale intervention: Dr Tijana Timotijevic, Dr Ana Cabral, Dr Antonios Kaniadakis, Dr Usman Naeem and Dr Akram Alomainy, Queen Mary, University of London.

Educating the Netflix Generation: Evaluating the impact of teaching videos across a Science and Engineering Faculty: Dr Fiona Saunders, Sandor Gellen, Colin McAllister-Gibson, Dr Lisa Simmons and Jack Stannard, Manchester Metropolitan University.

Enhancement of scholarship and interdisciplinarity through research partnership with students: Dr Tiffany Chiu and Dr Magda Charalambous, Imperial College London.

Enhancing employability through mobility: Creative assessment tools: Dr Gita Sedghi, University of Liverpool.

How to innovate in formative assessment when the summative assessment is paper-based: Conclusions from the Heriot-Watt Online project: Mari-Cruz Garcia Vallejo, Heriot-Watt University.

Instilling self-efficacy in Engineering work-based learners in HE through tailored learning support strategies: Dr Panos Doss, Dr Nicola Allett, Dr Gareth Woods, Dr Goudarz Poursharif and Dr Gillian Knight, Aston University.

Learner-generated video assignment as an innovative assessment for teaching Pharmacology in large classes: Dr Kok Choi Kong, Queen Mary, University of London.

QR codes and digital technologies: A creative combination to augment practical learning: Lisa Taylor, The University of Manchester.

Reshaping the HE programme: Equipping learners for life: Dr Nigel Russell-Sewell, The University of Sheffield.

Stepping up to Masters: World Challenges and Innovation Summer School: Dr Helal Ahmed, Imperial College London.

Student engagement and Geographic Information Systems (GIS): A reflection on creative approaches to teaching and learning to support Geography graduate employability: Isabel Williams, Durham University.

TEAMMATES: A solution to student group assessment dissatisfaction? Dr Amy Patten, Aston University.

The role of large informal online workshops to engage and enthuse interdisciplinary Mental Health students: Isabella Henman and Dr Janette Wallace, The Open University.

The use of diagnostic testing and student mentors as an intervention strategy to increase year one Computer Science engagement and progression in a diverse student cohort: Dr Gareth Woods, Dr Gillian Knight and Nick Powell, Aston University.

The use of problem-based learning in forensic investigation to improve student engagement and success: Mary Makinde, Canterbury Christ Church University.

Use of digital badges in higher education: Monna Rizvi and Susannah Donkor, Middlesex University.

Using government policy documents (POSTnotes) to inform and improve technical communication for Engineering undergraduates: Dr Nelia Jurado and Dr Thomas Peach, University College London.

When East meets West in hackathons: Dr Matthew Tang, Queen Mary, University of London.

Widening participation: Closing attainment gaps through a holistic, student-led Science Foundation Year: Dr Ellie Davison, Jayne Hopkins and Tom Hobson, University of Lincoln.