



2019 Learning and Teaching Conference

| Keynote 9.40 – 10.40 (Og46) | |
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| Title | Transition for Transformation: Supporting student success and progression |
| Presenters | Professor Phil Gravestock (University of Wolverhampton) |
| Biography | <p>Phil Gravestock is Dean of the College of Learning & Teaching at the University of Wolverhampton.</p> <p>Phil's interest in inclusion and transition arose from working with disabled students on geological fieldwork with the Open University. He directed the HEFCE-funded 'Disability CPD' project, and was involved with the Geography Discipline Network's 'Learning Support for Disabled Students Undertaking Fieldwork and Related Activities' and 'Inclusive Curriculum' projects. He co-wrote 'Inclusion and Diversity: meeting the needs of all students' with Sue Grace. Phil is currently the institutional lead for two Catalyst projects: DRIVER (lead: Coventry University); and the Value-added project (lead: Kingston University).</p> |
| Description | <p>The diversity of students entering higher education means that it is hard to provide appropriate support to ensure that all students: develop a sense of belonging; make meaningful learning relationships; and acquire the appropriate academic skills to meet the assessment requirements to allow transition into subsequent academic levels.</p> <p>At a national level, the importance of successful transition has been highlighted by issues relating to students' mental well-being and the identified gaps in entry rates, non-continuation and degree outcomes between student groups with different characteristics (e.g. ethnicity, disability, access from low participation areas). These issues have been highlighted by the Office for Students as targets that the higher education sector has to address.</p> <p>This presentation will reflect upon activities that have been undertaken as part of national projects – such as 'What Works?' and 'DRIVER, Data Responsive Initiatives as a Vehicle for achieving Equity in Results' – to enhance student success and progression.</p> |

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| Session one – 10.45 – 11.15 | |
| Workshop A (Og46) | |
| Title | Colour walks, cokes and coffee, and type safaris; anti-tech for digital designers |
| Presenters | Shelley Bartlette and Dr Kate McLean – Faculty of Arts and Humanities, School of Media And Design, Graphic Design |
| Description | Creativity, originality and initiative are itemised as key skills for future employability from 2022 by the World Economic Forum (Centre for the New Economy and Society, 2018). Creativity is often afforded a mystical quality with students seeking ‘inspiration’ from a variety of online sources which have become ‘the’ default research tool amongst many learners. While Pinterest boards and Google searches can swiftly propagate mood boards, we trialled and now propose how anti-tech methodologies of real-world encounters result in animated and engaged students whilst adding to their graduate toolkit for life-long creativity. The methodology, practiced by both lecturers in their own research, has positive side-effects; richer design work, increased motivation and enhanced mental health and wellbeing. |
| Workshop B (Og12) | |
| Title | Follow the Pebble Brick Road: the use of PebblePad with Year 1 undergraduates to aid transition and retention, support employability and the development of the life-long reflective learner |
| Presenters | Jane Milton , Senior Lecturer and Programme Director BA Film Production, School of Media, Art and Design, Faculty of Arts & Humanities Ken Fox , Principal Lecturer and School Director of Learning and Teaching, School of Media, Art and Design, Faculty of Arts & Humanities Esther Smith , Year 1 Film Production degree Sam Bennison , Year 1 Film, Radio And Television Studies |
| Description | In this presentation, we will discuss our use of Pebblepad with Year 1 undergraduates in the Professional Perspectives module in the FRTV and BA Film Production programmes, highlight some happy accidents around reflective writing and assess the possible contribution of Pebblepad to curriculum development and student engagement. Two students will reflect on their use of Pebblepad and its situation as part of module assessment. The module was set up with employability at its heart but this is underscored by our desire to educate the whole person, by offering space for the students to reflect upon their experiences of the first five weeks of Semester 1. The students’ reflective writing proved very enlightening: as they were doing their work, the tutors could identify those students who were having difficulty. Pebblepad enables the tutor to give informal feedback on work as it is being written. In this way, the reflective writing worked as another |

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| | <p>conduit for student anxieties and a forum for us to share solutions and information about the highs and lows of their first five weeks.</p> <p>The use of technology enhanced learning to provide this reflective space worked much more effectively than we hoped and the students showed evidence of beginning to talk and think about how they learn. We will discuss some of the supporting research in this area that underpinned our approach. We will use examples of student work to discuss the weaknesses and strengths of the approach together with some guidance for colleagues who may wish to use Pebblepad with their students.</p> |
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Workshop C (Of27)

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| Title | Engaging students with the library through the affective domain |
| Presenters | David Bedford , Academic Support Librarian, Drill Hall Library |
| Description | <p>Information literacy (“the ability to think critically and make balanced judgements about any information we find and use” – CILIP, 2018) is a key component of most higher education programmes, and in health it supports the key theme of evidence-based practice. Librarians often teach sessions intended to support students developing their information literacy, covering Graduate Attributes including Digitally Literate, Informed and Professional. However, the library – both physical and digital – can be a source of anxiety for students: “library anxiety” has been recognised as a phenomenon for over 30 years (Mellon, 1986).</p> <p>This case study presents a means of engaging students with information literacy through the affective domain, thereby acknowledging the potential anxieties around this area, using an adaptation of CCCU’s Traffic Lights Toolkit. It was designed to help support students in their transition to higher education and has been used with level 4 students at Medway. This method of engaging students involves reflection on skill and confidence levels regarding the search for information and the evaluation of what is found. Use of the tool allowed for meaningful thought and dialogue about information literacy and the library in the affective domain, offering benefits for the students and also the staff (both library and academic). The case study will outline how the toolkit was adapted for this purpose and the outcomes of its use.</p> |

Workshop D (Of50)

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| Title | Understanding and engaging with course reps |
| Presenters | <p>Kate Little, Head of Engagement and Deputy CEO, CCSU Pasha Hughes, Student Voice and Campaigns Coordinator, CCSU Phil Kloppenborg, President, CCSU Course rep volunteers: Joel Fisher Tanya Portch</p> |

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| Description | <p>This interactive session facilitated by the Students' Union will give staff more information about the course rep system and how it benefits both the university and the students who volunteer. The session will be informative, but there will also be interactive pieces where colleagues will be encouraged to work together to give feedback. They will have a chance to question and speak to some current course reps.</p> <p>Points covered will include</p> <ul style="list-style-type: none"> - What is a course rep - How can I engage and encourage my course reps - What are the benefits to the university of course reps - What is the benefit to a student for becoming a course rep - Key problems and how to mitigate them - Information around key contacts, training and upcoming events. <p>We at the Students' Union are actively broadening our offer for course reps, creating a culture and sense of belonging to those who volunteer and offering them opportunities and key skills for interacting with their cohort and for their futures. We hope this will enable the student voice to be heard effectively; encourage staff to engage with rep feedback and find ways of effectively responding to students' views.</p> <p>Staff will also have the opportunity to feed into CCSU's ongoing development work as we continue to enhance our provision for course reps.</p> |
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Workshop E (Of15)

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| Title | Critical Whiteness Pedagogies in the Humanities |
| Presenter | Dr Gavan Lennon, FDLT for Arts and Humanities |
| Description | <p>This presentation explores the theoretical underpinnings of Critical Whiteness Studies, an offshoot of Critical Race Theories that works to unpack and critique the role of white privilege. In particular, I am interested not merely in the theory, but also in how the University can develop practical measures to enhance student experience and LTA strategy. These principles are important in developing a pedagogy that centres student experience and equality of access, and contributes to the goals of educating the whole person and supporting all students for success. By defamiliarizing students' experience of whiteness – both in the curriculum and the classroom – I want to develop new ways of thinking about diverse learning communities, in keeping with the conference theme.</p> <p>My presentation outlines the state of the field, by discussing pivotal texts in Critical Whiteness Studies by, for example, Noel Ignatiev, Toni Morrison, and David Roediger, and go on to suggest methods for practical application of the ideas in the Humanities classroom. I will draw on my experience of teaching Critical Whiteness Studies to students in the American Studies, English Literature, and History programmes in a range of undergraduate modules. In addition to consolidating a decolonised</p> |

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| | curriculum, these intellectual engagements with Critical Whiteness Studies can model best practice for colleagues in developing an inclusive and equitable Learning, Teaching, and Assessment strategy. In particular, Critical Whiteness Studies can supplement other techniques for identifying and preventing implicit bias in Learning, Teaching and Assessment. |
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Session two – 11.50 – 12.20

Workshop F (Og46)

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| Title | Leadership for emotional health: a partnership approach to embodied learning |
| Presenters | Wendy Cobb , Senior Lecturer, Faculty of Education Rachel Copeland , MA Education Student, Post Graduate Certificate in Social and Emotional Learning Graduate |
| Description | <p>The Learning and Teaching Strategy seeks to foster relationships with external partners and enhance the extra-curricular activities and opportunities provided for students. The Strategy also aims to extend opportunities for student partnerships across the institution and provide holistic learning approaches that support student health and wellbeing and the development of the whole person.</p> <p>The Faculty of Education has been working with external partners, students and teachers to promote positive emotional health as the foundational approach to education, including through termly meetings of the Family Links (Centre for Emotional Health) project. These meetings have enabled students from a range of courses and schools to meet together with tutors and wider partners to disseminate research to support positive mental health in learning settings.</p> <p>In this session, student and tutor ambassadors of the Family Links project will share personal and professional learning outcomes of engaging in the project and linked initiatives. The session will be partly interactive to enable delegates to capture an understanding of the personal benefits of participation in the project and the integral role of emotions in the learning process.</p> |

Workshop G (Og12)

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| Title | Engaging students with employer-linked assessment and employability strategies |
| Presenters | Dr Rena Boothe , Department of Animal and Land Management, University Centre Hadlow |
| Description | Students are increasingly aware that their investment in education should provide not only knowledge, but should also equip them with skills and |

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| | <p>experiences that are marketable. Our ongoing student feedback system reflects this.</p> <p>Assessment strategies for our Industry Experience course had to make provisions to be robust yet flexible whilst meeting students' needs. The assessment had to promote active engagement and the development of graduate attributes among our students. Skills development plans, student reflections on industry placements, potential employer feedback and creative use of online spaces to communicate clearly and effectively form part of course evaluation.</p> <p>The presentation will describe how our e-portfolio assessment is meeting student expectations as well as demonstrating their competency. Currently the e-portfolio is accessible only to a selected audience via creation of TinyURLs. Future plans include: enabling students to use this efficiently as a mobile portfolio for presentation to potential employers. During the discussion, I hope to solicit feedback based on the experiences of other users.</p> |
| Workshop H (Of27) | |
| Title | Working together in the Cloud: Outcomes of a workshop to develop the Online Collaboration Skills of undergraduate midwifery students |
| Presenters | Manfred Gschwandtner , Learning & Research Librarian (Health and Wellbeing), Library & Learning Resources |
| Description | <p>We designed a new interactive workshop on online collaboration for undergraduate Midwifery students. The intention was to use this as a means of encouraging them to create a presentation together in the cloud for a group work assignment. This session will describe an action research project investigating the effectiveness of the above online collaboration workshop.</p> <p>The project identified benefits and problems relating to online collaboration and went on to assess its impact on the overall group work experience. The participants were a group of 68 Year 2 undergraduate CCCU Midwifery students. We collected and analysed both quantitative and qualitative data.</p> <p>The results show that 16 out of 17 groups succeeded in creating their presentation online. Key benefits the students identified were flexibility and the acquisition of transferable skills. The most commonly mentioned problems were technical issues. A majority of students found that using this technology improved their overall group work experience; they engaged more successfully in the group work, and the technology made it easier for them to meet and to communicate.</p> <p>This research project serves to highlight the importance of developing students' digital capabilities. It also indicates an interesting link between online collaboration for group assignments, and student retention.</p> |

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| Workshop I (Of50) | |
| Title | Developing student engagement and supportive learning communities through the use of Tag Team Dramatic Scenarios |
| Presenters | Marissa Dainton , Faculty of Health and Wellbeing, School of Nursing, Midwifery and Social Work |
| Description | <p>One of the greatest contemporary challenges in running undergraduate nurse training programmes is the availability of sufficient and/or appropriate clinical placement areas for students, especially when there is pressure to increase student numbers in order to address shortages in the nursing workforce (Moore, 2017). A possible way to obviate this is to provide some of the clinical placement time in the form of simulated practice.</p> <p>In a perfect world all simulation activities would accurately mimic real-life clinical situations, but constraints on teaching space/time and academic staff numbers coupled with large numbers of students mean that such high-fidelity simulations cannot always be facilitated. Use of drama has also been shown to reduce student anxiety with respect to going on placement by exposing them to realistic situations in a safe and controlled setting (Buxton, 2011).</p> <p>Tag team simulation (TTS) is an innovative method of delivering group simulation activities that combines aspects of forum theatre and ideas from applied drama with the aim of improving student engagement and interaction in simulated clinical education (Levett-Jones et al, 2015). TTS has been referred to as a 'dress rehearsal' prior to students' clinical placements by facilitating the practise of effective responses to clinical situations in a safe environment, it is used in a variety of education contexts (Griffin, 2004).</p> <p>TTS actively develops the students' Graduate Attributes by preparing them for their placement and enables a better learning experience. In doing so the students remain engaged, the activity itself develops a sense of community and students actively support each others' learning.</p> |
| Workshop J (Of15) | |
| Title | Taking students out of their comfort zone through the use of live client work – building resilience and independent critical thinkers |
| Presenters | Sarah O'Hara , Senior Lecturer, Faculty of Arts and Humanities |
| Description | Developing graduate attributes into the curriculum is not just done through an internship, a placement or offering work experience; it is about embedding employability in a way that the students themselves can lead on. In an increasingly commodified 'marketplace' in which students can be seen as consumers who want a 'comfortable rather than challenging' |

environment, a risk is to move away from education towards 'edutainment' (Brookfield 2001; Bunce, Baird and Jones 2017). In an environment where often success is measured on grades only, how do we support students through transformative and sometimes uncomfortable experiences? Against this backdrop, how can we make students resilient and work ready?

This presentation looks at the use of live briefs with clients and a final year professional work-based learning module which may take students to an uncomfortable place. Through the difficult challenges faced by 'real life' projects, students grow and develop their graduate skills and attributes. This case study looks at working with live client briefs both within the UK and internationally and explores how students need to shape their own learning to really succeed. Some students do struggle to embrace the freedom and challenges faced in a less prescriptive teaching environment and increasingly push back at wanting more scaffolding in their learning. The dilemma that I face is therefore to be able to support these students as whilst taking them out of their 'comfort zone.'

| Session three – 12.25 – 12.55 | |
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| Workshop K (Og46) | |
| Title | The Sustainability Development Goals – ‘Community Engagement Wheel’. Catalysts, Cultivation, Continuum: Promoting Education for Sustainability |
| Presenters | Hilary Welland , Lecturer in Early Childhood Studies, Faculty of Education, School of Childhood and Education Sciences |
| Description | <p>Predicated in the perspective that young children are at the start of lifelong learning, compels a necessity to raise their understanding on Sustainability. The Sustainable Development Goals, (SDGs) offer a potential avenue to accomplish this.</p> <p>A collaborative action research project on Early Childhood Education for Sustainability (ECEfS) conducted, through an MA on Early Childhood Education, some research which cultivated a creative, experiential resource: ‘The SDGs Community Engagement Wheel’. Approached through the lens of ‘Communities of Practice’ (Lave and Wenger, 1991), as ‘Landscapes of Learning’, (Wenger-Trayner et al., 2015), the resource’s aim is simple: to engender awareness and application of the SDGs.</p> <p>In particular, the aspiration is for different communities to engage with, and document, sustainability matters relating to their own collective actions and application. It is anticipated that as a research continuum, pilot projects within different communities, (such as Early Childhood provision; schools and universities), will adopt this resource to envisage its potential to support their community’s participation in matters surrounding Sustainability.</p> <p>The project has the potential for use in a number of disciplines and resources are available for staff to borrow as a result of this project. These resources will be on show and available for staff to view and engage with at the conference session.</p> |
| Workshop L (Og12) | |
| Title | ‘We are all in it together’: how the introduction of e-portfolios for in-service teachers and trainers has changed perspectives and widened the community of practice within a group of colleges in Kent |
| Presenters | Louise Carr, Clare Brown, Lauren Harris - Advanced Practitioners and Associate lecturers for CCCU Iona Wallace , Trainee and Lecturer, Hadlow and West Kent Colleges (Education and Training team) |
| Description | In-service trainees in the Life Long Learning Sector (LLLS), have been required to keep a Progress Log of their practice recording key events, meetings and development targets for the duration of their training. At the |

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| | <p>start of 2018/19, a pilot investigation was designed by the team to see if this could be done more effectively and with greater impact using an e-portfolio platform (Mahara). Sessions were designed to integrate support in using the technology alongside the development of skills which would be transferable to their own practice. This has included encouraging a 'buddy' system where more knowledgeable trainees peer teach and share ideas within the group.</p> <p>Over the course of this year, the trainees have built portfolios that reflect their personal development as educational professionals, subject specialists and learners. The trainees have completed questionnaires towards the end of each module and over the course of the year we have used these to develop and design sessions for the whole cohort.</p> <p>As a result of these changes, it is becoming evident that there has been a shift in our pedagogical approach which has produced a community of practice of working educationalists and trainers with practices and skills that are dynamic. Through the focus on creating individually diverse portfolios, there is emerging evidence that a stronger and more effective community of practice between the trainers, the trainees and their learners has been created.</p> |
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Workshop M (Of27)

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| Title | Facilitating learners' entry into communities of practice: Quick and easy corpus creation—articles, dissertations and theses—in targeted domains |
| Presenters | <p>Dr Diana Freeman, Senior Lecturer, Faculty of Arts and Humanities, School of Language Studies and Applied Linguistics</p> <p>Carol Wild, Senior Lecturer, Faculty of Arts and Humanities, School of Language Studies and Applied Linguistics</p> |
| Description | <p>Encouraging and supporting CCCU students to become members of their academic and professional communities will boost their graduate attributes and lead to increased employability skills. Corpus analysis of scholarly writing within a discipline can raise awareness of academic practices and language use within that community. Familiarisation with discipline-specific discourse can play an important role in facilitating students' access to membership of their chosen academic and/or professional communities.</p> <p>We received very positive feedback after introducing AntConc software (Anthony 2017, 2019) to students on the PhD Pre-Sessional Course, who created personal corpora of journal articles and PhD Theses. They all acknowledged it provided them with a useful insight into language in their specific context.</p> <p>Building individual principled corpora enables students to not only familiarise themselves with the language used in research in their chosen disciplines, but it also allows them to critically analyse the language by</p> |

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| | <p>identifying misconceptions and challenging perceived 'norms' of language use and academic practice in those fields.</p> <p>Introducing AntConc software, we will present how academic staff can help students:</p> <ul style="list-style-type: none"> • Create a principled corpus of expert, scholarly writing (e.g. peer-reviewed journal articles, MA Dissertations and PhD Theses) • Tailor the corpus content to their own specific needs/interests • Identify vocabulary specific to their discipline beyond highly technical individual vocabulary items (although these are also identified) • Identify patterns of language use within their discipline <p>Using this freely available technology promotes student autonomy and responsibility for their own part in learning, as they control and decide the content of their corpus.</p> |
| Workshop N (Of50) | |
| Title | 'A Short Trot with a cultured mind': An insight into the creation and implementation of a new International and Global Experience Module |
| Presenters | <p>Antonia Linehan: PD English Language and Communication and Sustainability Lead</p> <p>Richard Davie: Senior Lecturer, Faculty of Arts and Humanities, School of Language Studies and Applied Linguistics</p> <p>Ashleigh Boyce and Chris Monaghan: level 6 ELC students.</p> |
| Description | <p>In 2018/19 we developed and ran the 'Intercultural Global Experience' module, involving a one-week overseas visit to a partner university. The aim was to further develop our students' understanding of the LTP Internationalisation and Global citizenship.</p> <p>This culminated in a field trip to Thessaloniki in Northern Greece. Prior to the trip, the students attended sessions on aspects of intercultural competence, cross cultural issues as well as two immersion sessions in speaking and understanding basic Modern Greek. Students also developed their skills in reflective writing, report writing and developing field notes for observations.</p> <p>The field trip to Thessaloniki allowed the students to experience a modern city with a rich historical heritage as well as allowing them access to The Socrates University where they attended a number of lectures and seminars with Greek undergraduates studying English and Pedagogy. This link with their Greek peers really helped transform the curriculum and allowed our students to develop an ongoing peer learning community.</p> <p>The benefits: This Field Trip enabled our students to engage with a variety of flexible and responsive learning environments, to reflect on their preconceptions of Greece and observe how people interacted in the city. For many of the cohort, their experiences had been informed by holidays in</p> |

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| | attractive beach resorts, the visit to a vibrant but economically challenged city contradicted this stereotype and many of the students' expectations. The interaction with the Greek students was key as it enabled both cohorts to engage in shared experiences and sometime to engage in uncomfortable truths. |
| Workshop O (Of15) | |
| Title | Bringing the theory outside of the classroom: A study of students' experience on a university health promotion campaign |
| Presenters | Athene Lane-Martin , Lecturer in Health Promotion and Public Health, School of Allied and Public Health Professions |
| Description | <p>Mental health is an increasing issue within universities, for staff and students and is on the wider public health agenda (Livingstone et al., 2013) as there are increasing numbers of individuals diagnosed with mental health problems (Brown, 2016). Interventions such as Time to Change (2018) are often unknown and people still face a stigma that prevents them from seeking help or advice (Goldie et al., 2016).</p> <p>In order to raise awareness and support students in mental wellbeing, an internal 'work experience' was offered to health promotion students. Students were recruited to design and deliver a campaign that is part of the 'real' wider promotion initiative. They worked to find activities and ways of engaging people to raise awareness around mental health. They based their activities around the Foresight Report's recommended 'Five ways to wellbeing' (Government Office for Science, 2008) such as 'take notice' and encouraged people to look around. They contacted university student support services as well as clubs and societies to be involved and support the day. They invited lecturers to give talks on areas such as alcohol and mental health. They also contacted local mental health organisations and agencies that support individuals in the wider community to attend the day.</p> <p>This campaign is now in its second year and has developed further. Students are actively developing their digital capabilities through exploring the use of technology to reach out to and engage a wider community of students.</p> <p>This presentation will outline the journey, lessons learned and offer other staff a sense of how they too might develop this type of experience with their own students.</p> |