

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

### On-demand session abstracts

6-8 July 2021

#### 5Ps: An incremental innovation

Dericka Frost and Janet Turley, University of the Sunshine Coast

Whilst the move to technology-enabled learning and teaching [TELT] during 2020 transformed higher education course delivery, it exacerbated the digital divide. Students with low confidence, limited internet access, bandwidth and inadequate hardware became even less visible. 5Ps is an innovative student-focused study strategy developed in response to this transition in one pathways program course at an Australian regional university. 5Ps provides inexperienced students with a formula and an explicit step-by-step guide, potentially strengthening their academic self-efficacy and independence regardless of technological inequities.

#### A 40,000 strong force for sustainable development: Affecting change whilst enhancing employability through applied research and the Sustainable Development Goals

Dr Jennifer O'Brien, University of Manchester

Students at the University of Manchester represent a 40,000-strong force for potential change who want to make a difference. This presentation will critically discuss how we are harnessing the power of our students to affect change through their assessment to the benefit of sustainable development and their employability. We are deploying Education for Sustainable Development in a Living Lab approach framed around the Sustainable Development Goals. The University Living Lab equips and empowers our students with the skills and confidence to affect real change for sustainable development through interdisciplinary applied research projects required by external partners.

#### A brave new world: Has the global pandemic broken the boundaries of tradition and reformed assessment in STEM?

Dr Laura Roberts and Dr Joanne Berry, Swansea University

For centuries STEM disciplines have relied on traditional, on-site exams to drive learning and knowledge. The global pandemic, however, has forced academics to develop diverse and remote approaches to assessment. Across STEM disciplines a multitude of approaches have been fostered which have led to new, creative skills development and changed the graduate profile. Successful strategies have led to more inclusive, real-world assessments for learning, while other modes exacerbated social inequalities and depleted long-term knowledge retention. We evaluate the approaches employed in seven STEM disciplines and provide guidance on the most appropriate brave new strategies to take into post-pandemic higher education.

#### A pragmatic approach to decolonising curricula: The experience of two disciplines

Hetal Patel and Dr Gayatri Nambiar-Greenwood, Manchester Metropolitan University

This presentation will consider adaptations made within two disciplines (Psychology and Nursing) in order to explore a diversity of voices and experiences to start the process of

decolonising and diversifying the curriculum. The aim of these changes was at one level, to widen the scope of literature base from a Eurocentric lens, especially acknowledging evidence from the Global South. Secondly, to ensure the students' experience of learning included positive global imagery and perspectives. Finally, developing and embedding discussions that help interrogate biases and privilege. This discussion will be set within the intellectual decolonising agenda.

### **A strategy to face the impact of COVID-19 and technology disruption on higher education in the 2020-2025 lustrum**

Simon Leung and Dr Hector Levatti, London South Bank University

The COVID-19 pandemic has caused an unprecedented global public health and socio-economic crisis. A successful response demands higher education professionals to demonstrate resilience, adaptability, and creativity in addition to the technical skills required across the sector. Student engagement and motivation in online learning is a challenge that needs to be tackled through continuous monitoring and assessment. After two semesters of hybrid/blended teaching, we concluded that the technological disruption pushes us to redesign the education system producing professionals with resilience, flexibility, and skills for learning.

### **A Virtual Year Abroad: Becoming a global citizen in times of COVID**

Dr Patricia Romero de Mills, University of Southampton

The period of residence abroad that Modern Languages students must complete as part of their degree is still seen as a crucial stage in their development as language specialists and intercultural professionals. However, the rapid spread of COVID-19 has translated into a significant reduction or, in some cases, definite cancellation of all student mobility. This paper presents an alternative plan of virtual engagement which has proven to have the potential not only to allow a degree in Languages to survive these testing times, but to become a stimulating alternative to enhance the Modern Languages curricula in the future.

### **Active Digital Design: Impact and lessons learned from a whole school approach to hybrid learning**

Dr Christine Rivers and Anna Holland, Surrey Business School, University of Surrey

Showcased through the Advance HE Active Digital Design (ADD) Webinar: Advancing Online Learning in June 2020, ADD, Surrey Business School's approach to hybrid learning in response to COVID-19, has received a positive response from many delegates and continues to gain interest across business schools and other institutions. Following the successful implementation of ADD in Semester 1, research conducted with both students and academic colleagues has provided valuable insights from a user perspective. This on-demand presentation will share key findings centred on positive impact and consider these in the context of developing future practice.

### **Active Futures in STEM Education: Empowering the 21st century university educator**

Dr Andrea Jimenez Dalmaroni, Cardiff University

The COVID-19 pandemic has forced universities worldwide to rethink teaching practices and adapt at a rapid pace. This has opened a unique opportunity to speed up necessary changes in STEM HE. In this session we will give an account of a successful training programme we have run at University College London, "Active Futures in STEM Education", that provides academics with an understanding of how students learn, gives practical advice

and guidance to design informed changes, and timely feedback to solve issues of actual implementations. Our results show that academics designed and implemented with confidence effective education innovations during COVID teaching restrictions.

### **Addressing Grade Inflation at Grassroots: Internal standardisation and moderation praxis**

Dr Emma Roberts, University of Chester

Though talk of 'grade inflation' has dominated headlines for some years, it is only recently that concerted efforts have been paid to addressing this issue. The Degree Standards Project has made huge strides to improve the professional development of external examiners and help calibrate examiner judgements. The UK's Standing Committee for Quality Assessments 'Protecting the Comparability of Degree Standards' initiative has also sought to enhance guidance available to institutions to tackle grade inflation. The premise of this paper is to situate the grade inflation problem at grassroots level and identify ways in which the issue can be addressed within departments and faculties.

### **“All teamed up to talk about teamwork”: Insights and reflections from a staff-student partnership project**

Dr Prabha Parthasarathy, Aakulan Kangatharan and Akash Srinivasan, Imperial College

During the 2020 COVID pandemic, a faculty member partnered remotely with two prospective intercalating students, who, as paid consultants, provided strategic inputs and co-designed resources aimed at optimising the existing support available for enhancing teamwork experience. The context here is a four-week self-directed group project module. This joint presentation by staff and student partners will discuss the process and outputs emerging through focus group discussions. They reflect on it through the lens of a well-recognised teamwork construct called psychological safety. Student partners will also include their post-project reflections, having experienced this module in a remote learning environment.

### **Aqu@teach: A multidisciplinary curriculum with a focus on entrepreneurial and transferable skills**

Dr Sarah Milliken, University of Greenwich

Aqu@teach is an open access curriculum which runs in the Moodle virtual learning environment and can be delivered either using blended learning or as an instructor-led, cohort-based e-learning course. The multidisciplinary curriculum can be taught as an optional module in a wide variety of degree courses, including Horticulture, Aquaculture, Agricultural Engineering and Ecological Engineering. In this session I will demonstrate how the various activities in Moodle have been used to embed transferable and entrepreneurial skills in a curriculum by encouraging a mixture of student dialogue and collaboration, autonomy, critical thinking, and creativity, and to provide instructional scaffolding for the students.

### **Boosting creativity and self-directed learning skills with a student-staff partnership for remote teaching and learning**

Dr Andrea Jiménez Dalmaroni, Cardiff University

By shifting from face-to-face to fully remote teaching, we have transformed an active learning Optics course into a remote flipped classroom. This combines out-of-class learning materials and in-class activities designed by the teaching staff in a collaboration with student

ambassadors. We engage students in a partnership that empowers them as owners of their own learning, allows full creative freedom, and focuses on the stimulation of student's interests and the development of their self-directed learning skills. In this session we will discuss details and results of this partnership, the students' perceptions, and how this model supports effective student engagement in curricula.

### **Breaking the rules: Lessons learned from a crisis towards a future-facing Digital Arts curriculum**

Dr Jenny Holt, Manchester Metropolitan University

As we enter a post-pandemic world it is more vital than ever that Digital Arts graduates with resilience, ingenuity and adaptability are equipped to shape the creative industries of the future. Reappraising the Filmmaking curriculum in light of the impact of the pandemic on the course and its students, this presentation asks what we can learn from the crisis in order to rethink our Creative Arts pedagogies. Do we need to create new pedagogical rules in order to help produce the rule breakers of the future?

### **Building an online community of practice to encourage development and improvements in learning and teaching across an institution**

Laura Stinson, Nottingham Trent University

This presentation will talk about the development of an online community of practice at Nottingham Trent University called TILTOnline (part of the Trent Institute for Learning and Teaching) and how this has helped to navigate engagement across a range of different platforms including Open Classroom, Mini-CPD's and thematic discussions. It will discuss how the growth of this community has encouraged reflection on the Scholarship of Teaching and Learning and how we can take our learning and teaching practice forward into the future and be flexible in our practices.

### **Climbing the mountain of hybrid flexible (HyFlex) delivery: Solving the challenges of simultaneous on-line and on-campus delivery**

Michael Detyna, King's College London

The future practitioner will need to resolve the conflicting demands of the modern student body. How does one resolve the challenge of a cohort of students, some of whom wish to attend in person and others online? One mechanism is HyFlex: a model of educational delivery, centred around accessibility and flexibility for students. Participants at this talk will gain an overview and learn how to overcome some of the challenges inherent with this approach. These will include pedagogy, technology and space which all need careful reflection. This talk will guide us on a path up the mountain of challenges.

### **Closing the academic-practice divide using digital networking**

Dr Jan Brown, Liverpool John Moores University

This presentation will outline how LJMU have used the 2020/21 academic year COVID lockdown working conditions to transform the content and delivery of a Level 6 Business Consultancy module so that digital technology and networking has helped close the theory-practice gap as students prepare for the completion of their undergraduate studies. Using a number of innovative digital networks to support the development of the students, the organisations and the project's value, new opportunities have been created that have the potential of reducing the academic-practitioner divide. Not only now but in the future.

## **Collaborative exams to enhance student experience during remote teaching and learning**

Dr Andrea Jiménez Dalmaroni, Cardiff University

Collaborative exams not only can measure the learning previously gained, but also can be an optimal opportunity to produce new learning, while reducing exam anxiety. In order to enhance the student experience during assessments in remote teaching and learning, we introduced a form of collaborative exam, adding to the usual two-stage design, a third stage with student self-marking. In addition, we encouraged students to become active participants in the design of the exam by incorporating student-generated content. This presentation will discuss the study outcomes and the student perceptions on these exams, within the framework of an active learning intermediate-level Physics course.

## **Countdown! A Virtual Welcome: Student orientation in the digital era**

Dr Maria Dalton, University of St Andrews

14 days. 183 live events. 136 pieces of static content. This is Countdown to St Andrews. This presentation will introduce viewers to Countdown, a 14-day virtual event designed to digitally welcome students to university during the coronavirus pandemic. It will outline the structure of the resource and illustrate how it developed competencies and encouraged identity building amongst students. It will suggest that this resource has the potential to be a valuable future tool that could be adapted and used across HE institutions, thus opening discussions on working together to develop new online orientation platforms and be practitioners for the future.

## **Covid Keeps: Reactions, reflections and rethinking how we teach**

Viki Veale, St Mary's University

The current pandemic has forced those who work in education at all levels to rethink their pedagogic practice, prompting the exploration of creative ways of delivering the curriculum in order to maintain engagement in online or socially distanced learning. Reflecting on student feedback on the extent to which this rethink has supported their learning reveals several 'COVID keeps'. These are explored in this oral presentation on the future for HE curricula and pedagogy.

## **Creating flexible, meaningful pedagogy in ambiguous times: Responding to the challenges facing higher education**

Dr Gary Brown and Victoria McCall, University of Liverpool

As the COVID-19 pandemic upended the delivery of taught education across the globe, it became important to rapidly review and reassess approaches to HE pedagogy and practice to create positive, meaningful educational experiences. This session will reflect on our own experiences of this process while delivering multi-modal postgraduate taught education. It will distil the outcomes of positive practice into three key areas of establishing community, adaptability in pedagogy and good judgement. The focus here is not towards a technical approach, but rather at a deeper level, considering the process of delivering high-quality, responsive and sustainable education.

## **Cultural differences in employability: Understanding the early career experiences of international Chinese students**

Dr Ally Lu, The University of Sheffield

Better job prospects are one of the drivers for increasing international student mobility. Although graduate employability is gaining importance in UK higher education, there is limited research on how cultural factors influence international Chinese students' experiences in employability support. It is also unclear what the skill requirements and desirable personal attributes are in the Chinese labour market and what impact the pandemic has had in these areas. This paper will use semi-structured interviews with Chinese graduates to highlight the cultural differences in employability. The findings will bring critical insights into employability support planning and internationalisation policy making.

## **Decolonise the curriculum in a Business School**

Dr Aikaterini Koskina, Keele University

This session will look at the experiences and voices of academics, students and other key informants in decolonising the curriculum in a Business School. It will offer an account of the views, ideas and challenges in decolonising the curriculum in Business and Management related programmes. Emphasis is placed upon ways that we may rethink, reframe and reconstruct the curricula to overcome ingrained structural inequalities and the extent to which such ways can have a long-lasting impact.

## **Developing student belonging in a blended learning environment**

Dr Alison Torn, Leeds Trinity University

In response to the pivot to online teaching and learning in 2020, the means by which we develop communities of learning is central to reconceptualising the higher educational landscape. This requires a reconstruction of space, time and roles, and has implications for students and academics. This presentation will report on a qualitative study conducted with students and staff on their experiences of receiving, delivering and collaborating in blended learning explored through Garrison's (2009) Community of Inquiry framework. Particular attention is paid to the impact of social presence on the learning and teaching experience, and the development of a sense of belonging.

## **Developing virtual Neuroscience practicals**

Dr Maria Canal, University of Manchester

During the last year, we have rapidly adapted our courses to online and blended formats. Adaptation of lab-based practicals is challenging. Here we describe our approach to developing an online Neurophysiology practical, introducing the ionic mechanisms of neuronal action potentials to undergraduate students. We evaluated the practical with students and analysed their performance in the course assessments and feedback. Students enjoyed the online practical, which challenged them to think and achieved its intended learning objectives. A key area to develop and improve in the future is interactions (student-staff and student-student). The lessons learned will be discussed and evaluated.

## **Digital Scaffolds: Enriched learning for the new normal**

Dr Iain Duncan Stalker, Institute of Management, University of Bolton

Digital technologies promise much for student learning and retention in higher education. Yet, we lack a robust framework that can be used to guide efforts and identify opportunities;



one that classifies existing initiatives and is grounded in pedagogical frameworks. Here, I will outline a framework that synthesises learning taxonomies and intelligent automation; that can be used to inform digital learning initiatives. Through examples, I will show how I have used this framework to develop digital learning and interventions. A particular emphasis of the talk will be on how individualisation of learning supports retention.

### **Diversity Dates: An opportunity to showcase diversity within the academic and professional community**

Linda Greening and Dr John Fernandes, Hartpury University

The 'Why is my Curriculum White?' campaign highlights how Eurocentric curricula predominate within many UK universities. This session aims to describe steps taken at Hartpury University to provide a platform showcasing the research and experiences of academics and professionals from diverse backgrounds in the field of Sport and Exercise Science, and how interviews recorded as part of the emerging series were promoted as both additions to reference lists and as teaching materials to academic staff. Participants can expect to take away a framework for this project that can be contextualised for use at their own institutions.

### **Do we really reflect?**

Dr Rob Bray and Dr Heather Fotheringham, The University of the Highlands and Islands

Do we reflect? And if not, what are we missing out on? This presentation describes findings from the 'Reflective Practice (RP) – awareness and use within UHI' research project at the University of the Highlands and Islands. Using questionnaires and semi-structured interviews, the project explored the extent to which staff use RP to reflect on their own learning and development, and as a method of assessing students. It also examined the potential for introducing new forms of Reflective Practice. Presenters will explore the wider implications arising from this project including the benefits of RP for both students and practitioners.

### **Effect of mixed groups on multicultural interaction and student experience**

Dr Wenya Cheng and Dr Geethanjali Selvaretnam, University of Glasgow

Being able to work effectively in multicultural teams increases students' competitiveness and employability. Among the many challenges in multicultural classrooms discussed in the literature, one is that students rarely interact with those from other cultural backgrounds. We designed a summative assessment in an Economics course where students work in multicultural groups. Our objective was to investigate how working in such a group affects the level and type of interactions. Results provide strong support for such interventions to promote multicultural interactions, recognising many benefits and potential challenges. We find that students interact on topics wider than the project itself.

### **Embedding equality and diversity into the curriculum: A collaborative approach**

Annamaria Szaboova, Dr Victoria Paterson, Dr Nicola Veitch and Dr Stewart White, University of Glasgow

The Equality and Diversity (E&D) project conducted at the School of Life Sciences was created to embed the values of E&D into an undergraduate course and to raise awareness of issues in academic environments and beyond. Facilitated by problem-based learning, students were encouraged to discuss topics to break down barriers. This project was designed to make the curriculum more inclusive and empowering for the 350 participating

students. The resource was built around the nine protected characteristics embedded in the Equality Act, 2010. This study's main aims were to support the development of critical consciousness and thinking in students by sharing good practice and encouraging a mind-set change about E&D. Student and staff engagement and best practice moving forward will be discussed.

### **Embedding race in the curriculum: insights from the University of Sunderland in London**

Dr Giuseppe Cantafio and Yasita Onyeneke, University of Sunderland in London

This study analyses and presents insights and practices implemented at The University of Sunderland in London for embedding race equality in the institution. The research makes use of semi-structured interviews held with students of Black, Asian and Minority Ethnic (BAME) heritage, BAME members of staff, and other BAME individuals involved at any stage with the university. Seven main themes have emerged in the present research: Curriculum, COVID, Diversity, Personal Sphere, Institution, Belonging, and Technology. Considering these seven themes, some recommendations and tentative conclusions can be drawn for higher education institutions in the UK.

### **Embedding reflective practice into the curriculum from day 1**

Dr Jan Brown, Liverpool John Moores University

This presentation will outline how reflective practice was embedded into the undergraduate curriculum this academic year. With the need to design a purely online curriculum in 2020/21 the opportunity was taken to build reflective practice into an intense six-week academic and business skills module at Level 4 in semester 1. Reflective practice assessment was undertaken individually using the theme 'what are your hopes and fears as you enter university'. Students were asked to use digital visual boards and then undertake a reflective writing exercise using Gibbs (1988) reflective cycle model to reflect on their personal journey as they transitioned into university.

### **Embracing disruption: Reimagining curricula and industry engagement to give students the employability edge**

Dr Jennifer Fletcher, Dr Leela Cejnar, Dr Helena Robinson and Dr Elisabeth Valiente-Riedl, University of Sydney

Like never before, combined challenges of massification, diversified cohorts and international competition, together with the dramatic pivot to online teaching resulting from COVID-19, compel universities to rethink their value proposition to students. Students expect their university experience to deliver industry connections and improve their job prospects. How can higher education institutions respond to this demand as education and the world of work rapidly evolve? This session will demonstrate how a collaboration between employers, educators and students – the University of Sydney's Industry and Community Project Units – confronts real-world complex problems and facilitates interdisciplinary learning to give students the employability edge.

### **Enabling student success through enhancing employability: The Open University's approach**

Sarah Drea and Rosie Meade, The Open University

The Open University's approach to employability has been developed and informed through the work conducted over a three-year Strategic Programme, initiated in 2017. The



programme aimed to address the identified need to increase the number of students achieving positive personal and career development outcomes. This on-demand oral presentation will share key elements of our approach, with an emphasis on curriculum design and development as well as capturing alumni insight through the use of a tailored online platform. It will provide attendees with practical and translatable ideas to take back to their institutions.

### **Engaging and understanding students' voices to enhance quality of learning**

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

In the Psychology Undergraduate Programme at Brunel we believe in engaging with students, enhancing communication, and creating a cohesive community which will allow us to better understand students' voices. We must know what they want us to know. In doing so, we are engaging in a continuous dialogue towards enhancing the quality of learning and the overall student experience. We employ different platforms to make sure we listen to all student voices such as Programme Lead Talks, Town Hall Forums, Weekly Student Rep Meetings, UG Newsletter, Essential Student Information (VLE), Progression Talks, and 'Safe Space' Time in specific blocks.

### **Engineering ethics teaching with a simulated legal hearing followed by a peer-debate using IGNITE presentation format (3 minutes)**

Dr Nelia Jurado Pontes and Dr Tom Peach, UCL Mechanical Engineering

After reviewing our undergraduate Engineering ethics teaching, a small-group role-play exercise, mimicking a legal hearing, was designed and implemented. Previous delivery of the material was described as “lacking engineering or real-world relevance” by students. The redesigned sessions allowed students to explore and challenge ethical decisions that underpinned real-world technical projects in an engaging and thought-provoking environment. Feedback from students was very positive, reporting that the session sparked debates beyond the classroom on a professional engineer’s role and responsibilities. The activity was foundational to a second assessment, a three-minute IGNITE presentation, where students debated the ethics of a new technology.

### **Enhancing student employability through experiential-learning: An interdisciplinary postgraduate skills development programme at the University of St Andrews**

Dr Rebecca Wilson and Dr Morven Shearer, University of St Andrews

This presentation will outline the unique skills development programme delivered by the Centre for Educational Enhancement and Development for PGT students in the Graduate School for Interdisciplinary Studies at the University of St Andrews. Based on the University’s graduate attributes, the programme provides experiential learning, working with non-profit organisations. The skills development programme connects academic learning with the development of professional and employability skills, supporting students in their modules, whilst inspiring their thinking around social responsibility. This presentation will share the design and delivery of the programme, our successes and challenges, and offer advice for its replication in other settings.

### **Exploring TPG student experience as a relationship with emotion and wellbeing**

Wendee White and Dr Richard Ingram, University of Dundee

The postgraduate taught (PGT) population is a complex, heterogeneous student group whose experiences are a product of interactions across a multiplicity of nested facets that

are institution-related, discipline-specific, and socio-culturally informed. This session will report findings from a participatory, action research study exploring PGT student experience as the relationship between emotion, well-being, and eco-system facets of the student journey. The session will reflect on what was learned: the challenges and threats that define the PGT student journey; the coping resources students rely on to support their resilience; and how findings have been used to enhance the development of practices and contexts in the School of Education and Social Work at the University of Dundee.

### **FHEQ Rubric: The Assessment and Feedback Continuum Tool, Level 7 & 8**

Dr Tanya Herring, Wales Observatory on Human Rights for Children and Young People

The FHEQ Rubric is a resource tool designed to aid supervisors, their Masters', and doctoral candidates in the transitional learning of Bloom's analysis, synthesis phases, and the bridge to the evaluation of the scholarship criteria that will be used to guide the quality assessment of the Master's dissertation and Ph.D. thesis. The rubric guides assessment of the graduate students' work and self-directed learning methods to achieve university criteria at particular levels throughout the study period with a student feedback continuum in a blended learning environment.

### **Fit for purpose?: Future skills curricula in web-based training**

Erika Matsui, [erika.matsui@student.uibs.org](mailto:erika.matsui@student.uibs.org)

This research introduces three approaches to examine 'fit for purpose' of higher education. Firstly, a literature review revealed five purposes of higher education based on both collective needs of society and personal needs. Secondly, we focus on the nature of future skills. Future skills research implied the importance of (1) clarification of the purpose of skill development, and (2) creation of a set of skills to survive in the future market. Finally, we explore an effective online-based learning model by considering working memory capacity. We will introduce some techniques of learning delivery, which can improve the limitation of cognitive capacity of learners.

### **Fostering Community Amongst Online Learners: A collaborative wiki project**

Dr Lucy Gill-Simmen, Royal Holloway, University of London

In order to maximise the online learning experience, creating a sense of community amongst learners is of paramount importance. Educators are thus tasked with finding innovative ways to create a sense of belonging. It is known to both students and educators alike that building a sense of community is more challenging in an online environment than in a physical classroom. This presentation explains how a collaborative Wiki authoring project embedded into a Digital Marketing Masters course can help to facilitate a sense of belonging and community amongst online learners. Students evaluated the wiki project positively.

### **Gamification and game-based education: Applications, challenges and opportunities**

Dr Stefano Sandrone, Imperial College London

The role of games in education continues to evolve. The integration of game-based learning with technology has become more common and has contributed to a growing body of literature promoting the use of game-based learning techniques. However, it is only recently that these approaches have been applied to the realm of medical education. In this session, the evidence supporting game-based learning in clinical settings, in undergraduate and graduate medical education and in neurology education will be presented. Moreover, challenges and opportunities for neurologic curricular implementation will be discussed. The

potential for leveraging game-based learning might represent a chance to seize for neurology and neuroscience.

### **Great Expectations: Supporting the student transition to postgraduate study in an online context**

Danielle Kurtin, Anna Maria Jones, Alisia Southwell and Tianshu Liu, Imperial College London

Despite a limited pool of literature that specifically focuses on the PGT student experience, there is notable recognition that the transition to Masters study is a significant challenge, with suggested links to confusion surrounding student expectations. In order to translate research findings into practice, a student-staff team at Imperial College designed an online, pre-arrival course for all prospective PGT students within the Faculty of Medicine, with more than 600 students engaging with the pilot delivery. This session will share insights into designing online learning to support the PGT student transition in an inclusive manner, and lessons learnt through evaluation and research.

### **Helping students to help themselves**

Dr Jade Salim, St Mary's University Twickenham

In preparation for the 4th industrial revolution, the World Economic Forum (WEF) has highlighted a number of skills essential for graduates to succeed in the future workplace. However, there has yet to be any evidence regarding when would be the best time to implement these skills. The aim of the current research is to implement and raise the awareness of some of these skills with a first year cohort of Sport Science students by running workshops twice a year (end of semester 1 and 2) over the three years and evaluate the effectiveness at the end through social validation interviews.

### **How are students experiencing learning online? What the data from our digital experience insights 2021 student surveys is telling us?**

Sarah Knight, Jisc

With the continued pandemic, and the requirement of students in further and higher education to continue to learn remotely, it is essential that we have mechanisms in place for gathering feedback on their experiences. It has never been more important to listen to the student voice and to work as partners with students to ensure their digital experience delivers what they need and shapes the digital future of the students that follow. This session will share the findings from the 2021 Jisc digital experience insights student surveys which can inform the development of the curriculum to support online and remote learning.

### **Hybrid teaching and learning: Lessons from the pandemic**

Dr Emma Thirkell and Dale Munday, Northumbria University

“Just get it online!” How many times since March 2020 have you heard this, perhaps you have even said it yourself? COVID-19, indefinitely, altered the higher education (HE) landscape and has both cast questions on and opened new doors for the future of HE curricula. Based on empirical research with HE academics since COVID-19 forced universities online, our presentation aims to present lessons learnt on the design, delivery and evaluation of hybrid pedagogy and blended learning. We will then suggest approaches that may be considered in the future to ensure curricula remains relevant and impactful, based on current research and evidence

### **Hybrid Workshop: Creative and critical entanglements in the Post-Humanities**

Dr Antonella Castelledere and Dr Amanda Hodgkinson, University of Suffolk

We present the hybrid workshop model as a collaborative place of new writing and critical thought, sharing practical applications for use in the classroom that can be adopted in all academic disciplines. We argue that the function of the educator is to create arenas in which to gather and attend with care to the dynamic interconnection of the creative and the critical. Our pedagogical method offers possibilities for transdisciplinary cross-pollination in higher education, resulting in collaborative and playful learning. Reconceptualising the classroom environment as a continuous space of entanglements and transversal thinking has now become a necessity, as universities move from an abstract model based on faculty expertise to a material engagement with multiple communities.

### **Identifying and alleviating the potential threats to an examination's validity: Findings from an empirical study and recommendations for improving current practice**

Dr Asad Ghalib, Liverpool Hope University

This presentation will explore validity and validation and will discuss the two major sources of threats that examinations face: construct under-representation and construct-irrelevant variance. The paper will draw on empirical findings of a survey and reveals three major threats being: limitations of the exam to represent the entire curriculum; narrowing topics for revision; and cheating. Possible solutions to each threat are presented that could lead to forming policy for exam developers, in order to mitigate these threats. This paper is particularly significant in the current climate whereby most examinations are not being held on campus, resulting in the assessment being exposed to various validity threats.

### **Improving students' numeracy for employability at the University of Derby using Elevate My Maths**

Ovidiu Bagdasar, University of Derby

In 2019, the University of Derby partnered with Vretta to improve numeracy levels and career prospects of students across the institution. Twelve custom-built training courses have been jointly designed and deployed through blackboard modules and programmes, the library skills website, and the Maths Hub. During this session we wish to share the lessons learned during this journey, and to invite the participants to experience these courses for themselves: to diagnose gaps in their fundamental maths skills, to engage in interactive remedial lessons, check their new levels of mastery, and, if successful, earn a digital badge.

### **Inclusive curricula (re)design for blended/online learning: A toolkit**

Dr Sean Morrissey and Dr Katy Savage, University of Strathclyde

This presentation will disseminate the learning and the key outputs of an Advance HE 2020 Good Practice Grant project. The project was carried out by the Academic Development Learning and Teaching team at Strathclyde and involved supporting a cadre of 350 staff to 'pivot' to online learning during the first wave of the COVID-19 pandemic. It will include a soft evaluation of a series of 'inclusive approach' workshops, and present the key components of a toolkit, whose purpose is to enable colleagues in other higher education institutions to replicate and develop the approach further.

### **Increasing engagement, enhancing achievement and satisfaction**

Roger Saunders, De Montfort University

What do students do when they are not in front of you? How are they guided? How can you ensure that what they do in self-directed learning meshes with your input and contributes to their positive achievement and satisfaction? This session describes the development, implementation and response to the introduction of a study guide in supporting both first and final year students on marketing modules.

### **Increasing engagement in “normal” teaching using lessons learnt online**

Dr Claire Cornock, Sheffield Hallam University

Many lessons have been learnt through the period of teaching online as lecturers have questioned the best way to go about engaging students with their studies under challenging circumstances. As we return to teaching in-person or through a blended approach, we can use these experiences to improve the student experience far beyond the COVID-19 period. This session will include reflections about successes of online teaching and how examples can be used to improve student engagement in the future.

### **Integrating the Sustainable Development Goals into higher education curricula**

Vasiliki Kioupi, Imperial College London

Universities are engines of societal transformation, can nurture future citizens and navigate them towards sustainability through their educational programmes. In this talk, I will present a novel assessment framework I developed as part of my research at Imperial College London that higher education institutions can use to evaluate the contribution of their educational programmes to sustainability by reviewing the alignment of their intended learning outcomes (LOs) to the Sustainable Development Goals (SDGs) and the attainment of those LOs by students.

### **International collaboration – pursuing excellence in the future by working together**

Professor David Taylor and Trevor Gibbs, The Association for Medical Education in Europe (AMEE), Dundee, UK

The Association for Medical Education in Europe (AMEE) is an international organisation which has the aim of promoting international excellence in education in the health professions across the continuum of undergraduate, postgraduate, and continuing education. AMEE has been working very closely alongside our colleagues from the First Affiliated Hospital of Sun Yat-sen University in what has turned out to be an outstandingly successful collaboration. We will talk about the lessons we have learnt together and show what can happen when people work together.

### **Investigating hyperflexible, self-regulated learning approaches in undergraduate courses: The STRIVE project**

Dr Amy Johnson, Central Queensland University

Recent challenges faced by the tertiary education sector have created a need for cost-effective, flexible online course delivery. There is limited research on the experiences of undergraduate students studying within a hyperflexible, self-regulated learning (SRL) model, particularly in Australia. This presentation will present preliminary findings from an in-progress research project investigating the feasibility of an SRL model. Three units were adapted to allow students to complete their course in an SRL mode. It will discuss the

advantages and issues experienced by students as well as teaching staff in delivering SRL models as well as the impact on engagement and retention.

### **iPads for learning: An aid or a pain?**

Dr Nuria Terron-Canedo and Mark Henderson, Harper & Keele Veterinary School

Harper & Keele Veterinary School supplied students with an iPad and Apple Pencil for their learning to improve learner experience and promote equality. This case study covers the advantages and challenges seen during the implementation phase. The Pros: portability, lightweight and great for promoting learning in a social constructivism environment and the development of professional skills (non-technical skills). Hardware also facilitates learning away from the class during placements. The Cons: new operating system for some students, ergonomics, storage and software compatibility. Some of the proposed solutions will be presented during this presentation.

### **Is Affective Effective? Measuring affective learning in simulations**

Dr Krzysztof Sliwinski, Hong Kong Baptist University and Dr Nicolas Thomas, City University of Hong Kong

Simulations have become a regular component of teaching toolkits. They provide teachers with a platform to take students' knowledge and understanding of subject materials beyond the classroom. This presentation is based on the analysis of an international model European Union simulation that has been running in Hong Kong and New Zealand. We juxtapose data collected from the students who participated in a traditional face-to-face simulation with those who participated online only. The database covers five simulations over four years. By comparing the physical with virtual interactions between the participants, we seek to measure the effectiveness of online teaching.

### **Is creating a community and belonging within the curriculum the key to retention?**

Emma Marshman, University of South Wales

Retention is one of the key pillars for our FE and HE sectors. Before and during this COVID climate engagement and retention is being intertwined for staff. As academics we can see how this symbiotic relationship is key for a student to succeed. However the question arises should this be organic or could we as educators write this into our curriculum?

### **Is the future practitioner better on YouTube? A systematic review of the effects of video on learning in higher education**

Dr Michael Noetel, Australian Catholic University

Universities around the world are needing to switch to online learning, often relying upon videos. How well do students learn as we make this change? We systematically reviewed the effects of video on learning in higher education. We searched five databases using 27 keywords. After screening 9,677 abstracts and 329 full-texts, 105 met inclusion criteria, with a pooled sample of 7,776 students. Swapping video for existing teaching methods led to small improvements in learning ( $g = 0.28$ ). Adding video to existing teaching led to strong learning benefits ( $g = 0.80$ ). Results suggest that videos usually improve student learning. The future practitioner is likely to still look like a workshop facilitator, but may also benefit from looking like a video producer too.



### **Journey into the unknown**

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 were being met. Educational practitioners have been left mostly alone to navigate these challenges and discover how best to adapt their educational resources to this new platform. I will share with you my personal journey during the COVID pandemic and how I discovered a way to adapt well-established learning resources for an online platform.

### **Laboratory research online: Design and delivery of research projects in partnership with Honours students during lockdown**

Dr Fiona Stainsby, Edinburgh Napier University

Engaging students as partners in the design and delivery of blended and online curricula is critical to the adaptation of teaching in Biological Sciences for the digital age. This presentation will share an innovative approach to the design and delivery of laboratory-based Honours research projects in Microbiology and the challenges of converting these for online delivery during the pandemic. Staff-student partnership in project design and realisation, through each step of the scientific method, can create an authentic research experience online that fosters student initiative and enhances problem-solving skills.

### **Lessons learned from transition to an online Physiotherapy curriculum: Wider implications for Healthcare education**

Paul Chesterton, Teesside University

Physiotherapy education is a complex and challenging entity which faces constant change within the modern healthcare system. This session will explore how the rapid change from traditional delivery of clinical and non-clinical skills from a face-to-face to a hybrid online delivery model has impacted the student cohort. Understanding this partial transition to online curriculum education, from lecturers and students alike, will formulate conclusions for the wider healthcare and learning community. A series of recommendations and areas for curricula development will be identified and discussed inviting you to challenge your own beliefs of online learning.

### **Leveraging the VLE to develop metacognitive skills in students**

Dr Emma O'Neill and Dr Crystal Fulton, University College Dublin

Metacognition, awareness and understanding of one's own thought processes and learning, is a core transversal skill vital for effective learning and future social and professional participation. Learning strategies were designed to develop metacognitive skills by leveraging the virtual learning environment. A Metacognition Design Framework was designed, building on learning design sequences first developed by Oliver (1999) and informed by publications from the Education Endowment Foundation. This Design Framework was trialled in three separate case studies using a mixed-methods approach. Results showed a significant increase in students' metacognitive skills with students appreciating a change in their approach to learning existing course.

## **Necessary partners for rapid course development: 2020 and the normalisation of external engagements with professional service providers**

Matt Riddle and Mark Jones, Curio London

After the events of 2020 and the rapid transition to online, there has been a surge of interest in partnerships between universities and third-party/OPM and FFS providers. Much of this has been to assist with immediate course and programme development. In this session, Curio will explore some of the ways in which these partnerships have swiftly emerged, and the ways in which high-quality teaching and learning support have been delivered to higher-education institutions - and to students - with ever shorter lead times.

## **On purpose digital course design**

Louise Krmptic, DigitalEd

As the last year has shown, moving courses online is possible. The question now becomes how do we analyse the effectiveness of the material in our courses, repurpose material for the different models and make continual improvements. This session will explore how the analytics from the Möbius courseware platform can be used to identify trends in student engagement and learning, and how STEM instructors can then apply that knowledge to an existing course.

## **Pathways to success in the physics workplace in the midst of a pandemic**

Dr Andrea Jimenez Dalmaroni, Cardiff University

We developed a new employability module for second year undergraduate students based on active learning, interactive classes, favouring collaborative and self-directed learning. In order to bring the workplace to the classroom, the module includes sessions from industrial partners and academics from the Cardiff Business School. With COVID restrictions, we transformed the module to remote teaching, carefully maintaining the elements of the educational design that made the face-to-face version successful. In this presentation we will discuss the module design, the results obtained during face-to-face and remote implementations, and its effectiveness in developing student professional skills and supporting placements during pandemic times.

## **Peer support for dissertations in an online environment**

Dr Lovleen Kushwah, Dr Wenya Cheng and Dr Geethanjali Selvaretnam, University of Glasgow

Dissertation is a critical aspect of student experience. Students can feel isolation and despair when facing obstacles, especially in an online environment. Peer support is generally associated with interaction between senior and junior students. However, we have created a unique opportunity for students to play a supportive role in each other's dissertation process. At the end of this exercise, we will find out how to involve the students more effectively in enhancing the dissertation experience. The findings will be valuable to all those involved in HE. Such an initiative can be replicated or improved upon, tailored to suit their situation.

## **Personal tutoring practices in the context of COVID-19 and beyond: A qualitative study**

Dr Nena Skrbic, Leeds City College

Despite the growing research into post-COVID practices across the higher education sector, little is known about the perspective of personal tutors. The consensus that emerges from the literature is that personal tutoring practice is an under-researched and ill-defined area.

Yet, it is an area of practice that “will be critical moving forward” (Brown and Parkin, 2020, p.20). This study analyses the responses to a Personal Tutoring Self-Analysis Tool administered to 72 staff at one college-based higher education (CBHE) provider. It examines the outcomes of the intervention and adds nuance to our understanding of personal tutoring in a post-pandemic environment.

### **Personalised and inclusive online assessment**

Dr Mario Orsi, UWE Bristol

This presentation reports on the introduction of online assessments in a number of modules at UWE Bristol. We use Numbas (numbas.org.uk), a free and open source e-assessment platform, that has especially useful features for Maths-based disciplines (including Science, Engineering and Economics) yet also supports generic question types (e.g., multiple choice, true/false, fill in blank) that can be used for any subject. With Numbas, assessment and feedback can be made personalised and inclusive through smart randomisation functionalities. Compared to previous traditional pen and paper assessments, we observe improved student results and engagement, as well as overwhelmingly positive student feedback.

### **Pitch Perfect: A case study in supporting students to develop digital teamworking skills**

Dr Joanne Gough and Jim Heritage, Aston University

The COVID-19 pandemic has increased employer demands on employees for remote/online team working, resilience and digital fluency, challenging universities to equip graduates appropriately. During this presentation, we will describe the development of ‘Pitch Perfect’, a career-focused Level 4 presentation assessment. We will detail redesigning a face-to-face ‘live’ group presentation to an authentic virtual, online-only collaborative multimedia recording. We will examine the risks and benefits of challenging students to work together remotely, and the lessons learned about supporting students to take ownership for learning new technical skills. Practical advice will equip the audience to apply this approach to their own assessments.

### **Post COVID, does technology enhanced learning offer a more equitable and empowering learning space for students than the traditional classroom?**

#### **A student-led, students' view**

Dr Jennifer O'Brien and Emen Hussain, University of Manchester

Could technology enhanced learning offer a more equitable and empowering learning space than the traditional classroom for students who have different learning positionalites and needs? Have students' experiences of 'online learning' through COVID tarnished this potential? What do students see as the future of online teaching and learning delivery? Emen, a Student Partner Intern from the Institute of Teaching and Learning, discussed with our students to begin to answer these questions. In our co-delivered presentation we share findings from these discussions and welcome insights and potential collaboration from others working in this area.

### **Preparing school leavers transitioning into online higher education: A case study**

Rehana Awan and Linda Robson, Open University

Drawing on the experience of supporting a large cohort of young students in Scotland, this session will explore how an Open University module prepares school leavers transitioning

into online higher education. The session will draw on research, conducted on the Open University module YXM130: Making your learning count, which set out to explore some of the obstacles and challenges school leavers face when transitioning to studying online.

### **Problematising the workplace-classroom divide post COVID-19**

Dr Iro Konstantinou and Dr Elizabeth Miller, Pearson Business School

We explore the ways work-based learning (WBL) can help Degree Apprentices cross the gaps between the workplace and the classroom. Our findings show that students identified teamwork, communication, and reflection as necessary at the workplace and in their studies. They also viewed learning agility as critical, especially in the time of COVID-19. They believe that the future workplace will require them to be agile and show adaptability, while current events have reinforced the need for support amongst colleagues. These findings are important when rethinking what graduate employability might look like and how this can be addressed in programmes and modules, across disciplines.

### **Re(designing) experiential learning internship to promote student success in a pandemic era**

Amy M.C. Tsang, Hong Kong Baptist University, College of International Education

Two-year college students want to have academic learning which is relevant and can facilitate their articulation to the senior year of a university to finish a major specific Bachelor's degree. This session will explore the value and implementation of a learning attachment programme in a pandemic era and share the successful project interim results. A face-to-face internship project in a Marketing discipline is redesigned to be experiential based on virtual platforms which is applicable across disciplines for increased real-world connections to improve enterprise and competencies that lead towards increased student competitiveness for academic articulation and future employment opportunities.

### **Reducing the global employability gap through a blanket soft skills and transferable skills training approach**

Dr Pauly Otermans and Dev Aditya, Otermans Institute and Brunel University London

Today more than 200 million learners globally, going into HE, are unable to learn skills that can enhance their employability. For the majority, there is almost a need to cut off the development of these skills to pursue achieving higher grades. This causes a complete mismatch between the requirements in the job market and the qualification achieved by the students. Without the rapid, proper insertion of key employability and transferable skills in HE the development of learners and future workers will remain futile. Our curriculum, developed over 18 months, is solving this for 200 million learners one institute at the time.

### **Re-thinking virtual writing retreats in the COVID-19 higher education environment**

Afroditi Maria Koulaxi and Jessica Fuk-yin, London School of Economics and Political Science

This presentation aims to rethink the role of virtual writing retreats in supporting students and enhancing the quality of their learning experience in the hardly-hit by COVID-19 higher education environment. Based on a case study with MSc students from the LSE between April and September 2020, firstly, we will outline the structure of the writing retreats. Then, we will discuss writing retreats as a way to 1) build communities; 2) create support bubbles and combat isolation; 3) create a 'virtual library'; and 4) maintain productivity. Finally, the

presentation will conclude with an evaluation of writing retreats in improving student learning experience in social isolation.

### **Seeing Myself: Inclusivity and engagement through curriculum diversification and role models**

David Jay, Jasmine King and Karen Sturt, ARU

The Seeing Myself project is a creative collaboration between students, academic and professional service staff in the Faculty of Arts, Humanities and Social Sciences at ARU. It is based on the principle that diverse curricula, and access to role models, will provide a more inclusive educational experience for students from BAME backgrounds. The project team will share their experience of delivering the two interrelated strands of this innovative project: a curriculum diversification initiative with students working alongside academic staff to create an online resource bank of pedagogic examples, and a student-led programme of interactive role-model events related to BAME identity.

### **Sharing the feedback load: Embedding academic STEM writing skills into an undergraduate Computing course**

Brett Harmony and Dr Thomas Lancaster, Centre for Academic English at Imperial College London

HE STEM students have the responsibility to not only learn complex content but also to demonstrate learning through writing which conveys that content in a clear and appropriate way. STEM departments often prioritise feedback on assignments to content and professional formatting conventions. At Imperial College, the Computing department collaborated with the Centre for Academic English (CfAE) on an abstract writing assignment. Students received feedback from non-computing specialist CfAE teachers trained to teach STEM writing. All materials were delivered online, including a robust feedback design. Such collaborations have clear benefits for students, STEM departments and HE writing centres like the CfAE.

### **Silver linings in dark times: Innovation at its best**

Professor Adrienne Torda, UNSW Sydney

The COVID-19 pandemic affected every aspect of medical education, right through from junior students who were affected by campus shutdown, to the senior students who were learning in frontline health environments. Campus and clinical learning and assessments required rapid innovation and re-creation in order to face the major challenges of progressing our students through the programme, sometimes even in risky and difficult environments, such as hospitals in 2020. Despite this, the learnings and innovations that emerged have left us in a better place, with a better programme. Student involvement has been core and ongoing evaluation has been vital in ensuring the delivery of quality education to students.

### **Small and specialist campus headed online... the legacy potential?**

Dr Kate Wilkinson, Hartpury University

As a small, specialist institution that relies on high quality face-to-face campus-based learning and teaching, COVID19 came at us with a bang! Blended learning infrastructure and competency was not our primary focus, although one we were looking to develop. The news of the first lockdown came with trepidation and mass staff development was undertaken to upskill to MS Teams and find innovative ways to ensure most assessments

could be completed. This session highlights our evaluation of staff and student learning experiences and the dichotomy of the emerging legacies as we look forward to the new normal as it evolves!

### **Supporting early-career academics in the UK Computer Science community**

Dr Tom Prickett, Northumbria University, Professor Tom Crick, Swansea University, Professor James Davenport and Dr Alan Hayes, University of Bath, Professor Alastair Irons, University of Sunderland and Jane Waite, Queen Mary University of London

This session describes an ongoing project to introduce early-career colleagues to the emerging National Community of Practice in Computer Science Education by the provision of a programme of continued professional development (CPD). The project is supported by the BCS Academy for Computing and supports colleagues who are new to teaching in UK universities. To date, a project steering group has been established and the pilot training programme ran (for attendees for 10 Universities). The session will explore progress to date and similar/potential initiatives in other disciplines and practice sharing.

### **Strategic planning for the future of HE curricula**

Dr Angela Cartwright and Dr Geoff Paul, University of Sunderland in London

The University of Sunderland in London is a Widening Participation institution that has developed a strategic plan to navigate the evolving future of HE curricula in the areas of embedding race equality in curricula, supporting retention, inclusive assessment and feedback approaches, and enterprise and employability. We seek to develop networks for feedback and insight from our WP colleagues about strategy and implementation as we respond to OfS initiatives.

### **Student Partners: Embedding school-based pedagogic consultants**

Victoria Bundy, University of Reading

This session will outline the approach, benefits, challenges, and impact of an institution-wide initiative to embed student partnership at the University of Reading in the wake of a global pandemic. In this pilot scheme, a team of Student Partners were employed as pedagogical consultants, working collaboratively with academic colleagues in an online environment to provide real-time feedback, and support for, the planning and delivery of a fully blended approach to teaching in the autumn term 2020.

### **Student voice and curriculum design: A journey of integration**

Dr Myfanwy Davies and Rob Samuel, Bangor University

Building student feedback into curriculum design ensures both relevance and challenge. In particular, bringing large-scale surveys together with student-led curriculum development offers real benefits, recognising how responsive teaching might impact on a learning community. This presentation outlines a journey: from module evaluation, to joint staff and student events, to paid student reviewers developing and validating programmes, and helping to review entire schools and partnerships. The journey forms a continuum, where curriculum changes, driven by student feedback and academic reflection, form the first stage of integrated School plans, and are (in part, and for better or worse) measured by student satisfaction.



### **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](http://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.

### **Students as critical partners: Maintaining engagement and student involvement in a Psychology undergraduate programme**

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

Since 2018-19, the Psychology Undergraduate Programme at Brunel University London provided students with specific platforms such as the Programme Lead Talk and Town Hall Forums where students have a safe environment to discuss their views, experience and provide suggestions to enhance and improve teaching and learning in their own FHEQ Level as well as the wider student experience. With COVID-19, students were actively involved in the development of the Teaching Provision Plan (2020-21) to enhance students' experience, allowing them to be more engaged, connected and part of a wider community. This session will provide an overview of all these initiatives.

### **Teaching Game Art: Creating a coherent student journey and adapting it for online delivery**

Dr Thaleia Deniozou, Brunel University

This session will discuss the design of a level 5 and a level 6 Game Art module, created to help students develop practical art skills and prepare them for the world of work. Links between the two modules and teaching methods used will be considered and connections with a level 4 Game Art module will be made. Then, the adaptation of teaching practices for online learning will be discussed, following this year's switch to remote delivery. A case will be made for the importance of creating a coherent student journey in future curricula, to encourage gradual development of skills.

### **The art of analysis: Creativity and assessment in the Social Sciences**

Dr Martin Monahan, Nottingham Trent

The Social Sciences and the Arts can be seen as distant, but this need not be so. Indeed, creative thinking can be a route into factual analysis. This presentation will argue that assessment in the Social Sciences can take a creative form: be it short story writing, poetry, song lyrics, or even illustration and design. Such modes of assessment open up analytical thinking on factual topics, and can be structured in a manner that retains achievement of learning outcomes in the Social Sciences. These more imaginative forms of assessment may advantage students who under achieve in more traditional forms of assessment in Social Sciences. It provides an expressive and reflective medium whilst retaining academic integrity.

## **The Big Switch: Is exclusive online delivery well suited to work-based programmes? A comparative case study**

Dr Alina Patelli and Dr Goudarz Poursharif, Aston University

Traditionally, the main challenge faced by HE institutions offering work-based programmes has been designing long-distance courses that strike the right balance between academic quality and delivery flexibility, to cater to a variety of employers and apprentices, each with their own bespoke requirements. The move to exclusively online delivery, in response to COVID-19, has had a significant impact, both positive and negative, on the aforementioned balance. In this session, we will analyse the ways in which three work-based programmes delivered by Aston University have adjusted to exclusively online delivery, and highlight the lessons learnt along the way.

## **The challenges of and solutions for designing, developing and implementing a multidisciplinary rural work placement programme**

Dr Ola Olusanya, Aberystwyth University

Aberystwyth has been described as “the most remote university in the land at 70 miles from the nearest city” (Bennett, 2018). Law Students studying and living in rural areas such as Aberystwyth face a number of uniquely rural barriers, particularly concerning access to transport and employment and training opportunities. With no Legal Aid providers within 35 miles and no other legal advice clinics or opportunities to obtain free legal advice within an hour’s travel time, Ceredigion has been defined by the Law Society as an ‘advice desert’. This session focuses on rural barriers to enhancing enterprise and employability in a pandemic era and beyond and the extent to which these barriers can be overcome.

## **The Employability Roadmap for Placements: Application to a Peer Assisted Learning model of placement provision**

Dr Lisa Taylor and Charmaine Chandler, University of East Anglia

Placements provide a rich environment for employability learning. This session will introduce the audience to the Employability Roadmap for Placements (Taylor, 2020), and its application to an innovative Peer Assisted Learning model of placement provision. The audience will have the opportunity to listen to the breadth of evidence and information relating to employability, and its application to the placement setting. An evaluation of the Peer Assisted Learning model of placement provision will be presented, highlighting the rich employability learning that can be gained, reinforcing the relevance and applicability of this model to placements, to facilitate a breadth of employability learning.

## **The future for student engagement in curricula**

Konstantinos Biginas, University of London and Antonia Koumproglou,  
Coventry University London

The purpose of this presentation is to critically discuss the creation of the “Classroom Culture ” approach, what we consider to be the foundation of a successful classroom, setting the tone while communicating and maintaining clear expectations to students. The approach has been tested on face-to-face traditional HE environments and it is now modified to be implemented on online and blended environments. Students are involved in co-setting the class rules together with their seminar tutor/lecturer. Students become equal partners in education and their learning experience (QAA 2017). The classroom culture approach is based on the fundamental Stakeholder Management theory.

### **The good, the bad and the ugly: The use of Microsoft Teams as the main platform to launch a new collaborative Veterinary degree within a new vet school during COVID-19 times**

Dr Nuria Terron-Canedo and Mark Henderson, Harper & Keele Veterinary School

In this session we will present the design and implementation in Microsoft Teams (MT) of the virtual learning environment for the first year of the Veterinary Medicine and Surgery at the Harper & Keele Veterinary School, including synchronous and asynchronous lectures, blended clinical skills, animal handling and anatomy dissection practicals as well as remote synchronous small tutorials. All teaching materials, including practical content and videos, were deployed in three teams within MT with different degrees of student ownership and rights. The outline of the three teams, the development of an online digital community, and the potential impact of this approach in their learning and development will be presented here.

### **The impact of early resits to help students with success and satisfaction**

Dr Jade Salim and Ann Kennedy, St Mary's University

Research has found that the failure of a piece of work can lead to students withdrawing, because they do not feel they are mentally and/or academically capable for this level of work and believe they will struggle to keep up (Cherif, Movahedzadeh, Adams, & Dunning, 2013). The aim of our study was to explore the impact of an early coursework resit and a study skills workshop with first year students to enhance student success and satisfaction. Findings revealed that those who submitted early and went to the workshop were found to have a higher semester 2 average. Resit results were higher for those who went to the workshop and submitted early. Those who went to the workshop and submitted later were better than those who did not attend the workshop at all.

### **The impact of online learning on sense of belonging among Clinical Health Science students enrolled in professional, first year preparation units: Student and academic perspectives**

Dr Liz Thyer, Western Sydney University

This mixed-methods study explored perspectives of first-year Clinical Health Science programme students and academics on online learning and the factors impacting their sense of belonging. Through clarifying understandings of sense of belonging within this cohort and its link to online learning we will be able to: improve curricula by addressing challenges experienced by students and academics with online learning; and develop strategies to enhance sense of belonging for Clinical Health Science students. Importantly, if belonging is able to be fostered online, then this may provide an alternative option that promotes retention of first year Clinical Health Science students.

### **The next step: How do we scale up staff-student partnership projects to increase their impact and inclusivity?**

Dr Caroline Clewley, Imperial College London

Staff-student partnership projects can deliver high quality curricular content. They are mutually beneficial: staff better understand their learners; and students integrate into the academic community, gaining transferable skills. A challenge is to scale up such projects whilst preserving authentic partnerships. How can we create a process whereby every student engages in staff-student partnerships? In this session we will collaboratively attempt to generate an answer, using ImpVis as a case-study. ImpVis is dedicated to creating

interactive visualisations and has supported many partnerships in order to create hundreds of visualisations, used throughout Imperial College. This session's outcome is meant to help shape participants' own projects' direction, increasing their impact and inclusivity.

### **The place of creative practice in Critical Humanities curricula**

Dr Richard Steadman-Jones, University of Sheffield

What is the value of introducing creative practice into the curricula of English, History, or Philosophy courses? How can the making of digital narratives, animations, performances, or sound art benefit students and enhance their learning in these disciplines? This presentation advocates for the greater use of the Creative Arts in the critical Humanities and by mobilising the concepts of medium-focused and content-focused activity develops a nuanced account of the different ways in which creative work can enhance and enrich Humanities curricula, promoting inclusivity, employability, and a richer engagement with the matter of the disciplines themselves.

### **The role of Humanities in Economics education: The case of ethics and philosophy of economics**

Dr Giancarlo Ianulardo, University of Exeter Business School

Students entering business schools are rarely exposed to the study of the Humanities: moral philosophy, theoretical philosophy, history of economic thought, literature. In this session, we explore how a humanistic approach to economics ("Humanomics") can help to reshape Economics education. We will concentrate on the role of Ethics and Philosophy of Economics, after a decade of experience in teaching this course and we will focus on the method of teaching, involving formative and summative assessments, to students who generally have never been exposed to the subject. Equality, diversity, identity are all central to recent economic debates and they need a philosophical approach.

### **The status of neurology fellowships in the United States: Clinical needs, educational barriers, and future outlooks**

Dr Stefano Sandrone, Imperial College London

The need for subspecialty trained neurologists is growing in parallel with increasing disease burden. However, despite the growing burden of neurological diseases, including headache and neurodegenerative disorders, sufficient recruitment into these subspecialties is still lacking in some countries. In this session, the current landscape of neurology fellowships, the factors driving fellowship recruitment and the perceived barriers will be analysed. Moreover, suggestions to potentially improve recruitment to under-selected fellowships, which can contribute towards an alignment between neurological education and clinical needs, will be discussed.

### **The use of BioSkills@Home kits in Bioscience departments to enhance students' employability skills**

Dr Karin Garrie, Nottingham Trent University

The Biosciences Department at NTU took a novel approach in 2020/21 to provide 500+ first year students with the opportunity to develop and consolidate essential practical skills with their BioSkills@Home kit. The academic, technical and administrative team worked closely together to design, risk assess and deliver experiments to be safely carried out at home. These aligned directly with the curriculum, and generated a community where students shared their results in a communal learning space. This included a photography competition

focusing on the most unusual item captured by microscopy, including mites found on lettuce, with a live social prize giving ceremony.

### **The Wellbeing Pedagogies Library: A tool for embedding wellbeing in the curriculum**

Dr Elena Riva, University of Warwick

At a time when protecting student and staff wellbeing is ever more important, we responded to this renewed challenge together, as a group of students and teachers. The Online Warwick Wellbeing Pedagogies Library is a resource which has been co-developed for sharing practice to support our community to embed and sustain wellbeing in the curriculum, when planning modules, courses, and assessments. It provides guidance for aiding the issue of wellbeing in the learning environment and practical examples to build learning environments that are wellbeing positive. We will share our journey together, the process of co-developing the Library and the final result, which can benefit the entire sector.

### **Towards an Inclusive Curriculum: What lessons are to be learned from the case of Romani students in the Balkans?**

Dr Eleni Tseligka, Aston University Birmingham

The focus of this study is the educational failure among the Romani people in Greece and elsewhere in the Balkans region. Existing research suggests that individuals of Roma background perform poorly at learning and commonly drop out before they complete elementary education, thus perpetuating a cycle of poverty and social exclusion. The study we will present here examines how linguistic and cultural distance interacts with the construction of knowledge for minority and international students, as well as what approaches and strategies have been put in place by the researcher to overcome those barriers and facilitate the learning experience of HE learners in the UK.

### **Trust the pedagogical journey: The pivot to online work-based placement delivery for Health and Social Care students**

Professor Gilly Salmon, Education Alchemists Ltd and Dr Lisa Taylor, University of East Anglia

Work-based placement learning is rated as one of the most important considerations for employment of graduates (Jackson and Bridgstock, 2020), offering students the opportunity to develop their self-efficacy and professional identity (Inceoglu et al., 2019). The global pandemic forced suspension of traditional face-to-face delivery, requiring a pivot to online placement provision. The five-stage model (Salmon, 2011) and peer learning evidence provided a pedagogical underpinning to online placements, and is evidenced in the Peer Enhanced E-Placement (PEEP) (Taylor, 2020), supporting the pivot, and building trust for those wanting to adopt high quality effective online work-based placement learning alternatives.

### **Turning Obstacles into Opportunities: A partnership exploring the experience of disabled Law students with blended learning**

Amanda Millmore, University of Reading

The move to blended learning during the COVID-19 pandemic has led to a radical alteration of the way that Law has been taught this academic year. Our students with disabilities and long-term conditions have been affected more than most by these changes. We therefore created a partnership of disabled students, academics and the Disability Advisory Service, with an aim to magnify the voices of these students and explore the areas of blended

learning that they wish to change or see adopted more widely and offering constructive recommendations for improvement in both the short and long term.

### **Use of technology to provide individualised feedback at scale**

Dr Melanie Hayes Celine Diaz and Jean Meyer, The University of Sydney

This session will demonstrate how we used freely available technology to simplify the collection and distribution of feedback from multiple sources, including academics, student peers, and group members. Using a professional practice unit as a case study, the session will provide an overview of our relational learning approach, and how the Student Relationship Engagement System (SRES) facilitated student engagement with providing and receiving feedback. We hope to empower other educators to use technology to facilitate inclusive feedback approaches in their own teaching practice.

### **Using multi-criteria rubrics for online marking: Technological and pedagogical challenges**

Dr Samira El Boudamoussi, Imperial College London

This session will discuss the challenges of using multi-criteria analytic rubrics in digital marking. The rubrics were initially designed to provide raters with a valid tool to assess higher-order thinking skills in a taught postgraduate programme and ready-to-use feedback based on the descriptors of each criterion at each performance level. The session will show how the multi-criteria rubrics proved to be useful in digital settings, allowing different types of second marking (open and blind) and facilitating communication among raters as well as between raters and students. However, various technical limitations of the digital platforms are yet to be solved.

### **Using student voice to co-create an approach to blended delivery**

Dr Chris Rowley and Dr Nicola Arjomandkhah, Leeds Trinity University

This session will provide an overview of an ongoing project being conducted to utilise student voice to co-create a blended approach to learning, teaching and assessment. As part of the continued response to the COVID-19 pandemic, this project seeks to obtain students' experiences and perceptions regarding the shift to blended delivery during the 2019-20 academic year, as well as making recommendations for future blended delivery that aligns with our existing institutional approach to learning, teaching and assessment. Multiple participatory methods are being used to explore stories across various student demographics.

### **Virtual and augmented reality in Neurology and Neuroscience education: Applications and curricular strategies**

Dr Stefano Sandrone, Imperial College London

Virtual reality and augmented reality are changing the way we interact with the world. In this session, key applications of virtual and augmented realities in neurology and neuroscience education will be explored. Moreover, barriers and opportunities for implementation in the curriculum will be discussed. Although long-term benefits of these approaches over more traditional learning methods and the optimal curricular balance remain mostly unexplored, virtual and augmented reality can definitively change how we teach neurology and neuroscience.



### **Wellbeing in work integrated learning**

Dr Elizabeth Miller and Dr Iro Konstantinou, Pearson Business School

This presentation will provide a Wellbeing Framework for Work Integrated Learning programmes which can be embedded in the induction, learning outcomes and assessments, and culture of these programmes to equip students with the skills they need to thrive. We argue that fostering resilience in, and supporting the wellbeing of, WIL students is critical to their professional success and should be built into any WIL programme and its curriculum. Our framework will provide tutors, programme leaders, and curriculum designers with clear information about how to support the wellbeing of their WIL students across a variety of disciplines.

### **What do the students think you should keep? A review of one Welsh university's hybrid delivery approaches and what our data showed was worth preserving into the future**

Henry Dawson and Bethan Foweraker, Cardiff Metropolitan University

Through the last year a wide range of data was collected by Cardiff Metropolitan University to determine how effective our hybrid learning and teaching approaches were from a student perspective. This presentation will summarise the findings and what they mean for future curricula.

### **'What if I can't record myself?' Adapting oral assessments to promote inclusivity in a blended learning environment**

Charlotte Clarke-Bland and Dr Joanne Gough, Aston University

The pandemic has driven widespread, rapid uptake of remote learning and teaching, but this has significant resource implications. Not only are students more reliant on technology, they are less able to access that provided on campus. As such, we must adapt our assessment to be inclusive to this "digital poverty" whilst maintaining rigour and quality. In this presentation we will outline a reflective account of alternative approaches to aid students undertaking remote assessment, including a case study using "text-to-speech" software. This approach has potential for wide scale adoption including for students with learning differences and disabilities.

### **When they're talking through it, they're like able to actually elaborate on what you've done well and what you haven't done well'. Research on video feedback**

Dr Sam Pryke, Dr Michael Rees and Gemma Witton, University of Wolverhampton

Video feedback isn't new but it is likely to be one of a number of online forms that is being increasingly used during the pandemic – from which, we know, they'll be no total going back. This session will discuss our research findings at Wolverhampton University and thereby offer future user advice. It is based on completed focus group interviews with second and third year Sociology students. The research is, so far as we're aware, the first to look at video feedback with the simultaneous display of student assignment on screen through Panopto.

### **Working with students as our partners to enhance the student experience in the post Covid-19 world**

Tracey Holker, Coventry University

This session will overview a number of initiatives undertaken in the School of Strategy and Leadership within Coventry University to work with our Students as Partners to enhance the

student experience. This will focus on a discussion of the student-to-student online support that has been developed, which we have linked with pre-existing academic support so that new students feel welcomed and supported when they join us regardless of their study mode(s). The presentation will also include a discussion of an online Student Ideas Forum that has been established which enables all students to contribute to future School enhancements.

### **Your Degree, Your Way: Engaging the student as a partner**

Dr Alison Watson and Hugh Smith, Arden University

This on-demand presentation enables delegates to gain exciting insights into Arden University's, 'Your Degree, Your Way'. It specifically focuses on content curriculum development and the students' involvement as a partner in developing this within the business school, ultimately underpinning the teaching and learning of the programmes. This presentation will delve deep into the stages of programme development from initial ideas to continuous review and enhancements. The presentation will focus quite specifically on the widening participation student group and will consider the needs of this group in relation to subject content, soft skills development and digital literacy within the teaching and learning environment.