D1.Teaching and Learning Conference 2022: Teaching in the spotlight: Where next for enhancing student success?

Session abstracts

5-7 July 2022

Day One: 5 July 2022

Parallel Session 1, 10:35-11:35

D1.1.1a, Oral presentation, 10:35-11:35

Student voice, student values: Stories of what matters to undergraduates

Ellie Hill, University of Worcester

What is the experience of students in the year before they start university? Listening to the stories of undergraduate students amplifies their voices. This presentation aims to share ongoing research in the field of student experience and values. Using narrative inquiry to gain in depth, rich stories from GenZ students in an English university, stories are told about students transitioning to university during the COVID-19 pandemic. First year undergraduates reflect on the year before they came to university and what mattered to them. The initial dataset and bespoke analysis strategy will be shared using the narrative analysis restorying approach.

D1.1.1b, Oral presentation – remote, 10:35-11:35

Understanding international students' academic, wellbeing and sociocultural adaptation

Professor Angela Christidis, University of Exeter

Recent studies indicate that academic and social integration of international students in the destination country often plays a major role in their academic performance, employability outcomes and integration into the wider community. To enhance student success during transition stages, what can be done to improve students' learning experience? This session intends to investigate these issues in depth, aiming to improve understanding of the international students' academic, wellbeing and sociocultural adaptation. The key is to build a diverse, culturally rich and engaged community where both international and home students benefit from the presence and integration of international students in the community.

D1.1.1c, Oral presentation, 10:35-11:35

Embedding the teaching of writing in disciplines: Helping students transition into university

Dr Monica Fernandes, Brunel University London

The aim of this session is to discuss the Teaching of Writing programme at Brunel University London. This programme was piloted and embedded in selected first year modules in 13 disciplines in 21/22, and will further expand in 22/23 making it a college-wide initiative in the College of Business, Arts and Humanities and Social Sciences. The objectives of this session include discussing the background and pedagogical reasoning of the writing programme, as well as discussing how the programme was designed, how it ran and what lessons were learnt that will then be implemented in 22/23.

D1.1.2a, Oral presentation – remote, 10:35-11:35

Using neuroscience case scenarios to assess clinical concepts in an online environment

Dr Romeo Batacan Jr and Dr Sonia Saluja, Central Queensland University, Australia

Online assessments are rarely employed as a type of summative assessment to assess clinical concepts in higher education due to the challenges associated with academic integrity in an online environment. The COVID-19 pandemic triggered the need for alternative assessments to replace invigilated on-campus exams. The aim was to develop an authentic, alternative assessment to assess clinical concepts whilst maintaining academic integrity. Clinical case scenarios and essay questions were designed as an online assessment. By using case scenarios, students apply theoretical knowledge to real-world problems. Clinical scenarios and questions were randomised to promote individualisation and minimise opportunities for collusion.

D1.1.2b, Oral presentation, 10:35-11:35

The experiences of Occupational Therapy and Physiotherapy undergraduates and placement educators of blended practice-based learning

Vikki Barnes-Brown, Amanda Deaves, Chris Edge and Helen Orton, University of Liverpool

This presentation will focus on flexible modes of delivery of practice-based learning to address placement capacity issues for Occupational Therapy and Physiotherapy learners. Securing sufficient practice-based learning opportunities for pre-registration healthcare learners is a long-standing and well-documented problem subsequent to expansion of learner numbers. This was further challenged by the COVID-19 pandemic. This innovation has led to practice placements continuing to be offered, however in a different way to traditional models. More than 10,000 clinical hours have been retrieved by delivering blended learning placements, allowing learners to continue to progress on clinical programmes without having a gap in their studies.

D1.1.2c, Oral presentation, 10:35-11:35

Enhancing student success by using an active blended learning model to teach integrated Anatomy and Clinical Skills modules

Sue Annetts, Stephen Dando and Richard Rudling-Smith, Cardiff University

In 2020 there was the challenge of reducing face-to-face contact and still producing safe and optimally effective Physiotherapy graduates and therefore for 20/21, the objectives for delivery were agreed as follows: 1. To adopt an active blended learning approach; 2. To optimise a feeling of community between staff and students, and also between students; 3. To strive for assessment marks comparable to the previous academic year; 4. To continue to achieve overall module satisfaction scores of 90% or higher. Conclusion: the objectives were achieved and therefore the adopted model can be considered as successful and adapted accordingly going forwards.

D1.1.3a, Oral presentation – remote, 10:35-11:35

The Southern Cross Model: A better way to learn

Professor Fiona Naumann, Professor Erica Wilson and Professor Thomas Roche, Southern Cross University, Australia

Southern Cross University is transitioning to a better way to learn. The Southern Cross Model is an innovative approach, providing a guided and active learning experience that is on-demand, interactive and provides individualised feedback to gauge learning progression. This is complimented by in-class interactive learning opportunities to apply the new

knowledge and skills to real-world scenarios. The model allows students to enrol in just one or two subjects over a six-week term, enabling students to achieve a deeper and more focused learning, across a shorter time span. This presentation will showcase the Southern Cross Model, student engagement and report on the impact on student learning.

D1.1.3b, Oral presentation – remote, 10:35-11:35

Student acceptance of video instructions for tertiary education assessment

Dr Luke Nguyen-Hoan and Dr Cait Greenup, University of Canberra, Australia

Are brief videos to introduce and summarise assessment tasks useful and usable by students? Are these a low-cost way of improving the student experience? This session presents the initial results of a study of student acceptance of video instructions to present assessment tasks and the expectations and contents in a first year Information Technology and Systems subject. Using the Technology Acceptance Model to measure student perspectives of ease of use, usefulness, attitude, and intention for future use, the study predicts whether students would continue to use such video instructions and identifies further avenues for improvement through qualitative responses.

D1.1.3c, Oral presentation, 10:35-11:35

Engagement through assessment: Designing and using incremental assessment for student success

Dr Kryss Macleod and Dr Maria Bryan, Manchester Metropolitan University

This presentation details the process of developing principles to support the design of incremental assessments for student success on the undergraduate Law degree. Three main types of assessments were implemented following the review: a) incremental of 5 elements or more; b) incremental of 3 elements; and c) single end point. Analysis of student engagement with individual modules, measured by their interactions with the university's Virtual Learning Environment (VLE), demonstrated varying levels of engagement across these three categories of modules, with higher levels of engagement where there was incremental assessment.

D1.1.4a, Oral presentation, 10:35-11:35

Using a virtual community to facilitate interprofessional education

Professor Kirsten Jack and Alice Godliman, Manchester Metropolitan University

Inclusion of interprofessional education (IPE) within Health and Social Care Education is beneficial as it supports development of learners' communication, collaboration and employability skills. However, IPE often involves large groups of students who need to learn together at the same time, which can present logistical challenges. This can lead to short-term and unsustainable solutions, which promote IPE as an 'add on' rather than integral aspect of Health and Social Care Education. This presentation will explore how the use of Birley Place, a bespoke virtual community, enabled the development of an effective and sustainable framework for the facilitation of IPE.

D1.1.4b, Oral presentation, 10:35-11:35

A silver lining to the COVID cloud: Moving to a more flexible-based face-to-face teaching practice

Professor Brian Birch, University Hospital Southampton NHS Foundation Trust

COVID-19 brought many pressures to bear on the delivery of education to our Medical students. Whilst there was much innovation in virtual teaching, the face-to-face nature of the

Year 2 in-hospital module meant that this was not an option. The existing model divided the whole student cohort (approximately 200 students) into 2 groups each of which had 4 fixed teaching sessions in hospital. Thus, for each session, more than 100 students and their teachers (6 to 1) would be in hospital at the same time trying to find ward patients to teach on. Clearly, this was not an option with COVID-19 due to risks of infection transmission and an alternative strategy had to be found. This session details how this problem was solved.

D1.1.4c, Oral presentation – remote, 10:35-11:35

Development of simulated online learning resources capturing practical experience for Civil Engineering students

Dr Joanna Poon, Derek Spalton and Matt Whomsley, University of Derby

This presentation aims to discuss the development of simulated online learning resources capturing practical experience for Civil Engineering students. We will discuss the pedagogical underpinning on developing a range of online resources, including videos and other materials, to support students gaining practical experience, via a virtual learning environment during pandemic. It also captures the experience of the academics and learning technologists who developed these resources and students who used the resources, in order to identify areas of further improvement on adopting technology to providing more flexibility in pace, place and mode of learning to enhance students' access, inclusion and retention, engagement and progression via a blended learning environment.

D1.1.5a, Oral presentation, 10:35-11:35

Teacher and student expectations and confidence in oracy skills: Supporting transition from a Foundation Year provision

Dr Lewis Baker, University of Surrey

Oracy skills are key for student success at university and future employment, yet little is known about teacher and student expectations of these skills. A tenet of Foundation year provision is to support student transitions to the undergraduate programme, as such, a survey of staff-student expectations of oracy skills, specifically, academic speaking is warranted. We surveyed these perceptions of the expectations of, and confidence in, oracy skills at the beginning of the academic year. Initial findings can allow us to develop pedagogy to support the development of oracy skills and ensure they are increasingly integrated into the Foundation curriculum.

D1.1.5b, Oral presentation, 10:35-11:35

Walk the talk: How Foundation Year courses can help students to successfully progress into higher education

Dr Gabriella Cagliesi and Mark Clark, University of Sussex and Dr Denise Hawkes, Anglia Ruskin University

This empirical investigation addresses the controversy around Foundation Years degrees, to evaluate the effectiveness of the Foundation Year's interventions. We apply value-added methods, common in senior school studies but not in higher education, to assess the true value of Foundation Year with regard to widening access and success. Using institutional longitudinal data collected from two HE institutions, the University of Sussex and the University of Greenwich, we compare the progress of students on Foundation Yearss since their adoption (2014/15) and investigate the extent of the value added offered by Foundation Years relative to other routes into HE.

D1.1.5c, Oral presentation, 10:35-11:35

Enhancing student success: The transition from FE to HE

Dr Sarah Broadberry, Nottingham Trent University

Non-standard entry students make up almost 70% of the Nottingham Trent University's School of Animal, Rural and Environmental Sciences, and in line with the sector, gaps in non-continuation and degree attainment between A-level and non-standard entry are evident (OfS, 2019). The School provision spans FE to PhD supervision, with 40% of FE students progressing to HE at NTU. This allows the unusual opportunity for FE staff to share the student experience, both in terms of delivery and assessment through FE-HE academic mentoring and peer observation, and of increasing relevance, to allow HE staff to better support FE-HE transition students impacted by COVID-19.

D1.1.6a, Oral presentation, 10:35-11:35

Skills for success? Supporting transition into higher education for students from diverse backgrounds

Dr Ellie Davison, Jayne Hopkins, Tom Hobson and Rebecca Sanderson, University of Lincoln

'Skills for Success' (SfS) is a transition support unit co-designed by students, academics and professional staff to support transition into university. This extended programme is embedded within the academic curriculum and is highly regarded by students, with particular impact reported on mental health and motivation. Following the introduction of SfS, attainment differences were closed for students who were mature, reported a mental health condition, or were from Asian, Black and mixed ethnicity backgrounds. Independent evaluation revealed the initiative had raised awareness of support services and almost half the participants shared aspects of the learning with peers outside of the cohort.

D1.1.6b, Oral presentation, 10:35-11:35

The importance of developing a sense of student belonging for success and progression at university: The role of early transition in students from a range of backgrounds

Dr Teresa Thomas and Dr Clare Ray, University of Birmingham

This session will build on the results of a transition survey conducted at the University of Birmingham which provided insight into student engagement with extracurricular activities, staff and their peers during their transition to university. Our results suggest that sense of belonging is closely associated with student engagement with extracurricular activities and is influenced by their interactions with other students and staff. We will explore the challenges that students may face during the transition to university which may influence their decisions around the extracurricular activities and how they interact with staff.

D1.1.6c, Oral presentation, 10:35-11:35

Postgraduate transitions then, now and in the future: how Covid-19 has affected teaching and learning

Dr Brian Ross, University of Sussex

This research examines the transitions of postgraduate students in and through higher education after a significant period of disruption because of the COVID-0019 pandemic. Participants were Management students enrolled on a 0012-month Masters programme. Though research has been carried out on student transitions in higher education (O'Donnell, et al., 200016), this work critically examines the lived experiences of postgraduates in a pandemic, and how academics develop active learning activities to improve engagement

and inclusivity when teaching and learning sustainability. Whilst universities have reverted back to teaching students in-person, with some online and remote delivery, how long will this continue?

D1.1.7a, Oral presentation, 13:40-14:20

Developing students' academic writing: An institution-wide development: Lessons learned and advantages gained

Dr David Pike and Izzy Aruna, University of Bedfordshire

The University of Bedfordshire has undertaken a large-scale implementation of Studiosity - a service designed to provide students with feedback upon their assessments, and support outside of working hours. This is independent of the advice and guidance which is provided in the form of feedback on assignments, and there is a need for careful balance. We investigated our development using an Activity Theory approach and we present the lessons learned from our implementation, some examples of the policies and procedures applicable in other HEI contexts, and an evaluation of our approach. This will be of interest to colleagues who are looking to develop similar support mechanisms for students, to explore how we have developed our approach with the involvement of students and academic staff.

D1.1.7b, Oral presentation, 10:35-11:35

Enhancing student success through induction

Dr Hélène Pulker, The Open University

This presentation outlines an online induction programme for first year Language distance learners at the Open University. It presents the content of the programme and reports the findings of its evaluation. The findings show that students who take part in the induction programme tend to perform better and find that the programme gives them accessibility to online content and tools, creates a sense of community, boots their confidence, increases their level of preparedness for study, and develops their digital skills. The presentation will be of interest to any institutions needing to prepare students for remote and online learning.

D1.1.7c, Oral presentation, 10:35-11:35

Co-creating transition support: Student partnership in developing pre-arrival resources

Neil Ford, University of Southampton

Working in partnership with students has faced several recent challenges in an era of remote working, social distancing, and general disruption! This session will reflect on the benefits of partnership work in the context of co-creating learning resources to support transition to higher education study. Student interns and volunteers have provided valuable insight to guide the development of an online pre-arrival module, as well as producing media that shares their experience and advice for new students. We will explore mutual benefits from this partnership work whilst sharing tips for working in virtual teams with student partners.

D1.1.8, TBC, 10:35-11:35

Advance HE Fellowship Team drop-in/information session

Louise Lumsden and Raj Dhimar, Advance HE

This session will provide the opportunity for conference delegates to meet with Louise Lumsden and Raj Dhimar from the Advance HE Fellowship Team. It will provide opportunity to find out more about the four categories of Fellowship, ask questions and clarify any queries relating to Fellowship.

D1.1.9a, Oral presentation, 10:35-11:35

A pilot educational innovation project exploring remote student collaborations for learning via design

Dr Thaleia Deniozou and Dr Mariza Dima, Brunel University London

This session will discuss a pilot educational innovation project, which was a collaboration between Brunel University London (Games Design) and Tampere University (Human-Technology Interaction). The project explored how best to facilitate online interdisciplinary student collaborations, focusing on design projects as part of the curriculum and student learning. Academic staff from both universities joined forces to develop a series of remote participatory lectures and design workshops to help postgraduate students build their design skills. The session will discuss project outcomes, lessons learned, challenges and opportunities, technology used to facilitate the learning objectives and will conclude with a set of proposed remote teaching guidelines.

D1.1.9b, Oral presentation, 10:35-11:35

Investigating how to enhance the idea generation process for academic project by students

Dr Martin Braun, The Open Universtiy

Final year students at The Open University have to suggest their own capstone projects in many programmes. This study reports on the progress in developing an ideation toolkit to assist students in this respect across various fields of Engineering. It explores the best mode of developing this toolkit. It also investigates the difference between 'hard' and 'soft' Engineering subjects with respect to this toolkit.

D1.1.9c, Oral presentation, 10:35-11:35

Design and development of game-based learning for virtual engineering laboratories: Two case studies

Omar Elnaggar, University of Liverpool and Dr Roselina Arelhi, University of Sheffield

Engineering curricula involve heavy use of physics and mathematics, complicating the implementation of game-based learning. Thus, existing frameworks typically rely on shallow gamification of basic teaching elements redundant to the in-depth understanding of engineering systems, and are neither tailored to the learning outcomes nor feature psychometric measurements of students' progression. Our presentation outlines the core elements of a balanced game-based learning in an engineering context. In collaboration between three UK institutions, we share our pioneering initiative of developing virtual engineering laboratories tailored to the needs of students and academics with two case studies for Mechanical and Computer Engineering laboratory sessions.

D1.1.10a, Oral presentation, 10:35-11:35

'Everyone is trying to outcompete each other': A qualitative study of student attitudes to a novel peer-assessed undergraduate teamwork module

Ibrar Perwaiz and Jocelyn Saxelby, University of Plymouth, Peninsula Medical School and Dr Mary-Kate Dolley, University Hospitals Plymouth

Teamwork is central in ensuring the effective functioning of institutions, yet embedding it into education is challenging. We designed and evaluated a novel teamwork module for fourth-year Medical students comprising placements, a shared-authored essay, self-reflection and peer assessment. Students took part in pre- and-post module interviews. Qualitative analysis

of their responses gave rise to five overarching themes: (1) importance and meaning, (2) insight into skill development, (3) transferability, (4) peer assessment, and (5) resistance to teamwork education. Prior to the module, students focused on superficial explanations; whereas after practice, students conveyed deeper insights, contextualisation, emphasis on personal development, and structured reflection.

D1.1.10b, Oral presentation, 10:35-11:35

Action learning: A winning approach engaging students and enhancing success

Dr Liz Berragan, University of Gloucestershire and Caroline Phelps, Gloucestershire Hospitals NHS Foundation Trust

There is a global imperative to engage and educate the future professional workforce and expand work placement capacity for sustainable and inclusive learning (WHO, 2021). Educators and their partners must work together to provide innovative and authentic learning opportunities for students and early career graduates supporting life-long learning. We present action learning as an approach which explores, challenges and makes sense of contemporary work practices. We have seen and will share the powerful and significant effects on healthcare learners that this pedagogical approach offers including support of students' mental wellbeing, capability development, student empowerment and ownership of learning.

D1.1.10c, Oral presentation, 10:35-11:35

Interactive seminar teaching: A case study of allowing active participation across modes of delivery

Kirsty Lowe-Brown, University of Buckingham

Research has shown that student interaction in teaching settings promotes enquiry-led learning, engagement, and can lead to better learning outcomes. In-person, interactive seminars presented a particular challenge during the pandemic and in adopting a hyflex model. This presentation will detail a case study of how an Introduction to Psychology seminar was redesigned to meet the necessary COVID-19 protocols for in-person teaching and adapted for an online model that required both online synchronous and online asynchronous learning. The focus of the presentation is on the importance of retaining active teaching techniques for enhancing student experience across all modes of delivery.

Parallel Session 2, 11:50-12:50

D1.2.1, Interactive breakout/Workshop, 11:50-12:50

Blending Boundaries: A transdisciplinary approach to enhancing employability for the future

Laura Brammar, The Careers Group, University of London

Take a global virtual classroom. Add transnational students from a range of academic disciplines, international contexts and different stages of career development. Mix in some 'wicked problems', a handful of UN Sustainable Development Goals and a dash of business case studies. Stir well and allow a dynamic transdisciplinary learning experience to occur, as the students develop the multi-disciplinary and intercultural communication skills needed for the modern workplace of the Fourth Industrial Revolution. In this session participants will reflect on their own 'multiple lenses' of academic discipline, cultural context and stage of career development, before exploring how they might best use a similar transdisciplinary approach with their respective cohorts and institutions.

D1.2.2, Interactive breakout/Workshop, 11:50-12:50

Exploring student sense of belonging and experience of authentic self at the University of Leeds

Dr Salma Alarefi, Dr Nadine Cavgioli and Dr Kendi Guantai, University of Leeds

Being in a marginalised position due to feeling of otherness because of one's race, gender, class, or otherwise can be a fertiliser for creating psychological hidden barriers, which can have an adverse impact on student engagement and success ranging from low engagement and attainment to failure and discontinuation. In this workshop we will present our pedagogical research on adopting an inclusive, intersectional and interdisciplinary listening approach to listen and learn from students' intersectional lived experiences of belonging and the impact of these experiences on the student lifecycle from access to continuation, attainment, and progression.

D1.2.4, Interactive breakout/Workshop, 11:50-12:50

Further and higher education collaboration to understand and plan post-pandemic transition to HE

Nick Dearden, Staffordshire University

This workshop will present findings from a series of transition-focused insight sessions, conducted with local FE colleges, to inform curriculum design in the context of post-pandemic delivery, which led to a set of recommendations in relation to: Learning styles and preferences; Learning resources and preferences; Assessment experience; Personal tutoring/academic mentoring; and Opportunities for ongoing and further FE/HE collaboration. Participants will be encouraged to offer critical reflections on what is being presented, with the aim of: developing further recommendations for immediate curriculum changes and interventions; exploring the possibility for cross-sector (FE and HE) working; and leaving with clarity on where to (re)deploy resources in terms of curriculum planning.

D1.2.5, Interactive breakout/Workshop, 11:50-12:50

Suffering from lecture lethargy? Choose to break free from educational norms with escape rooms

Dr Emma Gillaspy, Gemma Spencer, Abhilasha jones and Julia Robinson, University of Central Lancashire

As active participants in this workshop you will play a mini escape room in which you are

transported back in time to a didactic style of teaching. You must solve the educational puzzles in order to escape ‘back to the future’ to an active blended learning environment. This immersive playful experience highlights current practice in facilitating online and in-person escape rooms across Health disciplines. Drawing upon the flexible learning experiences of the facilitators before and during the pandemic, we will share different examples of escape rooms that have been used to facilitate self-directed, team-based and interdisciplinary active learning.

D1.2.6, Interactive breakout/Workshop, 11:50-12:50

Designing inclusion and flexibility into curricula shaped by students and staff views of ‘success’

Dr Stella Howden, Dr Linda Martindale and Dr Susie Schofield, University of Dundee

This engaging workshop explores ideas about designing flexibility into curricula. We will present student videos capturing their views of ‘success’ in relation to flexible learning. Building on this, we move into small groups, where curriculum design ideas are generated and prioritised to connect ambitions for flexibility, success, and inclusion. This will be a highly interactive session, making use of the Diamond 9 workshop tool, which supports idea generation and discussion between newly formed groups, in a short period of time. Our aim is that we all leave the session with new understandings and practical ideas to inform curriculum design.

D1.2.7, Interactive breakout/Workshop, 11:50-12:50

Interrogating inclusive learning and 'success' and what it means for diverse types of learners

Dr Lilian Schofield, Dr Lisa Diane Morrison, Dr Patrick McGurk and Dr Eranjan Udayanga Padumadasa, Queen Mary University of London

This session will address the broader question of how flexible modes of delivery engender inclusive learning and interrogate what ‘success’ looks like for diverse types of learners and their educational and technological needs. It will draw together shared practices around inclusion and success from a tripartite position - the institution, students, and academic tutors. Themes include: 1. Inclusion through technology 2. The online space and flexible mode of delivery - (Virtual learning platforms, blended learning, flipped learning and MME). 3. Active Learning –How does it translate to different learners?

D1.2.8, Interactive breakout/Workshop, 11:50-12:50

Developing blended communities that empower learners’ transition: A case of a large management school

Anna Wos and Dr Casey Cross, Lancaster University

This session draws on the lessons learnt from a blended induction resource delivered to students within a large Management School with the aim of transitioning and re-orientating students into university life. The project has been an iterative process over a two-year period and has been underpinned by the belief that university life should be about community, a place to apply theory to practice, challenge perspectives and embrace new ideas, beyond the curriculum. This requires students to have a sense of connectedness or belonging to their academic and peer network. Using storyboarding, the authors seek to identify and explore how educators can successfully support students.

D1.2.9, Interactive breakout/Workshop, 11:50-12:50

Think small: Creating a Design Thinking culture for student engagement

Dr Bo Kelestyn, Professor Rebecca Freeman and Emily Róisín Reid, University of Warwick and Dr Dave Thomas, Advance HE

Design Thinking is growing in its popularity and reach in higher education. From academic technology to academic development, and now student engagement and broader educational innovation. The multiple tools and methodologies spark curiosity and inspire, but the challenge is to embed them into everyday mind-set and culture. In this workshop, we will explore some of the ongoing challenges associated with embedding design thinking into an educational context, share learnings from the University of Warwick' co-creation of employability and inclusive education, and explore small experiments that can be used to shift colleagues' perspective at your home institution.

D1.2.10, Interactive breakout/Workshop, 11:50-12:50

How open are universities to Open Educational Resources?

Danielle Thibodeau and Dr Janet De Wilde, Queen Mary, University of London

How are universities engaging with Open Educational Resources (OER) and how do they impact students and staff? This interactive workshop will build upon the findings of the Developing Flexible Ecosystems project related to OER and invite participants to critically consider the role of OER within institutions. Using a learning café model, the workshop will explore OER's impact on flexibility, student engagement and the role they can play in sustainable development.

Parallel Session 3, 13:40-14:20

D1.3.1a, Oral presentation, 13:40-14:20

A reflective approach to teaching practicum debriefing (RATPD)

Dr Mark Minott, University of East Anglia School of Education and Lifelong Learning, UK

Over the past 30 years, the teaching profession has embraced the notion of the teacher as a reflective practitioner leading to an increased emphasis on higher education/teacher education programmes offering learning experiences that model and encourage reflective practice, thus empowering future teachers as reflective professionals. This presentation extracts the results of research exploring the usefulness, benefits, and challenge of an innovative approach to teaching practicum debriefing, namely an exercise called the reflective approach to teaching practicum debriefing (RATPD). The RATPD provides a framework for reflection by early-career teaching academics, school-based mentors, university teacher educators and participants in university staff development teaching programmes.

D1.3.1b, Oral presentation – remote, 13:40-14:20

How the introduction of flexible modes of learning impacted student engagement: The case of a distance MA education programme

Dr MariCarmen Gil Ortega and Dr Reka Ratkaine Jablonkai, University of Bath

The MA Education is a distance learning programme, aimed at educators based worldwide. Recognising the transformation of education and the needs of its diverse cohort of students in line with current debates on decolonising education and SDGs 4, 5 and 10 (quality education, gender equality and reduced inequalities), the programme is undergoing a transition to exploit the affordances of educational technology to ensure accessibility and flexibility of delivery with the aim of enhancing student success. Drawing on the Community

of Inquiry model and showing examples of various interactive and multimodal elements; this presentation will demonstrate how the use of these technologies can facilitate student engagement and inclusion.

D1.3.2a, Oral presentation – remote, 13:40-14:20

Bringing hybrid, collaborative and flexible delivery to life

Michael Detyna and Dr Kyle Dyer, King's College London

Active and collaborative learning can potentially be of benefit to student learning outcomes, but it is important to consider how and in what way this can be achieved. This session builds on recent research on how such tools may impact on student experience. This session will explore– both with reference to relevant theory, and in clear practical terms – how hybrid, collaborative and flexible teaching can be approached and delivered. Specifically, it will detail two main areas of research and implementation: one on collaborative digital tools and another on flexible learning, and how they interlink.

D1.3.2b, Oral presentation, 13:40-14:20

Exploring hybrid delivery models: The post-pandemic Tangent experience

Dr Maeve O'Dwyer, Tangent, Trinity's Ideas Workspace, Trinity College Dublin

Tangent at Trinity College Dublin is home to experiential, hands-on learning in innovation, entrepreneurship and creativity- known as the 'Tangent experience'. How has pandemic pedagogy altered how we deliver our programmes, and how can we best approach post-pandemic delivery? Can a hybrid teaching model offer the best of both worlds? This presentation will explore the advantages and disadvantages of experiential learning using a variety of technologies.

D1.3.3a, Oral presentation, 13:40-14:20

Priming the curriculum with aligned assessments

Theresa Federici, Cardiff University

Aligned assessment and accessible curricula are cornerstones of course design in higher education, but how these are implemented differs across disciplines. Using the PRIME paradigm as a basis for discussion (Purposeful, Relevant, Integrated, Motivating, Empowering), this session invites colleagues to discuss experiences of creating student-centred and accessible assessment from their own discipline, to develop common themes, and to create suggestions and guidelines that support learning across the sector.

D1.3.3b, Oral presentation – remote, 13:40-14:20

Developing self-regulated learners using a unique reflective summative assessment

Dr Lovleen Kushwah and Dr Geethanjali Selvaretnam, University of Glasgow

In this presentation we will share a unique reflection-based assessment with opportunities to self-generate inner feedback and inculcate graduate skills. We have developed a way to directly interlink formative and summative assessments in such a way that students can engage with tasks that they find challenging without feeling overwhelmed and encourage students' participation in formative opportunities. Our design leads to learning skills that contribute to sustainable and lifelong learning as well as mental wellbeing. This presentation would be of interest to teachers of any discipline who are interested in introducing and integrating new ways of assessment and feedback focusing on student wellbeing.

D1.3.4a, Oral presentation, 13:40-14:20

Pharmacology for Physician Associate programmes: A collaborative, flexible, and responsive approach to curriculum design

Brogan Guest and Chanceeth Chandrakanthan, St George's University of London

This session aims to address the challenges associated with teaching Applied Pharmacology (AP) in a two-year Masters' of Physician Association Studies (MPAS) programme and presents a methodology to design an AP curriculum that prepares students to practice safely. The COVID-19 pandemic necessitated significant shifts in the delivery of teaching across higher education. This module transitioned from fully face-to-face teaching to remote delivery in 2020. This session will review how we utilised technology to enhance the student experience and how to ensure a remote course is rigorous enough to teach students safe prescribing.

D1.3.4b, Oral presentation – remote, 13:40-14:20

How do we design a first-year Science course for student engagement and success?

Dr Nhung Nguyen, Dr Rebecca Jarvis, Professor Hannah Buckley and Dr Kat Bolstad, Auckland University of Technology, New Zealand

This presentation will share the ethos and learning design strategies of a first-year Science course. We describe how we designed a new course to engage students, create a sense of belonging, and support their success. The current study undertook an exploratory, case study approach to investigating the course design. The design of the course was underpinned by sociocultural theories, the concept of constructive alignment, and manaakitanga – an ethic of care, encouragement, and mutual respect. Key design strategies contained diversified learning types (e.g. production, practice, inquiry, discussion, and acquisition), assessment for learning, and a series of well-structured learning tasks that scaffold learning and support student success in assessments.

D1.3.5a, Oral presentation, 13:40-14:20

Using learning analytics to understand the impact of the pandemic on student engagement and attainment

Professor Philip Young, University of Warwick

The pandemic caused a sector-wide shift to online and blended teaching. While the results have been commendable, it is important that we use the full range of learning analytical approaches available to ensure we understand how students are learning in the changing environment. More importantly, it is essential we review how these new approaches are impacting attainment (including a full intersectional analysis). In this session I will present data on how our undergraduate students engaged with face-to-face sessions and asynchronous recorded lectures, and how these engagement markers correlate with attainment scores at both the module and course level.

D1.3.5b, Oral presentation, 13:40-14:20

Combing the student voice and data analytics to understand the impact of curriculum innovation and change

David Wooff, Joel Mills and Dr Claire Stocks, BPP University

This session will explore how a process to provide student feedback, introduced as a means of understanding the impact of curriculum adaptations caused by the global pandemic, has developed and advanced into something much more. It now combines student voice and data analytics to understand the impact of curriculum innovation and change, as learning

and teaching return to physical spaces in centres. Attendees will be given an insight into the journey the team have undertaken, with a view that they could implement this in their own context as a means to use student engagement to enhance experience and ultimately outcomes.

D1.3.6a, Oral presentation, 13:40-14:20

What makes students want to attend practicals?

Professor Stephen Beck, University of Sheffield

Practical teaching forms a major element in the education of Engineering students. They are often thought of as enjoyable and a chance to illuminate It is possible to put on a series of experiments which appear to fulfil learning outcomes, but are they actually attractive to students? We have asked students and staff what they value in laboratories. Initial results imply that students like labs that are fun and tie in well with their other learning. They feel discouraged from attending labs if they are boring, there is a plausible online alternative, or they feel disinclined. This knowledge will allow course designers to promote engagement and hence promote better learning from resource-intensive practicals.

D1.3.6b, Oral presentation, 13:40-14:20

Interactive virtual online practical laboratories using möbius

Dr Jack Mullett, Liverpool John Moore University

This study presents a template for interactive virtual online practical laboratories using the active learning platform Möbius. These were based on existing physical experiments and deployed during 2020/2021 to Mechanical Engineering undergraduate students. The online labs used the ‘Lesson’ format and were structured in typical lab report sections. A variety of interactive elements (text, videos, questions, and tasks) were embedded, and ‘Hints’, ‘How did I do?’ and ‘Feedback Comments’ functions were utilised. Survey results showed that these aided students’ learning and engagement. Research will continue this year into adapting this method for online pre-laboratory tasks before physical experiments are performed.

D1.3.7, Workshop, 13:40-14:20

Ensuring the credibility of student awards: making the most of external examiners

Dr Geoff Stoakes, Advance HE

Over the past few years there has been increased questioning of the credibility and reliability of the degrees, particularly undergraduate degrees, awarded to students. Concerns about grade inflation or 'unexplained attainment' litter policy statements and social media. The UK Standing Committee for Quality Assessment, charged with ensuring the reliability of degree standards, has overseen work to review degree classification algorithms (UUK/GuildHE) and the production of classification descriptors (QAA). Higher education institutions have signed a 'statement of intent' to protect the value of UK degrees and reported on action plans designed to deliver this. External examiners have traditionally been regarded as providing external assurance that academic standards are being met. But are we making the most of our externals?

D1.3.8, Workshop, 13:40-14:20

Tech and tactile approach to teaching

Francesca Brown-Cornwall, Staffordshire University

This session will convey a 'tech and tactile approach' to delivery which aims to creatively merge the physical and digital classrooms for students. We will share cameos of the 'tech and tactile' manifestation in the classroom with accompanying evaluative reflection. We will present student voice as the primary data, via three student case studies and accompanying additional student feedback, and share their experience of the 'tech and tactile' approach and the impact on their learning experience and subsequent practice as trainee educators. We will identify that the 'tech and tactile' approach is well-received by students whom also acknowledge the value of the tacit, multi-modal and self-referent nature of the approach.

D1.3.9a, Oral presentation, 13:40-14:20

Hybrid flexible delivery model

Timon Munir, Brunel University

With the changing circumstances, digital technology has transformed an organisation's core activity to better meet the needs of its users. In education, the users are students, faculty, staff and alumni. Digital technology plays a crucial role in providing new and innovative ways to support teaching. In this day and age, when students are surrounded by social media and the internet, they tend to learn from watching rather than from reading. Therefore, it will be reasonable to say that watching is the new learning. Digitalisation in education means reaching the masses and the use of simple technology makes it easy.

D1.3.9b, Oral presentation, 13:40-14:20

Student experiences of online learning through the lens of Radiotherapy and Oncology students

Benita Thomas, Corneliu Cazacu, Charlotte Lam and Julie Hendry, St George's University of London

The COVID-19 pandemic has changed the world and has had an impact not only on global health but our livelihoods. We were particularly interested in exploring and understanding how the changes from face-to-face learning to remote learning affected students and their ability to engage with their courses. This presentation aims to analyse the effect of student engagement through remote learning and suggest improvements to enhance student

success in the future. The research team focused on the perceptions and attitudes of Radiotherapy and Oncology students supplemented by that from the wider student body through an online questionnaire, to develop an understanding of the institution-wide student experience during remote learning.

D1.3.10, Workshop, 13:40-14:20

Exploring the Student Success Framework series: Taking the next step in enhancing student success.

Stuart Norton and Dr Kay Hack, Advance HE

In this interactive workshop participants will have the opportunity to explore the key themes that have emerged from the recent literature reviews commissioned by Advance HE to inform the Student Success Framework series. To date, literature reviews have been conducted in: Access, Retention, Attainment and Progression; Employability; Flexible learning; and Assessment and Feedback. The reviews focused on demonstrable outcomes from peer-reviewed evidence. To ensure a wider net has been cast, capturing conceptual articles, more nascent research and to engage across our global membership summits have been held to identify current practice and effective examples of 'what works'. This workshop provides an opportunity for participants to engage with the framework series, discuss current practice and challenges and identify the cross cutting themes.

Ignite and soapbox session, 14:25-15:10

D1.IG1, Ignite presentation, 14:25-15:10

How can maps influence expectations in flexible learning

Dr Justin Steele-Davies, University of Derby

Timetables, what are they good for? Basically telling you when to turn up. Do they summarise how you will receive all of your learning? No really. And this becomes even more acute when you are delivering in a blended or fully online mode. How do you know what your teaching is going to look like and what is expected of you? Come and see how we are reframing planning to support learning and challenge expectations.

D1.IG2, Ignite presentation, 14:25-15:10

Flexible access to practical work

Professor Timothy Drysdale, University of Edinburgh

Remote laboratories can complement existing in-person laboratories by allowing students to gather and interpret data at their own pace, using a convenient online interface in a web browser. This enhances accessibility by removing scheduling constraints. Since 2019 we have been developing a fully open-source approach to the experiments themselves as well as the digital infrastructure (https://practable.io). The system does not require any expensive hardware and can serve experiments behind restricted firewalls. New experiments are readily created by re-mixing and extending our reference designs. We invite potential early adopters, developers, and collaborators to engage with us to discuss current and future capabilities.

D1.SB2, Soapbox presentation, 14:25-15:10

COVID as a springboard: Taking COVID curriculum innovation into a post-COVID era

Dr Jana Sadeh, University of Southampton

In an attempt to nurture the lessons learned from COVID and capitalise on the investment in curriculum innovation initiated by COVID, I reflect on why it is important to keep some of the innovations developed, not only in order to reap fruits of our investment but also to question the established status quo in a less-costly environment. I will present the feedback from students about the new structure and compare three cohorts who experienced very different delivery styles of identical content, pre-COVID, COVID online delivery and post-COVID flipped learning.

D1.SB3, Soapbox presentation, 14:25-15:10

Creating routes to success: Embarking on a journey to improve academic literacy skills for Foundation Year students

Dr Josh Robertson, University of Southampton

This paper summarises relevant research concepts and considerations for the design of a module to develop academic skills and information literacy for Engineering Foundation Year students. A focus on three areas was highlighted by recent pedagogical research, with a goal to help improve students' transition to HE; independent learning, analytical and communication skills. Theoretical grounding of design concepts, integration into course activities and collaboration between course lectures and academic support staff are all key success factors. The authors present a preliminary study on how embedding critical academic skills by using active learning strategies might impact student performance, skills development and engagement.

D1.SB4, Soapbox presentation, 14:25-15:10

Remote delivery of a practical module

Dr Frederic Bezombes, Liverpool John Moores University

This presentation aims at discussing a new approach undertaken for the delivery of a practical Mechatronics module remotely due to the global pandemic. A “lab-in-the-box kit” was prepared and delivered to students so each could work remotely. The content gave students the choice of different approaches for learning at their own pace. The tutorials were split into small portions with a weekly online support in form of a guided practical. This resulted into a much higher student satisfaction rate (91%) than previous years (circa 40%) showing that this approach works and is well received by students.

Poster session, 14:25-15:10

D1.P2, Poster, 14:25-15:10

Using a compass tool to navigate students through each year of their personal and professional development modules

Nicole Pollock, Canterbury Christ Church University

With the increasing emphasis on personal and professional development in UK curricula, programmes often need to enhance or modify existing resources to meet standards. Teaching staff and personal academic tutors are ideal individuals to assist in mentoring and assessing students' personal and professional development given the long-term relationships they develop with students throughout both the didactic and experiential curriculum. It is suggested that when models of teaching are developed and disseminated, learning can be enhanced and it is a hope of the researcher that the implementation of a

model to support personal and professional development materials will enhance learning and teaching outcomes.

D1.P3, Poster, 14:25-15:10

Can virtual decision-making be compassionate?

Lizanne Hamilton, NHS 24 and Stephen Andrade, University of the West of Scotland

Many Healthcare Education programmes utilise clinical simulation to replicate real-life scenarios to provide the students with a protected, experiential learning environment. This can be a very anxiety provoking activity and logistically labour intensive while delivering contemporary equity, parity, and valid governance processes. In response to the changing world of academia, Health and Social Care curricula, and previous efficacious innovative accomplishments; the team developed pioneering, flexible, hybrid technology-driven teaching, learning and assessment strategies. The project aim was the creation of a digital interactive platform to undertake virtual consultations within a secure, and transformational learning setting.

D1.P4, Poster, 14:25-15:10

A pedagogical conundrum: Teaching complex forensic investigations to mixed-experience postgraduate groups

Zoe Cadwell, University of Portsmouth

This poster will explore the development of a postgraduate module that includes students of mixed experience in the subject area of Forensic Investigation. The challenges of teaching complex scenarios will be introduced. Mechanisms for both inclusivity of student experience and stretch and learn opportunities will be explored.

D1.P5, Poster, 14:25-15:10

'Whodunnit?': Using problem-based learning in Criminology to enhance student engagement

Dr Jo Dawkins, University of Leicester

Various pedagogical methodologies are used in the teaching of Criminology, but problem-based learning (PBL) is rarely found. Therefore, this project sought to introduce PBL to Criminology students at the University of Leicester. Students worked together in small groups to identify and solve a scenario-based problem, following a similar structure to a 'murder mystery'. Each week the students were taught a particular element required to undertake an investigation then applied this knowledge to their own investigation, which took place throughout an entire semester. The use of PBL was as authentic as possible and was intrinsically intertwined with their learning of the topic.

D1.P6, Poster, 14:25-15:10

An exploration of the transition to university of different groups of students pre- and post-pandemic

Dr Clare Ray and Dr Teresa Thomas, University of Birmingham

We present the results of a survey conducted at the University of Birmingham before, during and after the COVID-19 pandemic which provided insight into student engagement with extracurricular activities, staff, and their peers during transition to university. Our results suggest that sense of belonging is closely associated with student engagement with extracurricular activities and is influenced by interactions with other students and staff during the transition period. The experiences of students during transition were affected in 2020

and gaps between groups from different backgrounds remained or were exacerbated. These differences should be considered when designing activities and support during transition.

D1.P7, Poster, 14:25-15:10

Learning critical thinking skills with online bite-sized videos: Can precision teaching help?

Angel Tan, Birmingham City University

Critical thinking is a key educational goal for HE, however, it is an area in which students present profound difficulties. This study evaluated a technology-enhanced intervention for critical thinking focusing on the theme of logical fallacies. We combined bite-sized learning videos, which have been shown to increase student engagement, with Precision Teaching (PT), a behaviourally-based approach that supports the development of fluency in targeted skills. Our results from two learning episodes completed by 57 students show that video learning supports improvements in fallacy identification, while PT supports the generalisation of skills into new contexts.

D1.P8, Poster, 14:25-15:10

Adapting an assessed laboratory for remote access

David Reid, Aristides Kiprakis and Professor Timothy Drysdale, University of Edinburgh

We recently developed a set of remote laboratory experiments that allowed us to transition from group-based in-person laboratory sessions, to individual online sessions. Online access to practical work has the advantage of letting students flexibly conduct their work around their other commitments, rather than being scheduled into strict slots in a physical lab. Our online experiments were successfully used with 250 third-year Engineering students in 2021, when physical laboratories were closed. We will report on the adaptations in the teaching, technology and lessons learned, as well as upgrades made for the second year of usage in 2022.

D1.P9, Poster, 14:25-15:10

Transition into higher education: Students' experiences of an immersive four-week induction module

Julian Smith, University of Wolverhampton

Set in a widening participation post-1992 university, this session will explore Sports students' experiences of a four-week induction module. A traditional one-week induction may not provide sufficient time for students to adapt to their new environment, and a longer induction may improve retention and foster a stronger sense of belonging, which can be critical in reducing the risk of dropout (Kane et al., 2014). Module evaluations and student focus groups will explore students' transition into HE, their prior experiences, their sense of competence in navigating essential university systems, feelings of purposefulness, connections with others and their sense of belonging.

D1.P10, Poster, 14:25-15:10

Fostering a better student experience through the use of technology in the post-COVID HE teaching landscape

Iain Darby, Stuart Hall, Adam Bancroft and Peter Phillips, Bournemouth University

This poster will outline a qualitative research study to examine the impact of technology on a Level 6 Paramedic Science unit. Assessment videos were recorded by the teaching team and made available to students - the students were then able to revisit the content

throughout the unit. A focus group was set up to examine the impact the new approach had on the overall student experience.

D1.P11, Poster, 14:25-15:10

Extending induction to positively impact student success

Dr Elaine Clafferty, Ken Rice and Jim Canning, Glasgow Caledonian University

The Prepare for Success initiative focused on students in advanced levels of degrees and built on methods and materials previously used to implement an integrated student experience. Observation of previously successful learners fed into the development of the resources. A large number of the Department's Level 3 students directly entered from college and had transition challenges. The idea behind PfS was that learners need to be encouraged to develop good study skills and habits to build their confidence resulting in improved academic resilience and student success. The ultimate aim was to improve student satisfaction, progression and degree completion.

D1.P12, Poster, 14:25-15:10

Mediafication in education: Leveraging the concept of social media and its elements as a learning tool

Dr Atm Alam, Queen Mary University of London

Social media is the centre-point of most people's lives and impacts the way we live, work and recently, the way we learn, where short videos are appreciated by most people because the short video is how many people, especially younger people, consume information with entertainment. It is evidenced that short videos are widely popular in social media (e.g., TikTok, Facebook, etc.). Based on the popularity of social media and its trend, short-form videos are engaging, entertaining and educative. Therefore, the concept of social media and/or its powerful elements can be adapted in education as a learning tool.

D1.P13, Poster, 14:25-15:10

Blended learning: Necessitated by COVID-19 and here to stay

Brogan Guest, St George's University London

In March 2020, the COVID-19 global pandemic necessitated the temporary transition of the St George's University of London Master of Physician Associate Programme to full-time remote learning. It has since transitioned to blended learning. Although government guidelines will likely allow students and faculty to return to site full-time, the MPAS programme at SGUL will remain blended. This poster discusses how to enhance student experience with blended learning: how we balance live and remote sessions, how we choose which sessions to deliver live, the technology required for blended learning, and student feedback on their experiences.

D1.P14, Poster, 14:25-15:10

Compassion pedagogy for collaborative design

Dr Merate Barakat, Kat Branch and Judith Ritchie, UWE Bristol

Generative conversation is key for innovation and creativity. The Compassion Pedagogy for Collaborative Design workshop aims to shift the paradigm of group work to team dynamics, by adapting Agile workflow strategies used in software development industries merged with Compassion pedagogy methods with a design studio-based peer-learning environment. The aim is to engage the students to work towards a common goal of learning and creating beyond an individual's mark. In creating a psychologically safe, creative space students are

encouraged to acknowledge they need help and feel safe in making a mistake and learning from those errors.

D1.P15, Poster, 14:25-15:10

Build the vision, sell the journey, create the change. An application of collaborative & technical innovation to teach and assess practical skills during the pandemic

Andrew Davies and Rachael Riley, Salford City College University Centre

Struggling to adapt to pandemic teaching with a practical face-to-face subject? In an era of unprecedented educational change, we sought to evolve, not halt learning and assessment. Share our journey of collaborative discovery, using a fusion of remote technology, industry guidance and experiential workflow to establish a 'reactive co-directed' mode of learning. Through building a vision, selling a journey, and creating change, we enhanced our students' resilience, to harvest a flexible mind-set open to possibilities and success beyond the classroom. Let us help you explore the considerations and possibilities of remote broadcasting and divergent thinking to improve outcomes.

D1.P16, Poster, 14:25-15:10

Interrogating inclusive learning and 'success' and what it means for diverse types of learners

Dr Lilian Schofield, Dr Lisa Diane Morrison, Dr Patrick McGurk and Dr Eranjan Udayanga Padumadasa, Queen Mary University of London

This session will address the broader question of how flexible modes of delivery engender inclusive learning and interrogate what 'success' looks like for diverse types of learners and their educational and technological needs. It will draw together shared practices around inclusion and success from a tripartite position - the institution, students, and academic tutors. Themes include: 1. Inclusion through technology 2. The online space and flexible mode of delivery - (Virtual learning platforms, blended learning, flipped learning and MME). 3. Active Learning –How does it translate to different learners?

D1.P17, Poster, 14:25-15:10

Tech and tactile approach to teaching

Francesca Brown-Cornwall, Staffordshire University

This session will convey a 'tech and tactile approach' to delivery which aims to creatively merge the physical and digital classrooms for students. We will share cameos of the 'tech and tactile' manifestation in the classroom with accompanying evaluative reflection. We will present student voice as the primary data, via three student case studies and accompanying additional student feedback, and share their experience of the 'tech and tactile' approach and the impact on their learning experience and subsequent practice as trainee educators. We will identify that the 'tech and tactile' approach is well-received by students whom also acknowledge the value of the tacit, multi-modal and self-referent nature of the approach.

D1.P18, Poster, 14:25-15:10

Stories from a remote campus: Boosting student success through innovative online delivery

Dr Michele Vincent, Dr Michael Muir and Dr Bethan Wood University of Glasgow

For some topics such as Foreign Languages and Environmental Statistics, student motivation and engagement can be barriers which hinder student success. One way of overcoming these barriers is gamification: the use of game design elements in non-game contexts. This session will explore two innovative game-style formative assessments in preparation for summative assessments to boost student success in two different disciplines,

namely the use of online Kahoot quizzes for Foreign Language grammar learning and using paper aeroplanes for introductory statistics. As a remote campus and due to COVID restrictions, these were designed so they can be delivered both on-campus or remotely.

D1.P21, Poster, 14:25-15:10

Using an open science framework in STEM teaching and learning: VLE-based pre-registration as part of assessment to aid student engagement and promote academic integrity

Dr Gillian Hill, University of Buckingham

A move to open science practices on undergraduate Psychology programmes helps to develop transferable skills for future scientists. This case study outlines the piloting of pre-registration as a formative assessment element, for a final summative research report assessment. Standard features of the VLE were used for students to record their hypothesis/es and analysis plans, providing immediate feedback and opportunities to refine their plan. As the final summative work aligned to the earlier pre-registered detail, a further benefit was to promote academic integrity. Students engaged earlier with the assignment and those who did not, received additional tutor support.

Parallel session 4, 15:25-16:25

D1.4.1a, Oral presentation, 15:25-16:25

Learning to learn online: Netiquette as a prequel to successful engagement with live online learning

Dr Pat Mahon-Daly and Dr Nick Wilde, UCFB.COM

The session reflects on the reversion to live online teaching in the academic year 2020-21 and the processes involved, and how I initiated and created a learning online Netiquette protocol. This was aimed at organising a new learning space on MS teams for students and staff, outlining the required engagement protocols and actions needed to be understood by students to facilitate engagement in such a drastic period for learners used to in-person delivery. I want to share the finished product, and the reflections of both staff, students and student services after reflecting on the benefits of using the Netiquette pro-forma across the institution.

D1.4.1b, Oral presentation, 15:25-16:25

Embedding the active learning framework to effectively support learning and teaching at Wrexham Glyndwr University

Dr Sue Horder, Dr Neil Pickles, Colin Heron, Dr Caroline Hughes and Alicia Owen, Wrexham Glyndwr University

Building on what we have learned in recent months about supporting our students effectively, following the pivot to online learning due to the COVID-19 Pandemic, Wrexham Glyndŵr University embarked on an evaluation of our Active Learning Framework (ALF) in March 2021, that sought to consider how we can embed ALF as a long-term approach to learning and teaching at the university. We undertook a series of Faculty-based dialogue sessions for colleagues and engagement with the SU to discuss how we can further enhance and embed ALF so that it retains the original aim of providing accessible and flexible learning opportunities.

D1.4.1c, Oral presentation – remote, 15:25-16:25

New story experiences: Lessons for learning and community building in a crisis

Dr Erinma Ochu, Zoe Parker Moon, Lisa Gold and Polly Palmerini, Manchester Metropolitan University

'All of us have to learn how to invent our lives, make them up, imagine them. We need to be taught these skills; we need guides to show us how. If we don't, our lives get made up for us by other people' Ursula Le Guin

This session focuses on the value of stories, creativity and digital storytelling to support flexible delivery during a crisis. It will offer lessons learned from introducing authentic digital storytelling assessments during the COVID19 crisis, and offer lessons learned to shape the future of flexible delivery. The session will provide insights from an assets-based approach that considered differing student and teaching team perspectives, to make the most of the tools, expertise and community building opportunities at a learning community's disposal, to ensure the best outcome for all students.

D1.4.2a, Oral presentation – remote, 15:25-16:25

A trauma-informed approach to creating empowering education

Dr Emma Davies and Dr Kathryn Woods, Goldsmiths, University of London

This presentation examines the occurrence of childhood trauma amongst students and how trauma impacts students' learning experiences and outcomes. It will focus on the results of a survey about childhood stressors and experiences of anxiety completed by 868 Level 4 students at the University of East London. The presentation will explore the implications of the findings of this research for how teaching is designed and delivered. It will also discuss how the presenters are using a trauma-informed educational approach to create empowering education at Goldsmiths College. It responds to three UN Sustainable Development Goals: Quality education, good health and wellbeing, and reduced inequalities.

D1.4.2b, Oral presentation – remote, 15:25-16:25

Cultivating lifelong learners: A pedagogical innovation via action research

Dr Qian Wang and Dr Jiyao Xun, Xi'an Jiaotong - Liverpool University, and Dr Haibo Gu, Soochow University

This presentation will discuss our innovative teaching practice of using Action Research (AR) to promote postgraduate students to acquire competencies required for lifelong learners in a Sino-British transnational university. Grounded in sound theories, we suggest that AR should include emotion and agency as part of its teaching framework. We find that those two concepts are valuable additions for cultivating novice action researchers (i.e., postgraduate students) and supporting their sustainable transformation. The presentation will also discuss the limitations of our teaching practice and suggestions for future improvement.

D1.4.2c, Oral presentation, 15:25-16:25

Stories, toys and music: Using a metaphor for improving student engagement

Dr Jane Neal-Smith, Dr Bob Townley and Dr Gill Bishop, University of York

This paper explores the use of a revolving mandala as a metaphor for our own development as an aid to teaching critical reflection in postgraduate students. The paper charts our journey through action learning sets by applying living theory and sense making as concepts to our backgrounds and experiences. Through our own engagement in a process identical to

that which our students will experience, we aim to improve their experience and ability to be critical practitioners by enhancing our own.

D1.4.3a, Oral presentation – remote, 15:25-16:25

Using collaborative spaces to promote student engagement through a sense of belonging and One Community

Dr Kate Strudwick and Dave Prichard, University of Lincoln

Student engagement at the University of Lincoln remains integral to its values, shown by institutionally embedding Student as Producer and student engagement opportunities within and beyond the curriculum. With a continuation of new initiatives, which value student voice providing support for students through collaborative spaces, the commitment remains to engage students with learning. In 2021 the Festival of Learning (FoL), was an institution-wide initiative held during the summer. This initiative presented a series of events for students, around four key themes, Academic; Skills; Wellbeing, Health and Sport and a concluding Live Event, all coalescing to engage students as One Community.

D1.4.3b, Oral presentation, 15:25-16:25

UCL Economics Walk: A public engagement project

Dr Ramin Nassehi, University College London

UCL Economics Walk is a walking tour of Bloomsbury, London, where the tour leader (i.e. lecturer) takes the audience (students or members of public) through different locations (statues, buildings and shops) that have an economic story to tell. The project's aim is to explain complex economic ideas in an accessible way to students and/or members of the public. I have offered this tour in person and virtually 16 times so far, with more than 200 total attendees. This novel public engagement project uses the trio of location-based teaching; dialogic method; and digital technology to communicate economic ideas to non-experts.

D1.4.3c, Oral presentation – remote, 15:25-16:25

Study Café: An assessment of its effectiveness in improving student academic performance and inclusivity

Dr Margaret Kadiri, James Porter and Dr Toslima Khatun, King's College London

Study Café is designed to flip the traditional staff-student learning experience by offering a student-centred learning setting, delivered with dual functionality – in-person and digital. It allows students to pick the learning experience that best suits them based on their needs, encourages them to become active and independent learners and enables them to assess where their academic performance can be improved and how best to do this. This oral presentation will evaluate the effectiveness of Study Café in enhancing student academic performance and inclusivity and the wider implications of implementing such targeted interventions in HEIs will also be discussed.

D1.4.4a, Oral presentation, 15:25-16:25

Herts Learning: An engagement-led approach to the institutional adoption of blended, flexible learning

Karen Barton and Sarah Flynn, University of Hertfordshire

Like all institutions, our response to the pandemic required rapid shifts in practice, and engagement throughout gave us useful insight into the challenges and positive impacts of these changes. Recognising these unique circumstances, we have renewed our overarching

philosophy of learning and teaching at an institutional level. This presentation is aimed at those who have an interest in practical, achievable approaches to strategic and cultural transformation through engagement-led change processes. While we will share our ‘Herts Learning’ principles, it is how we developed these, ensured institution-wide buy-in and how we intend to implement them that will be of most interest.

D1.4.4b, Oral presentation, 15:25-16:25

Bend the infrastructure to your will - ensuring that hybrid delivery is both "true" and attainable by all staff

Dr Chris Moore, UWE Bristol

We throw the terms "hybrid" and "hyflex" around a lot. They suggest an inclusive, innovative, and thoroughly engaging model of delivery. But are we, more often than not, just streaming to a remote audience? What do our students really want? And is the infrastructure available to us geared up for this, or can we modify what we have to deliver what we need it to? In this short talk, a case study of a "true" hybrid class will be presented that considers the realism of student expectation and the realistic skills and requirements of the staff teaching that class, such that we can hopefully make better choices as academics and as institutions as to what we should be doing, what we can do, and what our students will actually benefit from.

D1.4.4c, Oral presentation, 15:25-16:25

Blended teaching and learning: An investigation of student and staff experiences of a co-taught module

Dr Dilusha Rajapakse and Dr Nazli Alimen, Birmingham City University

Incorporating digital technologies into teaching and learning environments has become an integral part of the contemporary pedagogical practice as it has the potential to influence collaborative learning, increase student engagement and satisfy complex requirements associated with different styles of learning. Due to the impact of the COVID-19 pandemic, the necessity of blending digital technology with traditional face-to-face teaching practice has become a prevalent strategy. By considering both student and staff perspectives, this research paper aims to investigate the effectiveness of blended learning and teaching that has been adopted within a co-taught undergraduate curricular.

D1.4.5a, Oral presentation, 15:25-16:25

Student resilience in HE: A Strathclyde toolkit to support resilience development

Professor Debbie Willison, University of Strathclyde

The Student Services Organisation launched their Resilience Toolkit in 2018. This is an open, online resource bank of research, case studies and practical tools to help develop student resilience to stress, anxiety and similar barriers to achievement and success. This project took a different approach by asking student interns to develop resilience resources for their peers. Interns were recruited from each Faculty at the University of Strathclyde and created a number of resources designed to help students develop their resilience. This presentation will review the pilot of this toolkit in 2021/22 and the perceived impact on student resilience.

D1.4.5b, Oral presentation, 15:25-16:25

Embedding student resilience into the curriculum

Dr Karisha George and Dr Sally Quinn, University of York

Using the streams of consciousness procedure, this research explored how undergraduate

and postgraduate students found meaning while traversing: 1) the transition to pre-COVID university life, and 2) the transition to the COVID-19 university. Differences in student meaning were further explored across three universities: De Montfort University, UK; the University of York, UK and Queen's University, Belfast, UK. Meaning making has been consistently linked to higher resilience. The findings thus shed light on methods for promoting student adjustment as they transition into the current university environment, and by extension methods for improving student wellbeing and ensuring better academic outcomes.

D1.4.5c, Oral presentation, 15:25-16:25

Scaffolding for success

Dr Kryss Macleod, Manchester Metropolitan University

Successful and inclusive student engagement is central to many primary higher education concerns, including progression. Charting the redesign and development of large-scale course delivery, across a number of years and in response to COVID, this paper will give an overview of how progression outcomes have been improved and in particular, for BAME cohorts, through the incorporation of scaffolding within modules and across levels in a large undergraduate Law degree. We will discuss core elements of design and delivery, such as the development of self-efficacy and confidence, and the results of this large-scale redesign project, which most notably, saw a year-on-year improvement in progression and engagement during the COVID period.

D1.4.6a, Oral presentation, 15:25-16:25

On the [transitions] track: Supporting students during transition stages

Dr Daniel Massie, Lynne Loveday, Dr Liam Waldron, Kirsten Irvine and Kirsty Campbell, Robert Gordon University

This session describes the longitudinal approach around - as well as a key intervention made for - Robert Gordon University's 2021 Welcome, namely: the Transitions Track. This was a series of targeted email communications intended to support new students through transition stages by providing timely, clear, and bespoke student support. This session highlights key examples of Transition Track communications paired with salient student feedback, to be considered around the pressing need to ensure students are supported during key transition stages in the HE sector, now more than ever.

D1.4.6b, Oral presentation, 15:25-16:25

Transition from university to employment: The importance of developing graduate identities

Paul Orsmond and Dr Eleanor Atkins, Staffordshire University

Developing the work of Orsmond, Merry and Reiling (2021), we focus on learning as the experience of meaning, and meaning is achieved through negotiation, the development of learner identities, and participation in new practices within a community of practice (CoP). We look at curriculum design and development for encouraging enduring learners, and focus on maturing learner identities, as enablers for student transition to employment. Evidence from graduates illustrate how graduate identities learnt in a university CoP are important in developing a future HE workforce. In this way we shift the focus away from employability skills, to learning practices.

D1.4.6c, Oral presentation, 15:25-16:25

Maintaining a sense of belonging amidst all the disruption

Dr Alison Voice, Dr Nic Labrosse and Professor Helen Heath, University of Leeds

A sense of belonging is crucial for student retention and success. A longitudinal study of first year students at three UK universities was undertaken pre-COVID (2019-20) and during the height of the pandemic (2022-21) to understand how students transition to university and engage with their learning community. This has given a voice to students in diverse situations, and an understanding of the impact of induction activities, teaching methods, and the disruption faced in secondary school, on their sense of belonging, engagement, and academic success. This session will provide information to anticipate which students may feel more vulnerable, and methods to mitigate.

D1.4.7a, Oral presentation, 15:25-16:25

The changing experiences of supervisory relationships during COVID-19: developing a framework for a hybrid model

Dr Susan Smith and Professor Claire Smith, University of Sussex

The experiences of students in postgraduate supervision reflect ongoing inequity of experience with respect to a number of factors: engagement of supervisors, supervision time, supervision mode. COVID-19 changed the landscape and all postgraduate supervision moved to Zoom. A study was conducted to explore students' experiences with the view to producing a supervisory framework that recognised a hybrid model. Masters students (n=455) completed an online questionnaire during summer 2020. This presentation seeks to share findings that the pandemic-related change of supervisory mode catalysed a redrawing of the supervision boundaries. We call on higher education institutions to increase focus on the pedagogy of supervision.

D1.4.7b, Oral presentation, 15:25-16:25

Enhancing student success in The Cyprus Institute: Challenges and opportunities for inclusive research-led education

Professor Thilo Rehren, Dr Efthymia Nikita and Dr Chrysanthia Leontiou, The Cyprus Institute

Education is a key part of the Cyprus Institute's activities, and the Graduate School offers high quality postgraduate programs grounded in the research environment of the CyI research centres. CyI staff and students represent a rich mix of cultures, ethnicities and backgrounds. This environment offers ample opportunities for inclusive research-led education and delivery, enhancing student academic and professional success. This presentation focuses on Archaeological Sciences (ArchSci), a key research thrust within CyI, and whose interdisciplinary character and unique potential to highlight the diverse aspects of our past and present render it a particularly useful pedagogical tool.

D1.4.7c, Oral presentation, 15:25-16:25

Flexible mode of final year project supervision, assessment and management in a UK-China TNE context

Dr Ling Ma, Queen Mary, University of London

A final year project is an important outcome to demonstrate student success at their graduation. The final year project supervision, assessment and management faced huge challenges in UK-China transnational education (TNE) programmes in the last two years because of the rapid and significant changes in both countries. Our flexible mode of the final

year project management adapted to various changing situations, ensured minimum disruptions to students, provided ideal solutions for supervision and assessment, and supported a large number of students, supervisors and examiners. These solutions can be widely applied in the future and to other higher education institutions.

D1.4.8a, Oral presentation, 15:25-16:25

Student view of success within hybrid learning

Dr Lorraine Ayad, Brunel University London

This session will explore how students view success within hybrid learning. Is there a strong preference for hybrid learning because it allows students to be successful in their learning or is it easier for them? This session will aim to summarise the results of a small study, exploring what it is students need from academics to help them not only be successful but also feel successful in their learning and how hybrid learning can provide this. It will also explore the view of the audience and how their responses to the same questions provided to the students compare.

D1.4.8b, Oral presentation, 15:25-16:25

Bringing the metaverse to higher education: Engaging university students in virtual reality environments

Professor Gary Burnett and Dr Catherine Harvey, University of Nottingham

For the last two academic years, at the University of Nottingham, we have convened a module where up to 100 Engineering students predominately interact with us and each other within a fantastical purpose-designed virtual island known as Nottopia. In this talk, we will share our experiences in the use of virtual reality as a primary mode of teaching delivery and student engagement, drawing on the analysis of objective (video) and subjective (questionnaires and interviews) data collected. In conclusion, we will reflect on the potential implications of this portion of the Metaverse on future higher education practices.

D1.4.8c, Oral presentation, 15:25-16:25

Two ends of a spectrum: Some cautionary tales from 825 Level 1 distance learning students about flexible modes of delivery

James Roy, Isobel Shelton and Jeremy Wilcock, The Open University

Guess what!? Students will always surprise us! Unless we find a way of listening to the student voice, we will never, no matter how well we plan, be entirely sure we are responding appropriately to their needs. The study we report in this session reveals an important spectrum of difference that we need to be aware of as we plan and design inclusive flexible modes of delivery. By hearing about our diverse students' experiences, you will have a chance to consider ways in which we can enhance student success through flexible modes of delivery which address the inevitable spectrum of difference.

D1.4.9a, Oral presentation, 15:25-16:25

Using video feedback for online quizzes on both a postgraduate distance learning and onsite Psychology course

Dr Maria Zammit, Dr Eleanor Willard and Sara Thornes, Leeds Beckett University

This oral presentation will discuss the development of a formative assessment tool to provide video feedback to student responses on online multiple choice quizzes (OMCQs). This year the teaching team collaborated with the distance learning unit to further enhance the resource by incorporating video feedback to student response for each question. The

resource was used as part of the distance and blended learning provision for a postgraduate Psychology conversion course and was designed to improve social presence of the tutor, support student engagement, retention, and ameliorate student outcomes. The presentation will cover the development and evaluation of the resource.

D1.4.9b, Oral presentation, 15:25-16:25

Staff perspectives on inclusivity in an internationalised university in the UK

Dr Omolabake Fakunle, Yifang Xu, Mariel Deluna, Professor Velda McCune and Seongsook Choi, University of Edinburgh

Many UK universities have implemented separate internationalisation and inclusion agendas. However, there is a lack of scholarly attention on how these two agendas intersect and might inform the other. Correspondingly, the 'multicultural melting pots' that are UK universities fail to address how well university staff are prepared with the knowledge and autonomy to proactively accommodate the dynamic ecology of internationalised classrooms. This poster will disseminate preliminary findings from a mixed-methods study in which we explore university teachers' awareness, perceptions and enactment of inclusion in the context of an internationalised university with internationalised classrooms.

D1.4.9c, Oral presentation, 15:25-16:25

No I in 'Team Feedback': A study of staff and student engagement with VLE feedback strategies

Dr Sean Goodman and Dr Terry Gleave, University of Liverpool

Continuity of feedback provision is a recognised challenge, which is amplified as we move towards marking teams to manage the ever-increasing demands of authentic assessments and timely feedback provision. A lack of continuity can also lead to a reduced confidence in the feedback provided, a concern which must be addressed. In this talk, the authors will demonstrate the effective use of a model for generation and delivery of successful student feedback. We will exhibit how this model was used to overcome issues in provision, continuity and student engagement with feedback and accessibility, whilst reducing the overall burden on staff.

D1.4.10a, Oral presentation, 15:25-16:25

Mixed-mode education and evolving flexible provision mid and post pandemic

Danielle Thibodeau and Dr Janet De Wilde, Queen Mary, University of London

This session will explore the findings of the recent Developing Flexible Ecosystems project, and their connections to the Mixed-Mode Education pilots undertaken at Queen Mary, University of London during the 2021-22 academic year. In addition to learning about how the sector is currently offering flexibility to students, participants will hear of Queen Mary's experiences developing new modes of flexible provision during evolving pandemic restrictions, and how those experiences will influence future offerings.

D1.4.10b, Oral presentation, 15:25-16:25

Hybrid Lite: Keeping the cohort together

Jenni Taylor and Safina Zarif, Leeds Beckett University

Hybrid teaching doesn't have to be complicated, scary or tech driven and it shouldn't be. Putting the teaching and learning first, hybrid allows us to offer flexibility and support inclusive and accessible learning environments and promote student community. This presentation will explore how we managed hy-flex delivery for a cohort of undergraduate

Law students studying a Law core module using as an undemanding approach to facilitate keeping the cohort together.

D1.4.10c, Oral presentation, 15:25-16:25

Effective ways to develop staff digital competencies: A synoptic view of academic development

Dr Luis Pereira, Imperial College London, Dr Xue Zhou, Queen Mary, University of London and Brinder Rajpal, Coventry University

In this presentation, we will explore experiences in developing academic staff digital literacy skills during the pandemic (and beyond) from an implementation of three strategies of academic development. These strategies included the development of targeted aspects of a module of a PGCert, a workshop on how to embed digital literacies into the curriculum and the work developed by the figure of a digital literacy champion. All of these strategies draw from the Jisc Discovery Tool as the main digital technology development framework. Based on our findings, there is no one-size-fits-all approach. Digital literacy development needs are varied across different subjects, prior digital literacy skills and the level of awareness of digital academic citizenship.