



2018 Learning and Teaching Conference

Keynote 9.40 – 10.40 (Pg09)	
Title	“No one can do everything, but everyone can do something – the journey to closing the attainment gap.”
Biographies	<p>Dr Helen Barefoot, Deputy Director of the Learning and Teaching Innovation Centre (LTIC).</p> <p>Helen Barefoot is the Deputy Director of the Learning and Teaching Innovation Centre (LTIC) where she leads continuing professional development (CPD) for academic staff. Her research is centred on inclusive teaching and student success. As Chair of the BME student success working group, and with a specific interest in reducing the attainment gap between White and Black and Ethnic minority (BME) students, Helen works to improve policies, processes and teaching practices.</p> <p>Nathan Ghann, Student Success Lead, Hertfordshire Business School (HBS)</p> <p>Nathan Ghann is the co-chair of the University of Hertfordshire BAME staff network and sits on the Universities’ BME Student Success working group. In his role as the Hertfordshire Business School Student Success Lead he is responsible for working with both staff and students to coordinate activities that enhance the student experience and support positive outcomes for all students.</p>

Session one – 10.45 – 11.15	
Workshop A (Pg09)	
Title	Exploring Year 1 students' induction on ECS and CCM: A student perspective on "finding our feet" in Higher Education
Presenters	<p>Polly Bolshaw, Faculty of Education, School of Childhood and Education Sciences</p> <p>Laura Ewa, Year 1 Counselling, Coaching and Mentoring student</p> <p>Samara Moston, Year 1 Early Childhood Studies and Special Educational Needs and Inclusion student</p> <p>Anna Playle, Faculty of Education, School of Childhood and Education Sciences</p> <p>Holly Swan, Year 1 Early Childhood Studies and Psychology student</p>
Description	<p>This PechaKucha explores undergraduate students' perspectives of what makes an effective introduction into Higher Education. It builds upon previous related research undertaken within UK HEIs (Meehan and Howells, 2017; HEA, 2017) about what factors impact on the success and retention of students. Specifically, the study explores the views of Year 1 students enrolled on two programmes – Early Childhood Studies and Counselling, Coaching and Mentoring. It examines how they felt about starting university, their views of induction and pastoral support as well as the overall challenges and successes of their Year 1.</p> <p>In conducting this research students offered rich insight into what helped and importantly, what hindered their transition to HE. Drawing on their own experience and first-hand knowledge students in the two programmes shared their unique but often collective views about what they needed and wanted by way of the induction process. In doing so they considered their own resources, those of their learning groups and also the wider programme and university support systems. This draws attention to the need for an ongoing dialogue about widening participation and the infrastructure needed to support this.</p>
Workshop B (Lg25)	
Title	Hogwartising Higher Education
Presenters	<p>Shauna McCusker, Director of Criminal Justice, Social and Applied Sciences, School of Law, Criminal Justice and Computing</p> <p>Janet Beale, Sessional Lecturer, Social and Applied Sciences, School of Law, Criminal Justice and Computing</p> <p>Alex Dorrington, final year Forensic Investigation student</p>

<p>Description</p>	<p>Harry Potter was a boy who lived in a cupboard under the stairs...a slave who had no formal education or training, but turned out to be one of the most awed and infamous wizards ever known. His success was based on his talent of course, but this would never have been actualised if a friendly giant and a team of equally talented teachers had not believed in the magic within, worked hard to understand his needs and guided him and his fellow witches and wizards on their own individual paths, irrespective of their start in life.</p> <p>Many of our students come from a similar 'cupboard'...a place where their talents have not been acknowledged, their potential has not yet been met and their life circumstances have stood in the way of their educational prowess. This session provides a taster of transactional analysis and neuro linguistic programming theories that you can use to understand your students (and yourself), as understanding is the key to promoting inclusivity and success. We will also consider some strategies for working with the ever changing student demographic in challenging times.</p> <p>We doubt that 'inclusivity' was on the agenda at the Hogwarts staff meetings, but 'Hogwarts' is on the agenda of this important CCCU inclusivity conference. So join us on the Hogwarts express and let the magic begin.</p>
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Workshop C (Ns06-07)

<p>Title</p>	<p>Expect Respect- Making Students Partners in Tackling Sexual Violence on Campus</p>
<p>Presenters</p>	<p>Hannah Sherbrock-Cox, Expect Respect Project Manager</p> <p>Katie Latchford, Community Liaison Officer</p> <p>Contributions from Connie Wallis, Final Year Forensics and Criminology graduand, Ellie Eastman-Evans, First Year Forensics and Criminology student and Cherie Ward, Drama and Education graduate.</p>
<p>Description</p>	<p>This year has seen the student-led Expect Respect project working to empower all students to stand up against sexual and domestic violence through an inclusive training programme available to all with the overall aim to create a safe, diverse campus, free from sexual harassment. Over the past year, with our partners Rising Sun, we have trained more than 100 students from a wide range of varied backgrounds to become active bystanders. With the support of our three student trainers we have tailored the training programme to our unique student body and ensure that the training celebrates diversity in all forms.</p> <p>In this session we will present the successes and challenges of the Peer-to-Peer Expect Respect Training Programme as well as hearing about the long-term impact that such a training programme has had in cultivating a diverse and inclusive community of active bystanders to tackle sexual and domestic violence within our communities.</p>

Workshop D (Nf09)	
Title	Reminiscence Café simulation for Japanese Nursing Students
Presenters	<p>Andrew Southgate: Senior Lecturer, Faculty of Health and Wellbeing, School of Nursing</p> <p>Jane Brindley: Senior Lecturer, Faculty of Health and Wellbeing, School of Nursing</p> <p>Nancy Clark: Senior Lecturer, Faculty of Health and Wellbeing, School of Allied Health Professions</p> <p>Caroline Ratcliffe: Simulation Instructor Demonstrator; Institute for Medical Science</p>
Description	<p>The session will outline how staff from across the Faculty of Health and Wellbeing collaborated in the development, planning, delivery and evaluation of a themed Reminiscence Café simulation. This was arranged for a group of Japanese Nursing students from Konan Women’s University to provide insights into culture in the U.K as well as educating the students on how reminiscence therapy can be used to enhance care and the quality of life for people with Dementia. This Reminiscence Café involved the use of a number of activities that enabled the students to interact and participate in. One of which used Virtual Reality Headsets. The simulation was designed in a way to be sensitive to the cultural differences in how education is delivered in Japan. In addition it enabled students to spend as much or as little time on each activity as they wanted to. Undergraduate students from Occupational Therapy, Mental Health, Child and Adult nursing were co facilitators and interacted with the Japanese students at each of the activity stations. Students who participated in the event will be invited to attend if this is accepted.</p>
Workshop E (Lg48)	
Title	Aspiration and Resilience - Challenging Deficit Theories of Black Students in Higher Education
Presenter	Dr Mary Andall-Stanberry , Faculty of Education, School of Childhood and Education Science
Description	<p>Deficit theory still haunt the academy, and nowhere is this more prolific than in rhetoric used to explain the position and overall experience of Black students in HE. I have used a Critical Race Theory (CRT) approach in illuminating how and why this happens, especially if combine with auto/biographical narratives. And how, in thought and practice, the academy can be more inclusive. The study illuminates something more complex than human theory alone, in that the lives of three women (Zara, Gail and Mary the researcher), are redolent with the imprints of family, gender, generational change, migration and cultural richness attesting to ‘community cultural wealth’ and a challenge to ‘cultural capital’ narrowly</p>

defined. Rather than a deficit model, the argument is that Black students demonstrate forms of resilience, which the academy needs to learn, in theory and practice, and in promoting a more inclusive environment.

Aim

To provide space to discuss Deficit Theories and Critical Race Theory (CRT), to impress academics and institutions of the importance of embedding inclusive materials in their learning and teaching as a way of addressing deficit theories and providing a more inclusive learning environment for all students.

Session two – 11.20 – 11.45	
Workshop F (Pg09)	
Title	Inclusivity and the Foundation Year – the learning and teaching experience of a disabled student
Presenters	Dr. Martin Watts, PD and Senior Lecturer Foundation Year and School of Humanities Ms Chelsea Mcgonigle, Arts and Humanities Foundation Year student
Description	<p>Martin and Chelsea will present for 20 minutes, covering Chelsea’s experience during her FY, with specific mention of the following:</p> <ul style="list-style-type: none"> • Accessibility – travel, timings, logistics, room bookings and general administration • Resources – internal and external learning support (DSA), library on and offline • Full physical participation – academic (historic site visits, art galleries and archives) • Peer participation – social and student representation <p>The presentation will then look at how the University's Learning & Teaching strategy has been used to deliver a fully inclusive FY learning and teaching experience. The FY curriculum is also structured into engagement with the TEL Strategy via University VLE consistency guidelines. This is achieved through blended learning and teaching, in core modules, digital literacy in academic and research skills and Graduate Attributes. This is supplemented by pathway specific activities in the complementary modules. For all modules, accessibility and inclusivity are fully supported by technology. This means that module Blackboards are heavily pre loaded and, in addition, some lectures are recorded and appropriate tools such as Pebble Pad, podcasts and blogs are used for both coursework and assessment The presentation will be followed by questions.</p>
Workshop G (Lg25)	
Title	Working Together – Representing our Business School – Developing Beyond the Curriculum
Presenters	<p>Suzanne O’Brien, Director Student Recruitment & Student Experience, Christ Church Business School</p> <p>Sally-Ann Chambers, School Business Manager, Christ Church Business School</p> <p>under-graduate student, BSc (Hons) Business Studies , Christ Church Business School</p> <p>under-graduate student, BSc (Hons) Accounting and Finance, Christ Church Business School</p>
Description	Starting as a pilot in 2015, Christ Church Business School Ambassador scheme has recruited 30+ students each academic year. The students

	<p>designed their own t-shirt, and select at which events they work. The scheme is open to all; we impose no pre-conditions and no barriers to entry. As a result of this deliberate policy, our Ambassadors comprise a mix of BME, LGBT, mature, part-time, disabled, international, with mental health issues, care leavers, carers, etc.</p> <p>This partnership between CCBS and our students has been hugely successful with benefits including:</p> <ul style="list-style-type: none"> • Stakeholders e.g. applicants, interact with our students who embody what it is to be a student at CCBS. They encourage applications, although they are never given a 'sales' script – we simply ask them to act professionally. • Working alongside our students, our staff gained a greater appreciation for student concerns, pressures, dreams and aspirations. • The diverse nature of our Ambassadors encourages inclusivity • Ambassadors can be on any of our programmes (including combined outside CCBS), from any year, which breaks down silos and facilitates information exchange. • Ambassadors gained work experience developing key graduate skills e.g. teamwork, communication, confidence. <p>Students participating on the scheme commented positively on the confidence they gained through helping others e.g. school pupils at our campus events. One lady said that her greatest achievement to date was addressing a hall of applicants at our Open Day which gave her confidence to present in class. Another mentioned how she felt isolated in class, but that the Ambassador scheme helped her to “belong”.</p>
Workshop H (Lg48)	
Title	The Employability Equation: I+C+E=IE (Inclusivity + Collaboration + Engagement = Integrated Employability)
Presentations	<p>Trevor Wilson, Final Year Student Coaching, Counselling and Mentoring and current Employability Ambassador</p> <p>Alicia Beels, First Year Student – Digital Media and current Employability Ambassador</p> <p>John Hoyle, Chiara Hewer and Rebecca Guppy - Employability and Skills Managers, Enterprise and Employability, EE:RD</p> <p>Susan Odev, Head of Employability and Skills, Enterprise and Employability, EE:RD</p>
Description	An interactive workshop discussing how employability is a key contributor to student success. The workshop will explore how using Student Employability Ambassadors in the design, delivery and promotion of employability activities, both within and outside of the curriculum, meets eight of the nine principles of the L&T Strategy 2015-2020 and builds upon the overarching principles of the HEA (Advance HE) Employability and

	<p>Student Success Frameworks. The workshop will explore the pedagogical and career theories underpinning our current thinking, supporting an integrated and collaborative approach to graduate employability. We will host a discussion around what a university wide employability ambassador scheme could look like e.g. Birmingham University have 55+ trained and paid Careers Ambassadors that currently hold focus groups, run twilight and weekend employability related workshops for students, develop more targeted networking groups for disabled, mature and BME students as well as providing advice on CVs and application forms etc. The Employability and Skills Team at Canterbury Christ Church has a small team of Employability Ambassadors who will lead the conversation about using students as co-creators and champions of employability-related activities. These students will be sharing their experiences and inviting the audience to explore and reflect upon how using students to co-create an effective response to employability can lead to greater inclusivity, engagement and diversity of voice.</p>
Workshop I (Ns06-07)	
Title	Making Sense of Cognitive Load Theory for Inclusivity.
Presenters	Karl Bentley, Education, SOTED
Description	<p>This session will attempt to pull together a range of educational research theories around Cognitive Load Theory and possible applications for practice across teaching and learning with a focus on inclusivity. Within a framework of inclusion it will explore how Cognitive Load Theory interacts with education and psychology theories in modalities such as Paivio’s Dual Coding, Spelke’s Core Knowledge’s as well as blended and flipped learning, plus how it feeds into concepts and claims around retrieval, interleaving and assessment.</p> <p>This session will introduce some ideas that may be new to some of the audience but mostly it will take the form of a discussion around how we might use our knowledge of CLT to develop practices that are more inclusive.</p>

Session three – 12.25 – 12.55 (Pg09)	
Title	'Don't tell me I'm clever, show me how to get cleverer' :using feedback to sustain growth mindsets
Presenters	Liam Greenslade, Research Officer Changing Mindsets Project LTE
Description	<p>In the past few years evidence has begun to emerge that adopting Dweck's (2006) growth mindset approach to learning finds its most significant impact on students from economically disadvantaged or other marginalised or underachieving groups (e.g. Claro, Paunesku, & Dweck, 2016, Yeager et al, 2014). In the Changing mindset project we link Dweck's work to the phenomena of stereotype threat (Aronson et al, 2002) and implicit bias (Devine, et al, 2012) as a means of addressing inclusivity issues around disadvantage deriving from ethnicity and socio-economic status.</p> <p>While the main effort has been focussed on developing growth mindsets amongst learners themselves, there has been growing interest in the impact of the teacher/lecturer in the process of facilitating and sustaining growth mindsets, most notably in the way feedback is given and understanding the way in which students make use of it (e.g. Grant & Dweck, 2003).</p> <p>Dweck's work on the development of growth mindsets suggests that feedback based on praise for the individual or even the work the individual produces can act against meaningful intellectual development. Amongst fixed mindset learners simply praising work can be counter-productive by reinforcing fixed mindset orientations towards academic endeavour. She and her collaborators argue that the most useful feedback focusses on aspects of work such as effort, understanding the role of failure, the use of a variety of strategies, and, most importantly, encouraging students to use feedback itself to correct and build on both their errors and their successes.</p> <p>In this paper I shall give an overview of feedback from a growth mindset perspective and offer some practical suggestions for introducing growth mindset feedback techniques into the learning process.</p>