



2021 Learning and Teaching Conference

Keynote 9.30 – 10.30	
Title	Seven ways to power digital transformation in learning and teaching in 2021/22
Presenters	Louisa Dale (Jisc)
Biography	Louisa Dale facilitated <u>Learning and Teaching Reimagined</u> , a Covid-19 response support programme for university leaders, which engaged over 1000 contributions, shaping a vision and roadmap for technology-enhanced learning and teaching for UK universities. Before the pandemic, Louisa was Director of Insight at Jisc, ensuring the organisation responded to members and customer needs. Louisa brings nearly twenty years' experience in a variety of roles advocating for the transformative power of technology in the education and research sectors.
Description	In this session, Louisa will introduce the work and findings of the sector-wide 'Learning and Teaching Reimagined' initiative, and will explore some emerging trends and technologies which Jisc experts believe will influence learning and teaching in the coming decade.

Session one – 11.15 – 12.00	
Workshop 1 (Breakout room 1)	
Title	A student-led evaluation of flipped learning: developing ‘cooperative blended learning’ to build relationships and enhance learning and engagement in Politics
Presenters	Dr Susan Kenyon , FDLT, Faculty of Sciences, Engineering and Social Sciences Rebekah Dawes , Level 5 Politics student Joe Inge , Level 5 Politics student
Description	<p>We present a student-led evaluation of the online Level 5 Transport: Politics and Society module (TPS). This will include academic and student perspectives.</p> <p>The idea for this session has been developed jointly by the module lead and two students.</p> <p>The TPS module was delivered in line with the flipped learning method. Students were expected to watch 3-4 short (10-15 minutes), pre-recorded lectures, before attending a live online workshop. Lectures were interspersed with a range of tasks, designed to embed learning, deepen learning and/or build community: taking a walkabout to notice barriers to mobility in the built environment; participating in discussion boards; reading; watching documentaries; listening to music...</p> <p>In the workshops, we applied learning to solve transport-related problems, taken from that week’s news.</p> <p>The learning design was successful: engagement in learning activities was high; assessment outcomes were good; module evaluations were positive.</p> <p>However, there was something missing.</p> <p>In this presentation, we discuss why we would choose to continue with asynchronous learning, post-pandemic, highlighting the many benefits that this brings.</p> <p>We then discuss why we would choose to conduct workshops face to face. We contrast our experiences of offline and online learning to highlight the importance of ‘cooperative learning’: learning from and with peers; learning from and through relationships; learning as part of a community. We discuss the role of body language in the development of community and mediation of power relationships. And we contrast our experience of ‘linear’ online discussions with ‘hyperlinked’ offline discussions.</p>
Workshop 2 (Breakout room 2)	
Title	The future of take-home exams
Presenters	Dr Cécile Hatier , Assistant Director of Learning and Teaching, Learning and Teaching Enhancement

Description	<p>CCCU has been using take-home examinations since May 2020 to replace on-site examinations. I carried out an evaluation of this use and surveyed key stakeholders: module leaders and students from c. 280 modules which used take-home exams, and staff involved in the setting up of the take-home exams. I will present the result of this evaluation and discuss how take-home examinations could be most effectively used even once on-site examinations can resume.</p> <p>Given that the University will allow the choice to have either on-site or take-home exams from 2021/22, I intend to distinguish instances when take-home exams could be most effective (reducing student's anxiety for assessments which do not primarily test their knowledge acquisition) and when on-site exams would be more appropriate (when risks of academic misconduct are very high as knowledge testing is the primary learning outcome of the exam).</p>
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Workshop 3 (Breakout room 1)

Title	Boost student success in 20 minutes
Presenters	<p>Jodie Calleja, Learning Development Manager Claudia España, Learning Developer</p>
Description	<p>This workshop provides a taster of integrating study skills as a method to raise student achievement in just 20 minutes. Through interactive participation, attendees will gain a foundation framework for identifying and embedding skills development within their modules.</p> <p>Members of the Learning Skills Team will be using an example module for attendees to consider methods for increasing skills growth. Introducing the Learning Skills Hub, how it can optimise your course and highlighting other similar resources such as Skills for Study, the team will present the online tools available as well as measures for success. Time will be offered to share and reflect further ideas.</p> <p>In preparation, participants will be supplied with an optional <u>workbook</u> to select and reflect upon their module for development. This is to implement a flipped learning approach to the workshop, however prior completion of the workbook will not be crucial for workshop involvement. The workbook asks participants to consider the constructive alignment of their module, the assessment(s), create links to study skills and the current teaching practices to develop these skills. This will be available to all staff via the LLR StaffNet pages following the conference.</p> <p>The workshop will end with a call to action: staff will be invited to complete and discuss their workbook with their Learning Skills micro-team. A complete consultancy session will be on offer for individuals or programme teams to build on their ideas with their Learning Skills micro-team following the L&T conference.</p>

Workshop 4 (Breakout room 2)

Title	Embedding academic and information literacies through the BA Primary Education degree
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<p>Presenters</p>	<p>Rebecca Austin, Senior Lecturer, Faculty of Arts, Humanities and Education Catherine Sherwood, Learning and Research Librarian (Education), Library and Learning Resources Silvina Bishopp-Martin, Learning Developer (Education), Library and Learning Resources</p>
<p>Description</p>	<p>This presentation will illustrate how colleagues from the Faculty of Arts, Humanities and Education have worked collaboratively with a Learning Developer and a Learning and Research Librarian to develop a systematic strategy to embed academic and information literacies in BA HONS Primary Education.</p> <p>Following a restructure and a move towards alignment with faculties, the Learning Developer and Learning and Research Librarian, as a micro-team for Education programmes, were seeking for ways in which they could transition from offering generic and often bolt-on academic and information literacies sessions and resources, to a more holistic and bespoke approach. Subsequent to discussions and planning over the summer of 2020, a lead from the Primary Education programme was identified and all three colleagues developed a strategy to embed these skills.</p> <p>The presentation will explore the journey these colleagues undertook to (a) identify three potential modules they could target; (b) liaise with module leads to find new ways of working to support student learning and assessment; (c) set up interventions tailored to each specific module assessment and student needs. The session will also identify initial successes, areas for improvement and the future of this collaborative project.</p>
<p>Workshop 5 (Breakout room 1)</p>	
<p>Title</p>	<p>Undergraduate and postgraduate student and staff perspective on audio feedback as a tool of summative feedback in one School.</p>
<p>Presenters</p>	<p>Dr Chris Harvey, Learning and Teaching Environment Director, School of Psychology and Life Sciences (PLS), Faculty of Science, Engineering and Social Sciences Dr Gemma van Vuuren Cassar, Principal Lecturer, School of Psychology and Life Sciences (PLS), Faculty of Science, Engineering and Social Sciences</p>
<p>Description</p>	<p>This presentation will disseminate the findings of the perceptions and experiences of students and staff when audio feedback (through Turnitin) was trialled for summative assessment tasks, for the modules of Semester and Term 1 of 2020-2021. The aim of this research is to establish the expectations and engagement of students, and the experience of staff during this trial. The potential of audio feedback to enhance the student assessment experience and the learner – tutor relationship was investigated.</p> <p>In the second half of 2020, a faculty restructure resulted in the establishment of a new department, and the regrouping of undergraduate programmes offering psychology, social, applied and sports sciences. A new approach to summative audio feedback was trialled across the new department. All students in</p>

	<p>the School (1,600) were invited to provide their feedback through an online survey and 163 replied (10%). 46 members of staff (30%) completed an online questionnaire, while 6 members of staff shared their views through a focus group. The findings of the study are presented and discussed in light of the emerging literature and the growing trend of digital feedback through Turnitin in higher education, and insight will be provided into the views, experiences and preferences of students and staff.</p>
Workshop 6 (Breakout room 2)	
Title	Teaching Sustainability in a virtual world: Connecting with the University
Presenters	<p>Dr Poh Yen Ng, Faculty of Science, Engineering and Social Sciences, Christ Church Business School</p> <p>Dr Peter Rands, Director of Sustainability Development</p>
Description	<p>This session explains how a CCCU-based case study resulted in vivid learning experiences, in the Business and Sustainability module. To connect what students learn in the module and the environment they live in, a case study based on the hop, honey, and heritage project was used. The project faced several resource constraints and challenges due to the pandemic. Using this relevant context, students were asked to provide practical solution using their analytical and critical thinking skills. In addition to providing solutions, they were also requested to evaluate their role as a student in supporting the University’s sustainability commitment.</p> <p>This case study helps student learning in manifold ways. First, it builds a learning community where students, the University and communities worked together to solve challenges. Despite the lock-down resulting in a limited campus experience, the case study links students to life in the University by creating familiarity, and consequently a stronger bond is formed between students and the University. This allows students to take ownership of the University’s sustainability agenda as a key stakeholder, thus acknowledging their role as a partner in learning. Finally, the reflective piece which asked students to consider what they could do for the project and university helps to develop their ‘professional’ and ‘self-aware’ graduate attributes.</p>

Session Two – 12.15 – 13.00	
Workshop 7 (Breakout room 1)	
Title	Partnership working to support dissertation students during the pandemic: A case study of work with Theology and Religion, Philosophy and Ethics students
Presenters	<p>Michelle Crowther, Learning & Research Librarian, Humanities, Languages, Medicine, Health and Social Care, Library and Learning Resources</p> <p>Dr Maria Diemling, Reader in Jewish-Christian Relations, School of Humanities and Educational Studies</p>

	<p>Dr Gaynor Williams, Learning Developer, Arts, Humanities and Languages, Library and Learning Resources</p> <p>Student Representatives</p> <p>Ruby Coles, BA (Hons) Religion, Philosophy & Ethics student</p> <p>Jay Dacombe, BA (Hons) Religion, Philosophy & Ethics student</p>
Description	<p>Theology and Religion, Philosophy and Ethics students choose to undertake a 4,000-word Extended Research Essay or an 8,000-word Dissertation accompanied by a Reflective Portfolio in year 3. This is usually the first opportunity for students to embark on their own independent research project meaning that the excitement of choosing a research topic is often accompanied by feelings of anxiety regarding the requirements of the dissertation and the reflective activity. In 2020/21 the impact of the pandemic only served to exacerbate these feelings as students approached their research predominantly as online learners with restricted access to resources.</p> <p>This case study profiles work undertaken in partnership between the module convenor, the Learning & Research Librarian and the Learning Developer to provide students with a programme of study skills sessions, organised to offer timely and appropriate guidance to facilitate learning, as students negotiated the requirements of the independent study, while dealing with the implications of the move to online learning.</p> <p>The session will outline how the skills sessions were organised by adopting a programme of interactive online workshops, which mirrored the developmental stages of the project alongside opportunities for consultations with the course tutor. The voices of the students who experienced this new approach to delivering the independent study module will be represented alongside discussion of the positive outcomes, as well as the implications of the approach for future practice.</p>
Workshop 8 (Breakout room 2)	
Title	Co-Creation of a Virtual Placement: Bridging the Gap to Leadership
Presenters	<p>Helen Carr, Senior Lecturer in Practice Learning, Faculty of Medicine, Health and Social Care</p> <p>Mary Makinde, Senior Lecturer in Forensic Investigation/Strategic Lead: Closing Our Gap, Faculty of Science, Engineering and Social Sciences</p> <p>Sarah Jane Ryan, Practice Education Lead (Physiotherapy), University of Brighton</p> <p>Channine Clarke, Head of Practice Learning and Development, School of Health and Sport, University of Brighton</p> <p>Emmanuel Alli, Year 3 Physiotherapy Student</p> <p>Ibrahim Fofanah, Year 3 Physiotherapy Student</p>
Description	<p>This presentation shares our exciting journey in co-creating a virtual placement - Bridging the Gap to Leadership. This placement, a collaborative HEE-funded project between Canterbury Christ Church University and the University of Brighton, is initially for one year. The aim is to develop resources for practice educators to enhance their support for Black, Asian and Minority Ethnic students in their practice placements. As part of CCCU's Closing our Gap strategy, this placement is</p>

	<p>aimed at improving learning outcomes for Black, Asian and Minority Ethnic students within Health and Social Care placements.</p> <p>Since January, 13 students from our Allied Health Professional programmes (Physiotherapy and Occupational Therapy) have had a Bridging the Gap to Leadership Placement. Students join at various points across this year, stepping on and stepping off the project, inducting the incoming students, ensuring a coherence to the overall project. There is also flexibility built into the placement to allow students to consider their own specific learning needs and to put their own mark on the project.</p> <p>The achievements from this placement are wide-ranging – from the development of practical resources, such as podcasts and webinars, to the influence on ideas, through discussions and partnerships with our placement providers and amongst ourselves. There are personal achievements, gaining the skills required to produce such resources and delivering these to an audience. The recognised graduate attributes are continually being developed, most specifically, skills and understanding for leadership. During covid, we stepped with slight trepidation into the ‘unknown’ of a non-traditional placement and we are inspired by the experience.</p>
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Workshop 9 (Breakout room 1)

Title	(Re-) Evaluating the role of digital technologies in democratizing seminar discussion and developing students’ critical thinking
Presenters	Mr Finley Lawson , Faculty of Arts, Humanities and Education
Description	<p>This session reflects on the challenges of building a community of learning in small group teaching on a Theology, Philosophy, Religion and Ethics module during the pandemic and the role of digital (social) media in “democratising” classroom discussions and bringing out the voices of “quiet” students. Lockdown teaching challenged and changed my ideas of a “correct” way to support students to achieve their learning outcomes and to develop critical thinking skills for lifelong learning.</p> <p>Here I share my findings about how using Mentimeter’s free-text entry function enhanced and expanded what was possible in lockdown teaching. By allowing my students time to write rather than speak and to provide anonymous answers to ‘history of ideas’ questions, they became far more adept at critically engaging with the ideas in texts, prepared to take more controversial standpoints and to gain confidence in defending their position. I’ll share my reflections along with quotes from level 5 students on the experience and explain which elements I plan to keep in autumn 2021. I’ll invite colleagues to explore how digital and analogue media can be used to continue to develop critical, scholarly discussions that include all student voices (not just those who speak first) as we return to on-campus teaching.</p>

Workshop 10 (Breakout room 2)

Title	Inclusive online and blended learning
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Presenters	Dr John-Paul Riordan , School of Humanities and Educational Studies
Description	<p>Technology in 21st century education is important for all learners and educators, but it can be crucial for those who have additional physical, sensory or academic needs. Drawing on a recent publication (Riordan and Roberts, 2021) this session explores how technology can impact learning at university and demonstrates some practical ways to make online and blended teaching more inclusive. I will show how to make Word documents, PowerPoints and websites more accessible (for example, using the Microsoft Accessibility Checker) and give research informed advice about formatting and background colours. Then I will discuss with demonstrations how to make our andragogy more inclusive (for example, using Mentimeter throughout online sessions to interact with learners and to assess their needs). We will discuss how the use of technology in university to support learning could develop in the future.</p> <p>During Covid-19 I was part of a small project designed to support teachers in our partnership, and colleagues, in online and blended learning pedagogy. Video recordings and slides from the free webinar series of the CCCU Online and Blended Learning Community of Practice are available on the OBLCOP website here.</p> <p>Riordan, J. P. and Roberts, M. (2021) 'Technology', in Soan, S. (ed.) Why do Teachers Need to Know About Diverse Learning Needs? Strengthening Professional Identity and Well-Being. London: Bloomsbury Academic, pp. ?-? (chapter 5). Available here.</p> <p>www.john-paul.org.uk</p>
Workshop 11 (Breakout room 1)	
Title	Understanding CCCU students' university experience under Covid
Presenters	Kate Little , Deputy CEO, Christ Church Students' Union Dan Bichener , Incoming Students' Union President
Description	This session will draw on data gathered by Christ Church Students' Union (CCSU) from March 2020 to April 2021 to paint a picture of our students' experiences throughout the Covid-19 pandemic. We will cover their experiences of online and blended learning, their social and co-curricular experiences, thoughts about employability and skills, and their personal wellbeing, safety and perceptions of returning to campus. Our incoming President, Dan, will be able to give a first-hand perspective on studying under Covid restrictions. We hope the session will give you an understanding of CCCU students' experiences in the round, as well as some ideas for what students find valuable in a blended approach to learning and teaching.
Workshop 12 (Breakout room 2)	
Title	Recreating the Foundation Year Community Online

Presenters	<p>Dr Martin Watts, Dr Rob McPherson, Dr Simon Prince, Senior Lecturers, School of Humanities & Educational Studies</p> <p>Alex Dadd (FY student)</p> <p>Dan Mitchell (FY student).</p>
Description	<p>The success of the Foundation Year has been built on developing learning communities. These offer a mutually-supportive environment based upon a strong teamworking ethos between students and staff. The challenge this year has been to maintain the community - the supportive learning and welfare environment of the Foundation Year – after moving from face-to-face teaching to full online delivery.</p> <p>The presentation will show how the Foundation Year has used multiple platforms (ReCap, Collaborate, and Teams) to engage and connect all students. The three platforms have been employed in combination: Collaborate wraps around the ReCap talks, introducing the session, building up belonging, and discussion (on mics and in the chat) of the talks and the set readings; individual tutorials on Teams come straight afterwards, as well as team building sessions, recorded lectures, collaborative seminars and individual Teams tutorials, allowing more open and tailored learning and teaching. It will be shown how the selected combination of platforms, combined with the timing of delivery, sustained the community, maintained the pace and rhythm of the programme, and increased the provision of individual tuition and support.</p>