

Teaching and Learning Conference 2021: Teaching in the spotlight: What is the future for HE curricula?

Live session abstracts

6-8 July 2021

Day One: 6 July 2021

Live Workshop/Interactive Breakout Sessions

Parallel Session 1.1, Workshop/Interactive Breakout, 11:00-12:00

Let's talk about race: Exploring race, culture and identity through literature

Dr Karen Lipsedge, Kingston University

The Kingston University Reading Group was created as a means of facilitating discussion on culture and identity to promote race equality. Our practical interactive workshop will demonstrate how reading groups can generate cross-disciplinary student engagement through cultural learning and foster a sense of community and belonging to enhance student participation and success. It will also argue that to embed race equality in curricula it is essential to equip both students and staff with the skills they need to have effective conversations on race. Talking about race, equality and identity is challenging. Our workshop will reveal how reading groups can provide a safe, informal space, in which to have courageous conversations about race and disrupt dominant narratives.

Parallel Session 1.2, Workshop/Interactive Breakout, 11:00-12:00

Out of sight, but not out of mind: Helping students to be aware of marginalised groups

Dr Andrew Williams, Dr Aisling Crean and Dr Morven Shearer, University of St Andrews

In this workshop we will explain, demonstrate and discuss an approach we have developed to help medical students recognise when groups are being marginalised in healthcare decisions and practice. Students are challenged to plan health services for a local population based on a factsheet of data about that population. The exercise illustrates the complex issues surrounding the 'hidden' structural determinants of racism and other inequalities. Through reflecting on their decision-making we then build on the idea of structural competence to develop our students' skills to recognise and challenge the upstream drivers of illness and injustice.

Parallel Session 1.3, Workshop/Interactive Breakout, 11:00-12:00

Diversify your cohort using digital avatars

Kate Stripe, Imperial College London

Imagine if the content of your course could reflect the diversity of your cohort. How would that make your students feel? Now, more than ever, we have an opportunity to do exactly that. This session will discuss the creation of 'avatars' and how they can be embedded in a curriculum as well as allowing attendees to consider their own cohorts and develop avatars that are reflective of their own scenarios.

Parallel Session 1.4, Workshop/Interactive Breakout, 11:00-12:00

Integrated programmatic assessment: A novel and nurturing approach to Foundation Level Nursing Education

Claire Tarrant and Rachel Stead, University of Surrey

The new Foundation Year programme for Nursing at the University of Surrey is designed around a novel Integrated Programmatic Assessment (IPA) approach. Our holistic programme of personal, professional and academic learning development, characterised by multiple formative assessment and feedback opportunities, embedded yoga and charity sector placement opportunities, aims to develop confidence, self-regulatory behaviours and independence in our learners, enabling successful transition onto their undergraduate Nursing programmes. This session provides a broad overview of our programme and discussion of key underpinning themes, as well as the benefits and challenges of an IPA approach.

Parallel Session 1.5, Workshop/Interactive Breakout, 11:00-12:00

Requirements for the return to face-to-face delivery: The necessity of classroom intimacy and designing for small groups in future curricula

Tom Whitford and Matt Riddle, Curio London

Curio explores how a rush to design for online delivery has compromised crucial aspects of the learning experience: student wellbeing, socialisation, a sense of collegiality and campus spirit, staff motivation and enthusiasm, as well as preparedness for what comes next. As universities look ahead to reopening, we will explore trends and patterns which emerged in designing online curricula and activities, across a variety of global geographies and higher-education partners. Importantly, we will provide tangible advice and guidance on how to develop a more appropriate blend for your classroom in the upcoming context, ensuring intimate group activities are preserved and prioritised.

Parallel Session 1.6, Workshop/Interactive Breakout, 11:00-12:00

The hidden curriculum as doxa: Experiences of the working class

Dr Neil Speirs, University of Edinburgh

The hidden curriculum - facilitated by teachers in all educational sectors – delivers social class oriented sub-texts and meanings. This, in turn, facilitates the construction of knowledge and behaviour, leading to compliance with dominant ideologies. This session will illustrate these elements of the hidden curriculum through Bourdieu's conceptual notions of doxa and illusio, before reflecting on the educational lived experiences of working class students. The session will argue that, by design, the curriculum and hidden curriculum have never been fit for purpose. We conclude with the radical hope of ending classism on campus through the choices and agency we all have.

Parallel Session 2.1, Workshop/Interactive Breakout, 14:25-15:25

Decolonising DMU: Developing an anti-racist pedagogy of tomorrow

Dr Hardeep Basra, Dr Melanie Crofts, Sumeya Loonat and Dr Kaye Towlson,
De Montfort University

This session provides an insight into De Montfort University's (DMU) transformational project Decolonising DMU. The whole institutional approach adopted at DMU seeks to deliver an anti-racist university that is fully inclusive and socially progressive for both staff and students and this session provides a preview of the distinctive approach taken by DMU. Specifically, it focuses on three areas 1) the professional development of academic staff and the role of

decolonising pedagogy through the PGCAP; 2) the development of an anti-racist pedagogy through reading lists and 3) breaking down barriers to speech and language to develop a more inclusive learning environment for students.

Parallel Session 2.2, Workshop/Interactive Breakout, 14:25-15:25

Sandpits for BAME success

Dr Harriet Dumbar-Morris and Mary Williams, University of Portsmouth

This session will present the 'sandpit model' developed by the University Alliance's Teaching Excellence Alliance and how we have taken it and implemented it at the University of Portsmouth to address a key objective within our Access and Participation Plan. Attendees will be introduced to the model and then hear how it can be used to bring staff and students together to co-create solutions to the BAME attainment gap. The lessons learned from the roll-out to date of the model across the university will be presented so attendees can consider how to implement a similar initiative in their own institutions.

Parallel Session 2.3, Workshop/Interactive Breakout, 14:25-15:25

Addressing the degree awarding gap for black students

Dr Louise Taylor, Oxford Brookes University

There is a consistent, persistent, and inequitable gap of approximately 23% in the number of first class/upper second degrees awarded to Black students compared to White students (Advance HE, 2020). This talk will present research that seeks to understand the experiences of these students. It will then explain how educators could develop confidence to address these issues, and how to change teaching practice to support Black students' experience (see www.brookes.ac.uk/SIIP). This work is informed by Self-Determination Theory (Deci & Ryan, 2000), which explains that achievement motivation is enabled when environments support students' needs for competence, autonomy, and relatedness.

Parallel Session 2.4, Workshop/Interactive Breakout, 14:25-15:25

Doing, Being, Becoming: Applications and modalities of agile project-based learning

Dr Roy Hanney, Solent University

Any pedagogy of practice-based education sits at the intersection between training for employment and education for critical thinking. As such, the use of projects is a primary means of structuring learning experiences, as it is thought to mirror professional practice. Yet, our understanding of the nature of projects and of project-based learning is arguably, under theorised and largely taken for granted. This session attempts a synthesis of the literature from organisational studies with that of experiential learning. Thus, we aim to shift the debate around project-based learning and provide a means for thinking about the use of project-based learning within the practice-based curriculum that draws on metaphors of discovery rather than of construction.

Parallel Session 2.5, Workshop/Interactive Breakout, 14:25-15:25

Psychology undergraduate teaching provision during COVID-19: Lessons learned and what next?

Dr Sofia Barbosa Boucas and Dr Paudy Otermans, Brunel University London

The Psychology UG Teaching Provision Plan (2020-21) was created in response to Brunel University London's guidelines due to the COVID-19 pandemic. Teaching used a blended approach with a hybrid delivery where online teaching was interspersed with face-to-face activities. This required a programme-level approach in which interactive teaching and active

learning with regular student contact was achieved by considering the balance of teaching activities across all modules. We will revisit the approaches used, lessons learned and how to improve the curricula to fit the needs and challenges of digital T&L and still maintain its relevance and impact.

Parallel Session 2.6, Workshop/Interactive Breakout, 14:25-15:25

Student-centred learning (SCL) still matters: Practices for remote and mixed-mode contexts

Amy Tsang, Dr Lucy Kong, Max Leung, Brian Poon and Emma Zhang, Hong Kong Baptist University, College of International Education

One of the biggest challenges teachers face in the context of remote and mixed-mode teaching is maintaining student-centered pedagogy. This session will explore the value and implementation of educational gaming and student activities in a virtual or hybrid-mode of teaching, sharing examples of successful student learning experiences. We hope to offer a student-centered curriculum design based on educational gaming and student activities that can be adapted to a wide array of academic disciplines. We will demonstrate that learner-centered pedagogy can inspire active learning, improve the engagement, reflections, and confidence of the students despite the challenges of distance.

Live Ignite and Soapbox Sessions

Ignite Session IG1.1, 12:45-13:30

Student-staff partnerships for improving equality

Dr Simon Jenkins, Liz Lennox, Charlotte Simms and Jenny Shone, University of Warwick

Are you interested in how to work in partnership with students to make the university experience more inclusive for students? Join us for a presentation and discussion session, to be jointly facilitated by students and staff from Warwick Medical School. We would like to showcase some of the various initiatives we are running that aim to improve student life for women and minority groups, and we would be delighted to hear about any other similar activities and share best practice.

Ignite Session IG1.2, 12:45-13:30

Daring to care: Solving the riddle of BTEC student retention in HE

Nicky Turnbull, Newcastle College Group and Professor Caroline Walker-Gleaves, Newcastle University

Care and caring have been subjects of interest and importance for the last three decades within further and higher education. However, the research seems to be unable to offer a valid account of why teachers should care and why it matters, in the case of students who often leave and shouldn't, and who should stay but can't think of a reason that would make them want to. This presentation questions assumptions about why teachers should care more and asks how care has come to be conflated with pedagogies of apology and indifference. We assert that caring can be and should be the transforming feature of 21st-century teaching and learning, online and offline.

Ignite Session IG1.3, 12:45-13:30

Supporting student retention in socially distanced campuses: What can personal tutoring do?

Dr Wilfred Flanda, University of Westminster

The University of Westminster has developed a retention process that has changed the way we support and work with our students. Retention and supporting students to remain engaged covers quite a wide area. However, personal tutoring is central to the provision of support for each student and the development of a sense of belonging to their Course and the University. This session will outline various initiatives taken at the university level, and present a simple but effective example of how personal tutors have been involved in the marking of a L4 reflective essay allowing them to follow up on any particular problems raised.

Ignite Session IG1.4, 12:45-13:30

Including unheard voices in the curricula

Dr Monica Fernandes, Brunel University London

Having taught Politics and History, I recently designed a module that will be run in 21/22 about twentieth century South African history. History and historical materials used in academia are mostly written by white, male academics from a Eurocentric perspective. While this has helped understand South African history from a specific angle, it has not been challenged with Afro-centric viewpoints. I have designed this module to include first-hand accounts and sources written by non-European South African activists and women. By giving unheard voices a space to tell history from a different perspective, students will be exposed to a more comprehensive history of South Africa.

Ignite Session IG1.5, 12:45-13:30

Learning in a digital age: International research students' experiences and concerns during the pandemic

Dr Xin Zhao and Dr Ally Lu, University of Sheffield

Since the COVID-19 outbreak, universities in the UK have had to quickly adapt to an online mode of teaching for the safety of students and staff. Although considerable research has been devoted to exploring the online learning experiences of international students, relatively little attention has been paid to postgraduate research students, many of whom have been left to navigate their own way around. This presentation is based on an exploratory study on Chinese research students' learning experiences during the pandemic. Through two in-depth focus group interviews, this study reveals some major challenges students face and provides suggestions for improving our current teaching and support practices.

Live Poster Sessions

Posters will be on display in the virtual poster exhibition area for the full day and available to view by delegates after the conference. Specific times for poster presentations have also been scheduled into the live programme as follows:

Poster Session 1, P1.1, 13:30-14:10

Using the ABC storyboarding method to redesign modules for blended learning: Expectations, experience and evaluation

Dr Emma Kennedy and Dr Yang Yang, University of Greenwich

In 2020, many HE practitioners faced the challenge of moving teaching online at short notice. To facilitate this process at the University of Greenwich, a module storyboarding method derived from ABC learning design (Young & Perovic, 2016) was used to help module leaders plan the delivery of their modules and consider the challenges and affordances of this 'pivot'. We approached this storyboarding as a collaborative meaning-making process in the face of uncertainty, acknowledging the approach's effectiveness and limitations. This poster showcases research that was undertaken into these participants' experiences, including questionnaires and interviews reflecting on the design and its implementation.

Poster Session 1, P1.2, 13:30-14:10

Empowering students with mental health challenges to become independent learners within the online environment

Annie Storkey, The Open University

Online distance learning offers an accessible opportunity for students with mental health challenges to study for a degree, allowing flexibility for the student to control their engagement and environment to meet their health needs around their studies. However, research by Richardson (2015) found that distance learning students with mental health challenges were significantly less likely to complete and pass their modules than other students. This presentation will explore the barriers faced by these students and present a proposal for emancipatory action research to investigate how they might be supported to become independent learners within the distance learning environment.

Poster Session 1, P1.3, 13:30-14:10

Critical thinking: An imperative for higher education

Dr Jonathan Doherty, Leeds Trinity University

The coronavirus raises questions about the appropriateness of curricula to meet contemporary needs and provide students with essential skills for an ever-changing and increasingly complex world (Lucas, 2019). It gives an opportunity to review and evaluate what and how we teach in universities. Critical thinking plays a central role in learning and is regarded as a "core outcome in higher education" (Lederer, 2007). This session unpacks the essence of critical thinking and by presenting an illustrative example, it aims to show its application across disciplines and argues for it as an educational imperative in HE curricular programmes.

Poster Session 1, P1.4, 13:30-14:10

Creating a novel learning environment through the creation of an online research lab

Dr Michael Craig, Northumbria University

Research-informed teaching is common practice and embedded in the curricula of higher education. The sudden shift to blended and online-only teaching practices resulted in a broad spectrum of challenges. These challenges included the exploration of how best to deliver research-informed teaching through online learning environments. This poster will consider an innovative approach to achieving student knowledge and skill development, and promoting employability, through the creation of an online scientific research lab that offers an engaging and practical learning experience. Methods, reflections on the activity, and considerations for the future will be discussed.

Poster Session 1, P1.5, 13:30-14:10

Breaking through the glass ceiling: Addressing the attainment gap through the student perspective

Dr Karan Singh Rana, Aston University

Black, Asian and Minority Ethnic (BAME) students frequently underachieve when compared with their White counterparts. There is no consensus for the definitive causes of this attainment gap, but acknowledging the student perspective is key. The aim of this session is to highlight key findings generated by student-led focus groups investigating whether BAME students studying in Midlands-based institutes feel a sense of inclusivity and whether institutional services cater to their academic and pastoral needs. The objective of the session is to recognise areas which can better support students but equally praise good practice.

Poster Session 1, P1.6, 13:30-14:10

Learning to Learn (L2L) control system model: Application to online content development for independent study and cognitive skills acquisition amplification

Depy Makri, University of Suffolk

The much-awaited post-Covid normality predetermines online learning as a dominant part of learning. This work suggests an online learning design that simulates Learning to Learn (L2L) as a closed-loop control system where feedback is embedded throughout the online instructional delivery. Knowledge processing is three-partite corresponding to the three stages in the acquisition of cognitive skill: declarative, transitional, and procedural. Feedback is a structural part to complete the loop and it is embedded throughout the online content delivery. Simulating the L2L control loop by the online content structure, we scaffold learners in their distanced learning journey. We also present student reflections from the model's pilot application.

Poster Session 1, P1.7, 13:30-14:10

Curriculum innovation in a complex HE environment: Where to now?

Dr Myfanwy Davies and Dr Nia Williams, Bangor University and Dr Gelareh Roushan, Bournemouth University

Curriculum innovation happens in a complex web of institutional priorities which in many institutions has been rebalanced towards meeting baseline requirements and maintaining financial viability in the past year. This presentation will consider how academic-led curriculum design and QA structures that support this fit within a university undergoing change in response to market conditions, management expectations and the pandemic.

Reporting on the early stages of a qualitative study with senior managers, heads of school, and student union representatives, it will outline a number of illustrative perspectives each offering different possibilities for the future of curriculum design.

Day Two – 7 July 2021

Live Workshop/Interactive Breakout Sessions

Parallel Session 3.1, Workshop/Interactive Breakout, 11:00-12:00

The show must go on(line): Implementing a festival of radio drama with students-as-partners on Zoom during COVID

Tanya Kempston, Alya Prasad and Mari Lam Ni Nga, University of Hong Kong

When COVID-19 hit Hong Kong in February 2020, the lead presenter initiated 'Hear This! - A Festival of Radio Drama on Zoom', a students-as-partners project conducted entirely online. This project aimed to give undergraduate students the opportunity to learn how to create radio drama online and then implement these skills with Hong Kong secondary school pupils learning English as an Additional Language. The presenters will share their experience of how the project enabled the undergraduate student partners to make full use of the Zoom platform to help younger peers create and perform their own radio dramas in English. How Hear This! enabled new understandings of how an online platform may be used to create and perform drama will also be shared.

Parallel Session 3.2, Workshop/Interactive Breakout, 11:00-12:00

Student lecturers are the future of higher education

Dr Jo Rushworth, Philippe de Gusmão Araújo, Hannah Bridge, Rachel Cornish, Nikita Ganatra, Harlin Gulati, Mansi Patel, Similoluwa Shobalaju and Kelly Wan, De Montfort University

We implemented the first Student Module Leader and Student Lecturers in 2018, devised by a De Montfort University student. The project expanded radically: this year, a team of Student Lecturers have provided student-led, co-created, UDL-inspired enhancements to teaching and learning, assessment and feedback, transitions and student support to first-year modules across three programmes. We have found highly impactful results with enhancements to student achievement and satisfaction, with enormous benefits to the students, the student lecturers and the staff. In our interactive session, meet the Student Lecturers, discuss how you could implement this idea in your area and join the project!

Parallel Session 3.3, Workshop/Interactive Breakout, 11:00-12:00

No student is left out: Making every learner's voice heard and its impact on re-establishing social presence and communities of learning

Nicole Tavares, The University of Hong Kong

"I enjoy your class which is always full of interesting activities and creative ideas. I'm impressed by how you turn a Zoom lesson into an interactive and engaging face-to-face-like lesson." Adopting an inquiry-and-activity-based approach, this workshop creates space for participants to experience teaching strategies used in virtual classroom environments to achieve the impact described in the student quote above – ones that encourage equal participation, cater for learner diversity, optimise engagement, enhance motivation and, most important of all, make every student's voice heard. The significance of using these strategies in (re-)establishing social presence and communities of learning will be highlighted.

Parallel Session 3.4, Workshop/Interactive Breakout, 11:00-12:00

Preparing for education 4.0: First steps to improving the learning experience in a post-pandemic world

Sharon Perera and Dr Mike Alford, University of Greenwich

Using experiences from a recent online Welcome event, GREFest, this workshop will explore new approaches to partnerships for learning and teaching with students and university departments to devise engagement strategies to demonstrate competence and increase academic confidence. The workshop will provide opportunities to discuss and share experiences and best practice in two areas concerning teaching and learning in the current context: 1. Fostering academic confidence in online learning, and 2. The benefits of Technology Enhanced Learning. Using case studies and student feedback from GREFest, participants will be able to consider and develop new strategies to try out in their own teaching practice.

Parallel Session 3.5, Workshop/Interactive Breakout, 11:00-12:00

Providing a diverse and interactive learning package for the digital era

Dr Daniella Spiteri Cornish, University of Sheffield

With a rapid shift to online learning, educators have been faced with the challenge of delivering high standard education, exploring an evolving educational and technical platform, and ensuring that the needs of students are being met. I present a diverse learning package within the Nursing undergraduate curriculum using a virtual classroom, a digital learning notebook, a digital board game and much more. This session will consider how different learning technologies can be adapted to taught content to create an environment to engage and support different learners, whilst meeting the curriculum learning outcomes.

Parallel Session 3.6, Workshop/Interactive Breakout, 11:00-12:00

Teaching and learning approaches to enable education for sustainable development

Dr Kate Mori, Quality Assurance Agency and Dr Kay Hack Advance HE

Education for Sustainable Development (ESD) supports students in developing the competencies to address complex “wicked” problems and motivates them to pursue visions of the future, co-design solutions and drive change. Join us in this workshop to learn more about ESD and how you can design it into your curricula with support from the latest QAA/Advance HE’s ESD Guidance. There is a growing demand for education that transcends knowledge accumulation and the development of skills, and instead embraces transformational learning, developing ways of thinking and practicing that enables individuals to become agents of change. This workshop will start to unpack how that can be achieved.

Parallel Session 4.1, Workshop/Interactive Breakout, 14:25-15:25

How can we embed the cultivation of learner self-belief into the curriculum?

Gavin Jinks, University of Derby

This workshop will assist participants to explore the behaviours and support from academic staff that might enable them to cultivate and develop the self-belief of learners. The presenter, Gavin Jinks, has undertaken two evaluation projects to consider how students on an Applied Social Work degree can be assisted to cultivate self-belief. This workshop will present the findings from these projects and ask participants to discuss and identify whether or not his findings resonate with them.

Parallel Session 4.2, Workshop/Interactive Breakout, 14:25-15:25

An honest and unassuming exchange of staff and students on their academic reality: Could the creation of informal, independent, cross-disciplinary and institutional student and staff communities of action be of benefit to our educational system?

Dr Myria Christophini Njenga, The University of Edinburgh

This live interactive breakout session is inviting academics and students alike to practice a short simplified version of a Participatory Action Research project. During the session, both academics and students can briefly explore the issues that matter to them and actively seek solutions. This will be done in an effort to explore the potential of independent, cross-disciplinary and -institutional student and staff communities. Could such communities act as an additional instrument to increase student engagement, pinpoint troubleshooting, offer alternative perspectives, provide emotional support and form professional partnerships? For this session you will need: A3 or A4 blank paper; a pen, pencil or markers; enabled camera and microphone; a camera to take photographs and share rich pictures.

Parallel Session 4.3, Workshop/Interactive Breakout, 14:25-15:25

Pathways to equity and social justice in higher education

Pauline Rutter, The Culture Capital Exchange

How can equity and social justice be meaningfully addressed and permanently embedded within higher education? This workshop will reflect on current investigations into some of the important work of academics and a myriad of higher education initiatives that are addressing the constraints of inequality and structural racism within the academy. Through conversations and practical online sessions, it has become clear that the enlightened thinking and actions of academics and students of colour and their allies is able to nurture academic success and solidarity, expand and enhance equitable research excellence and create new knowledge alongside a sense of belonging within the higher education environment.

Parallel Session 4.4, Workshop/Interactive Breakout, 14:25-15:25

The PF Deck: Supporting the PFHEA journey

Dr Kate Cuthbert, Nottingham Trent University

Developing a PFHEA claim is a tall order and one which is enriched by mentors (formal or informal) and peers within a supportive network, alongside significant introspection. We would like to share our pilot digital PFHEA "deck of cards" that can be used within workshops, mentoring sessions and personal reflection to progress an individual's PFHEA claim. The cards are aligned to the typical phases applicants go through; from those early tentative steps to building of evidence and the editorial stage. Each card taps into a core aspect of the D4 descriptors and draws together prompts, signposts and challenges to help surface the right materials in readiness for a PFHEA submission.

Parallel Session 4.5, Workshop/Interactive Breakout, 14:25-15:25

Digital transformation: A holistic approach to change HE programme curricula

Dr Magda Hercheui, University College London

This workshop will discuss the impact of digital transformation in some HE disciplines and will present a process framework to facilitate curriculum change through a holistic approach across programmes. The session will provide an opportunity for delegates to discuss the digital transformation challenges in their disciplines, to apply the process framework to their

programmes, and to receive feedback on their ideas. Delegates will learn a pragmatic approach for embedding digital transformation in HE curricula.

Parallel Session 4.6, Workshop/Interactive Breakout, 14:25-15:25

Why and how should we phase in the big lecture in post-pandemic teaching of Business courses? An ideation workshop

Dr Maxwell Chipulu, University of Southampton

It is worth considering why and how we should phase in the big lecture in post-pandemic teaching. This ideation workshop intends to generate ideas of configurations of teaching modes whereby the big lecture is one of several, but not the core mode, of teaching Business courses, which often have a large, internationally diverse student body. We will also examine the implementation challenges and evaluative data. The workshop will help participants phase and blend in big lectures post-pandemic, whilst harnessing the value of their newly built or enhanced capacity to teach online to optimise the student experience and outcomes.

Live Ignite and Soapbox Sessions

Ignite and Soapbox Session 2, IG2.1, 12:45-13:30

How do we engage the non-engaged? Exploring how undergraduate students prioritise and want to develop skills at the University of St Andrews

Lorelei Boston and Dr Rebecca Wilson, University of St Andrews

A fundamental question in the field of skills development is: how do we engage the non-engaged? We have explored the perspectives of more than 2,300 students at the University of St Andrews with varying levels of engagement, researching how students prioritise skills for development and what students want from co-curricular skills development activities. In this ignite session, we will share our findings and utilise them to make recommendations about how to motivate students to engage in skills development, and how to tailor these approaches to the unique requirements of undergraduate students at key transition periods at university.

Ignite and Soapbox Session 2, IG2.2, 12:45-13:30

Successful strategies to improve postgraduate student engagement and experience: Student stories

Catherine Hale and Scott Brooks, University of Warwick

The aim of this session is to present the findings of a qualitative research project in Warwick Medical School that sought to capture a diverse group of postgraduate students' experiences of the challenges of moving to an online learning environment and the most effective strategies that have overcome those challenges. It will be co-delivered with a student currently undertaking postgraduate medical education.

Ignite and Soapbox Session 2, IG2.3, 12:45-13:30

I would walk 500 miles to be the person having to you: A model for student engagement

Dr Harriet Dunbar-Morris, University of Portsmouth

In this session I will describe a means I developed for connecting informally with students called 'Haver /'heɪvə/ with Harriet'. It was designed to connect with students, especially hard to reach students, which was one of the objectives in the University's Education Strategy

2016-2020. In the sessions students drop in to talk to me about their entire student experience, both academic and pastoral issues. The session will describe how the Havers were developed and how they work, providing attendees with a model for implementing something similar in their own institution.

Ignite and Soapbox Session 2, IG2.4, 12:45-13:30

Is co-creating the teaching and learning experience really about value?

Austin Brown, Anglia Ruskin University

The marketisation of HE, combined with a declining population and stringent immigration policies for international students, fuels competition among universities and consequently the need to develop sustainable competitive advantages. In the commercial world, approaches to co-create value with the consumer, have gained popularity in resolving challenges of innovation, customer experience and value in developing such competitive advantage. Little knowledge exists of its application by universities globally and particularly in the UK. This session shares preliminary insights from research seeking to identify co-creation mechanisms that universities can use to design and deliver value to learners inside and outside the classroom.

Ignite and Soapbox Session 2, S2.1, Soapbox, 12:45-13:30

Sustaining informal professional learning opportunities

Dr Victoria Wright, University of Wolverhampton

This soapbox session will be a shout out for, and a share of, informal professional learning opportunities. It draws on informal (opt in!) sessions I am trialling for my post compulsory team and our partner teacher educators. It also draws on collaborative writing and team teaching. Above all the session seeks to establish the value and place of informal learning in our everyday teaching lives as, once seized, often incredibly nourishing and enabling spaces of opportunity.

Live Poster Sessions

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Poster Session 2, P2.1, 13:30-14:10

Should we use court-based role play to teach law undergraduates?

William Seagrim, Swansea University

Should we use court-based role play to teach Law undergraduates legal topics and/or the skills of legal practice? What does the teaching strategy look like? Why do learners learn when court-based role play is used? What are the benefits? This poster will describe the teaching strategy and assess why learners learn through three separate constructivist lenses: student-centred learning, situated learning and experiential learning theories. The poster will present conclusions, practical recommendations for using court-based role play and suggest future research. A more detailed handout will be made available.

Poster Session 2, P2.2, 13:30-14:10

Using game based learning and learning analytics to support flipped classroom approaches

Dr Eleni Dermentzi, Northumbria University

Flipped classroom and problem-based learning (PBL) methods are well established strategies for increasing student engagement and supporting students in developing self-directed learning skills. With most of the teaching at UK Business Schools currently taking place online, keeping students' interest and increasing their participation in the online sessions has become more challenging. This poster presents a learning design that combines game-based learning and learning analytics with the flipped classroom and PBL approaches. The learning design, used for an undergraduate module in the area of Digital Business, aims to guide students through their online, self-directed learning process.

Poster Session 2, P2.3, 13:30-14:10

The future for student engagement in curricula

Tao Chang and Franceska Shollo, University of Chester

This poster will describe an exploratory contemporary research project that investigated the benefits of integrating Facebook as an e-learning tool in HE. By including social media platforms as part of the module curricula the impact on student engagement might be higher and provide efficient results of their level of interaction. Data collection included e-interviews conducted via Facebook chat with students from Chester Business School through the probability sampling technique. The findings conclude on a theory that proposes the integration of Facebook as an e-learning tool to communicate academic resources and tutor's involvement in order to overcome the communication challenge in and out of the classroom environment.

Poster Session 2, P2.4, 13:30-14:10

Is the increase of imposter syndrome effecting the growth and development of future practitioners, and can we build them a journey map to support them

Emma Marshman and Liam Collins, University of South Wales

What is Imposter Syndrome? and why is it important to future practitioners. We are using two voices in this poster, one coming from a manager in education who has been lucky to mentor and work with some excellent up-and-coming practitioners while the other contributor is at the beginning of their academic career. The one recurring theme within their one-to-ones of new staff is the belief that they are not as competent as others perceive them to be. And with greater expectations being put on academics and what they need to provide for learners, it is important that we look at our future practitioners and create a road map to help them navigate this.

Poster Session 2, P2.5, 13:30-14:10

Switching it up: The role of students in supporting faculty switch to remote learning

Febisayo Sidiku and Pylin Parkes, Imperial College London and Shriya Puranik, University of Leicester

A current challenging aspect for higher education is the rapid shift of entire courses to online platforms due to the COVID-19 pandemic. Importantly, higher education will continue to change in the post-COVID world. Thus, it is imperative that curriculum development remains relevant and effective. This poster will highlight the critical role of students in supporting faculty to make this switch. The students' recent successful experience of partnering with faculty in a curriculum development project will act as a template. They will provide key insights from a students' perspective and outline exactly how you can involve students in your curricula changes.

Poster Session 2, P2.6, 13:30-14:10

Employability boost award: Engaging students with employability and career development skills in uncertain times

Dr John Barrow and Tracey Innes, University of Aberdeen

Our presentation will highlight how the Aberdeen Employability Boost Award programme has impacted on student employability skills at the University of Aberdeen. The Employability Boost Awards were created as a direct response to the Covid-19 lockdown in May 2020. Since then the content from that inaugural four-week event has been used to create 'always on' course content as well as further Employability Boost events, with the latest being

completed in October 2020. Combined, these events have attracted more than 1,100 students, with content being delivered through live career e-bites, subject-specific careers advice sessions and webinars run by external speakers.

Day Three – 8 July 2021

Live Workshop/Interactive Breakout Sessions

Parallel Session 5.1, Workshop/Interactive Breakout, 11:00-12:00

Applying employability in assessment during a pandemic

Dr Zahid Pranjol, University of Sussex

Assessments should enable students to learn employability skills that are valuable to them beyond their education. In my year 0, 1 and 2 modules, students are given a formative group mini-project in which they integrate and consolidate knowledge from both their previous learning and current teaching. This application-based online activity encourages creativity, good team spirit, collaboration and effective communication. Students work in a goal-oriented fashion, explore learning techniques, conduct peer-feedback and learn organisational skills. Overall, students work together, become independent learners and build a sense of community. Most importantly, these e-resources are utilised as their revision sources for final assessments.

Parallel Session 5.2, Workshop/Interactive Breakout, 11:00-12:00

The challenge of inclusivity and digital approaches to assessments: Synoptic assessments, authentic assessments, rubrics and feedback

Dr Pauly Otermans and Dr Sofia Barbosa Boucas, Brunel University London

The COVID-19 pandemic presented us the challenge of simultaneously moving towards hybrid and blended teaching provision, and designing assessments that, whilst still meeting the learning outcomes, were appropriate for the new learning environment. This allowed us to speed up the process of completely rethinking the purpose and format of assessments as well as the most useful way to deliver good quality feedback. We will present and discuss the different types of assessments used as a result of hybrid and blended teaching provision as well as the implementation of a more inclusive form of digital feedback.

Parallel Session 5.3, Workshop/Interactive Breakout, 11:00-12:00

Hands-on problem-led learning: A postgraduate module combining start-up experience, complex problem solving and ecosystem building that rapidly develops and practices transferable skills for a COVID and post-COVID job market

Dr Rachael Kelly and Dr Alison Hawks, Common Mission Project

The demand for university courses that develop transferrable skills to enable students to compete in a competitive job market has never been higher. The demand, also, to provide an outstanding student experience has never been more important. The “Hacking for X” module delivers exactly this. A highly interactive programme in which students solve the complex challenges facing our government across vectors that include Defence, Sustainability and Healthcare. In this hour-long workshop, we will simulate the student experience of solving a government problem, thereby ensuring participants leave with an understanding of the impact of the course and how it can be implemented.

Parallel Session 5.4, Workshop/Interactive Breakout, 11:00-12:00

How to embed employability into programme design: Creative lessons learned from developing a new online MBA

Dr Jane Neal-Smith and Dr Nathan Page, University of York

This workshop will demonstrate a conceptual framework which we used to address and embed employability dimensions in the programme design of a new online MBA, and draws out practical applications which can be applied to other teaching contexts. We use living theory (Whitehead, 2013) to frame the development of this course through the organic, holistic metaphor of a tree and explore how key themes, enablers and skills were embedded. Delegates will be encouraged to apply this framework for embedding employability, either to a course that they are familiar with or to a model example which will be supplied.

Parallel Session 5.5, Workshop/Interactive Breakout, 11:00-12:00

Lighting the spark: An exploration of employability and enterprise education in practice - what can ignite a lifelong fire?

Dr Glenn Williams, Hannah Wiseman, Helen Reed and Angela Vesey, Nottingham Trent University

Learning for employability and enterprise in higher education has never been more important. With graduate employment prospects extremely uncertain, it may be tempting for our students to procrastinate for planning beyond graduation by being preoccupied with their degree and its outcome. However, HE employability communities are needing to adapt swiftly and creatively to support their students to engage in employability learning and navigate their way through an increasingly challenging terrain. This session will facilitate a dialogue between delegates about the challenges and opportunities presented to enhance the HE student employability experience. It will also share exemplars of 'what works' in employability and enterprise within NTU and across the sector.

Parallel Session 5.6, Workshop/Interactive Breakout, 11:00-12:00

The psychology of the classroom space: From the physical to the digital in the post-COVID era

Dr Samuel Saunders, University Centre Reaseheath

The aim of this workshop is to explore the psychology of, and the interactions between, the physical and digital classroom space in both the pre- and post-COVID HE world. It will discuss the importance of the physical structures of the classroom for managing students' learning and expectations, and will examine how the progression to blended, fully-digital or asynchronously-focused forms of learning has worked to change both students' and practitioners' perceptions of the classroom-space itself. It ultimately argues that the hitherto solid notion of the distinction between in-class and out-of-class space has been destabilised, merging into an intangible form.

Parallel Session 6.1, Workshop/Interactive Breakout, 14:25-15:25

Creative assessments for STEM

Louise Krmpotic, DigitalEd

One of the main concerns in moving to digital teaching is how to assess student understanding, provide support for all learners, address cheating and implement valuable, but timely, feedback. In STEM courses, basic skills assessment is not effective when students can look up the answer, so how do we change our approach to assessment in a digital age while keeping these factors in mind and without substantially increasing the marking workload?

Parallel Session 6.2, Workshop/Interactive Breakout, 14:25-15:25

Changing spaces: Exploring students' transitions to a blended learning environment

Teri-Lisa Griffiths, Dr Jill Dickinson and Anna Fletcher, Sheffield Hallam University

Where have you been working lately: dining room, bedroom, study, sofa? This session will report on research findings from a project that explores students' perceptions around the impact of working spaces on their transitions to the new blended learning environment. As part of the session, the researchers will invite delegates to participate in the same creative, photovoice methods that they used in the research to facilitate discussions around this thought-provoking topic. The researchers will explore preliminary themes arising from their analysis of the initial data collected and suggest recommendations for practice initiatives to support key stakeholders.

Parallel Session 6.3, Workshop/Interactive Breakout, 14:25-15:25

"What's in it for me?": Persuading students to embrace employability skills development

Dr Joan McLatchie and Dr Patrick Harte, Edinburgh Napier University

In September 2020, Edinburgh Napier University rolled out an ambitious Employability Skills Programme for all undergraduate students in the Business School. It aimed to develop complex problem-solving, critical thinking, communication and team-working skills. Response to the programme has been mixed, with many students demonstrating a transactional mind-set typified as 'what's in it for me?' The challenge, therefore, is to convince our students of the long-term benefits of reflective skills development. This workshop will give participants the opportunity to share ideas and learn from others in debating solutions which break down the transactional mind-set while developing innovative approaches which enhance graduate employability.

Parallel Session 6.4, Workshop/Interactive Breakout, 14:25-15:25

Enhancing enterprise and employability in interdisciplinary and multinational online pedagogy: A workshop to facilitate strategies for students to develop an online portfolio

Dr Rod Dubrow-Marshall and Dr Linda Dubrow-Marshall, University of Salford

Online teaching has opened opportunities for multinational students to study together in a subject area that may have diverse professional opportunities across academic disciplines. This workshop will present participants with pedagogical strategies designed to help students enhance their enterprise and employability through the development of an online portfolio of their work. The workshop will comprise a brief didactic presentation followed by small group discussions and a practice opportunity to create a hypothetical portfolio for students in their subject areas and will end with consideration of how these strategies might be applied in future curricula development.

Parallel Session 6.5, Workshop/Interactive Breakout, 14:25-15:25

Embedding peer learning within future HE curricula: An institutional approach for supporting students' transition, engagement and retention

Lucy Chilvers and Catherine McConnell, University of Brighton

This workshop will explore the vital importance of peer learning to engage, support and retain students amid the challenging context of remote learning and blended delivery mode. Practice shall be shared from the University of Brighton, where an institutional approach is being taken to more broadly and inclusively embed peer learning within the curriculum. Brighton's newly developed 'Peer Learning Framework' and 'Curriculum Development Resources' shall be presented to delegates for discussion. The workshop will provide a

creative space using visual methods to prompt delegates to critically reflect on the opportunities and challenges of changes of remote peer learning and implications for future practice.

Parallel Session 6.6, Workshop/Interactive Breakout, 14:25-15:25

Teaching and learning online: Engaging with the student voice

Dr Sue Taylor, Northumbria University

In this workshops participants will be introduced to a research project that set out to enhance inclusion and engagement through the application of strategies with a proven impact on metacognition (collectively referred to as 'Thinking Skills' strategies) into an online context, with a particular emphasis on supporting productive student interactions. Through Mentimeter, Google slides and WordCloud creation we will discuss and explore the emerging themes from this project. Delegates will be interested in discussing how student researchers and the use of student focus groups can support programme content and delivery towards improved student learning and increased understanding between staff and students regarding teaching and learning.

Live Ignite and Soapbox Sessions

Ignite and Soapbox Session 3, IG3.1, 12:45-13:30

Adapt, evolve, flex: Practicing what we preach to ensure effective employability training for postgraduates

Katie Dallison, Imperial College London

Adapt, evolve, flex – we've all got very good at these skills over the last year. This fast-paced session will tell the story of how Attributes and Aspirations - an online, interactive, innovative course, designed to support postgraduate students to develop transferable skills and plan for their future careers - has had to develop to embrace these key employability skills. We'll share the lessons we've learnt working as co-creators in this collaborative project and how we've adapted, evolved and flexed to support our students to effectively prepare for their professional futures – whatever they want those to look like.

Ignite and Soapbox Session 3, IG3.2, 12:45-13:30

STEP: Learning enterprise in lockdown

Dr Shriti Narayanswamy and Siobhan Ali, University of St Andrews

This session will share key lessons from the innovative Summer Teams Enterprise Programme (STEP), which was delivered at the University of St Andrews to more than 200 undergraduate students, over 8 weeks from July-August 2020. The session will offer an insider-look at a radical co-curricular initiative delivered wholly on virtual platforms. The session will also be of keen interest to professional service staff and academic staff interested in the 'enterprise and employability in the curricula' strand of the conference, given STEP's explicit focus on developing enterprise capabilities, such as leadership, project management, reflection, and opportunity recognition.

Ignite and Soapbox Session 3, IG3.3, 12:45-13:30

Discerning high achieving students amid COVID-related assessment parameter changes: Development of an invigilated selection test for limited-entry clinical programmes

Dr Suzanne Reid, The University of Auckland

In New Zealand, most students seeking entry into competitive clinical programmes apply at the end of first year, after completing compulsory core courses. Changes to assessment parameters in response to COVID resulted in heavily skewed grade distributions and an inability to differentiate genuinely high-performing first year students. In response, an invigilated 'Clinical Selection Test (CST)' was developed in consultation with key staff and stakeholders and gained University Council approval. The CST proved an invaluable tool in discerning students with high academic ability from those who may have taken advantage of the COVID-modified assessment parameters.

Ignite and Soapbox Session 3, IG3.4, 12:45-13:30

Enhancing employability skills into the curriculum: A case study of a MSc Logistics course

Dr Graham Wall, University of Portsmouth

Embedding employability skills into the curriculum in UK higher education is becoming increasingly important for students, employers and the UK Government. In fact, it is a policy imperative but presents many challenges. This session will discuss how to implement best pedagogical practice within HE modules and courses. A case study of the MSc Logistics and Supply Chain Management course at the University of Portsmouth will be carried out to illustrate a range of pedagogic features such as industrial projects and visits, some of the lessons learned during the process and a discussion of the future of employability in the curriculum.

Ignite and Soapbox Session 3, S3.1, Soapbox, 12:45-13:30

Innovation and creativity in taught postgraduate summer project options: Leveraging technology and supporting future career pathways

Dr Jeffery Hughes, University of St Andrews

The traditional postgraduate summer project dissertation provides students with the opportunity to apply core research skills to a defined area of study. Yet, do alternative outputs exist that better align with both student and prospective employer interests, fostering creativity and innovation? In this soapbox session I will discuss the policy report and multimedia portfolio summer project options available to students at the Graduate School for Interdisciplinary Studies, University of St Andrews.

Live Poster Sessions

Posters will be on display in the virtual poster exhibition area for the full day and available to view by delegates after the conference. Specific times for poster presentations have also been scheduled into the live programme as follows:

Poster Session 3, P3.1, 13:30-14:10

Assessment for learning to foster reflective practice for undergraduate dental and BSc students

Dr Ana Angelova Volponi and Dr Melanie Nasseripour, King's College University of London
Assessment for learning utilises feedback to improve student performance. At the Faculty of Dentistry, Oral Craniofacial Sciences Kings' College London, we have online assessments

and a cohort of 180 students, undergoing transition from school to university in year 1. Using the assessments as tools for learning and fostering the process of self-management among students is therefore challenging. In response to this challenge, we have designed, delivered and evaluated a new approach of tailoring learning through formative assessment and dialogic feedback. Students become actively involved in the learning process, gain confidence and engage in self-reflection essential for their reflective practice development.

Poster Session 3, P3.2, 13:30-14:10

Improving sustainability and inclusivity by digitising clinical exams across health disciplines

Anne Bjerre and Jesrine Clarke-Darrington, University of Sheffield

Digitising the assessment of practical exams for health disciplines enables a more standardised, efficient, sustainable and supportive method of providing student feedback and marks immediately or more timely than paper based assessment. Out of the possible options available, PebblePad was identified as the best suited digital platform for assessing objective structured clinical examination (OSCE) and clinical vivas. Standardised templates were produced and used across and within different health disciplines. Examiner and student feedback of digitising the assessment strategy was excellent. The administrative process before, during and after the assessment was markedly reduced for academic and support service staff.

Poster Session 3, P3.3, 13:30-14:10

The implementation of the employability skills programme in a global pandemic: Delights and pitfalls

Dr Kat Rezai, Dr Sarah Borthwick, Dr Ana Paula Fonseca, Serena Richardson and Nick Fannin, Edinburgh Napier University

This poster will visualise the creation, launch and delivery of the new online Employability Skills Programme (ESP) during a pandemic for more than 2,000 students. The aims of this programme are to develop the Four Cs of employability skills (Curiosity, Communication, Critical thinking, and Collaboration) and to provide students with lifelong workplace and interpersonal skills. The launch of the ESP during the pandemic was challenging but successful. We will showcase this journey in a creative digital storyboard. Collages, digital sketches, screenshots of the digital workplace and feedback from students and other stakeholders will visualise the narrative of the ESP.

Poster Session 3, P3.5, 13:30-14:10

Employability in Psychology: Preparing our students for graduate life during COVID-19 and beyond

Dr Pauldy Otermans and Dr Sofia Barbosa Boucas, Brunel University London

In 2019-20, as part of the Graduate Stream, we introduced Employability in Psychology in the undergraduate programme. This was to be followed by Work Experience (L5) and Volunteering Experience (L6). With COVID-19 the strategy had to be redesigned and the initiative put on hold. Instead, we moved towards more authentic assessments and allowed for better fluidity of employability within the existing modules. The digital shift brought about by the pandemic allowed us to re-invent the Work and Volunteering Experience of our students to prepare them for a graduate life beyond psychology and more geared towards Industrial Revolution 4.0.

Poster Session 3, P3.6, 13:30-14:10

Assessing student learning through non-graded assessments: Findings from a cross-sectoral and multinational teaching and learning approach

Dr Asad Ghalib, Liverpool Hope University

This poster will explore a novel and innovative approach of assessing students' learning through a non-assessed model, by engaging postgraduate students in cases that they have written, derived from their own professional work experience. In order to assess the method's effectiveness and student response, empirical data is captured and analysed over seven academic years by administering a semi-structured questionnaire. The study found that given the rich diversity of the cohort and variety of the cases submitted and discussed, the method led to a deeper understanding of subject-related topics, which students found to be very useful.

Poster Session 3, P3.7, 13:30-14:10

Hack 2040: An ideathon to engage students in university strategy whilst developing their enterprise skills

Dr John Barrow, University of Aberdeen

The University of Aberdeen 'Hack 2040' Summer Ideathon allowed students to participate in a challenge-led 'hackathon'-style event aimed at identifying ideas and creative thoughts linked to the Aberdeen 2040 strategic plan. Aberdeen 2040 was chosen as the focus for this event as many of our students are motivated and passionate about a wide variety of causes, many of which appear in the twenty commitments that form the plan. This poster will highlight how this event had benefits for both the students involved and the institution, by allowing them to develop and work with the university to develop and inform strategy.