

**MEDWAY FESTIVAL OF LEARNING AND TEACHING**  
**16<sup>TH</sup> SEPTEMBER 2021**

<b>KEYNOTE 9.35 – 10.25</b>	
<b>Title</b>	<b>Closing the learning loop: The value of narrative in online learning design</b>
<b>Presenter</b>	<b>Dr Carina Buckley</b>
<b>Biography</b>	Dr Carina Buckley has been the Instructional Design Manager at Solent University since 2015, when the Solent Learning and Teaching Institute was created. She is responsible for leading on the development of the VLE as a student-centred learning space, and inspiring colleagues to deliver excellent and engaging teaching through innovative, pedagogically-sound practices that harness the potential of technology.
<b>Description</b>	Technology allows for teaching beyond the confines of the classroom but on its own cannot put students in the centre of their own learning. The four concepts of community, journey, narrative and interaction are vital to the success of learning and teaching online in the longer term and can act as a tool for humanising the online space and maintaining connection, participation and engagement between peers, and between students and staff.
<b>BREAKOUT ROOM 1 – PEER SUPPORT / MENTORING 10.30 – 11.30</b>	
<b>Title</b>	<b>Peer-feedback and Turnitin PeerMark</b>
<b>Presenters</b>	<b>Dr Ruth Sanz Sabido</b> , School of Creative Arts and Industries, Faculty of Arts, Humanities and Education
<b>Description</b>	This paper reflects on the use of peer-feedback and considers the introduction of the Turnitin PeerMark tool to facilitate this activity in the classroom. It focuses on the trial of this tool in Research Skills, a Level 4 module in Media and Communications. Students are asked to submit a formative Progress Report, which consists of a draft of the literature review that they have to complete for the summative assessment. A mixed approach to formative assessment is taken tutors provide feedback on drafts, but a peer-feedback activity is also part of one of the module sessions. For several years, this activity was conducted in class by distributing physical copies of the students' work, which created a number of challenges during the sessions, including issues related to anonymity. In order to address these challenges, the Turnitin PeerMark Assignment tool was tested, which helped to resolve some of the issues we had experienced in previous years. The use of this technology made the face-to-face delivery of this session much easier, organised and productive, and students were able to approach the task in a more structured way. Students gave positive feedback, as they were able to reflect on their work and their peers' work in order to improve their summative assignment. Some challenges remain in relation to students' emotional responses to feedback. The paper argues that a broader culture of peer-review should be nurtured by challenging the notion of learning as an individual achievement, favouring, instead, more collaborative approaches for students.

<b>Title</b>	<b>Lessons from a virtual peer mentoring space: opportunities and obstacles</b>
<b>Presenters</b>	<b>Kasia Senyszyn</b> , Student Learning Advisor, Student Learning Advisory Service, University of Kent <b>Alex Davis</b> , Lead Academic Peer Mentor (student), University of Kent
<b>Description</b>	<p>The last academic year has presented a number of pedagogical challenges - not least the shift to the virtual, particularly in terms of creating a supportive learning environment and sense of academic community. However, it has also offered us opportunities to reflect on practice and to be more innovative in our problem solving.</p> <p>This presentation will examine the 2020-2021 Academic Peer Mentoring scheme at the University of Kent, offering insights from the coordination team and from one of the mentors. In particular we will be observing how changes (some made out of pandemic necessity) have forged new ideas and perspectives and helped us learn positive lessons that will drive our practice and thinking going forward. Areas which will be covered include; moving training online, using synchronous online sessions to support students' induction and the use of weekly online drop-ins to provide ongoing support to mentors. The session will be co-presented by the Kent Student Learning Advisory Service Canterbury Academic Peer Mentoring programme lead and a student academic peer mentor.</p>
<b>Title</b>	<b>"Seeing what they see". Experiences of creating an online learning community for staff 'students' engaging in a professional development award. What we did and what we have learned.</b>
<b>Presenters</b>	<b>Dr Rachel George and Dr Eve Rapley</b> , Academic and Learning Enhancement, University of Greenwich
<b>Description</b>	<p>In this session, we will share insights and practical examples of how we have fostered and successfully created a collaborative, partnership-focussed online community with a group of academic staff colleagues who have been/are engaging in a UKAT (UK Personal Tutoring and Advising) professional development award since January 2021.</p> <p>Just like 'normal' UG/PG students, our own staff 'students' have been impacted by the move to online working and learning. Their personal and professional lives have been significantly impacted and we, as co-scheme leaders and as experienced personal tutors, have sought to create a flexible, inclusive and supportive online community that will help them to succeed in gaining UKAT recognition, and provide a means of enabling them to support fellow peers in the UKAT cohort. Our approach has also been shaped by UKAT values i.e., empathetic, inclusive, collaborative, student-centered, and by us wanting to model how effective and supportive online personal tutoring can be set up and facilitated online, and how these approaches might be repurposed for our staff 'students' to use in their own context and practice as personal tutors at Greenwich. Many have reported how the experience of engaging in this online community has helped them to gain more of a sense of what their tutees experience when being tutored online</p>

	<p>and has given them the confidence to experiment and find new ways of opening up dialogue with their own tutees online.</p> <p>In this presentation we will outline the role of 1-2-1 and group tutorials and of creating and optimising a shared scheme leader:student online space in Teams to create a lively and supportive online community of learning for this unique group of students.</p>
<b>Title</b>	<b>Embedding an online systematic Placement Tutor process for enhanced tutor/tutee support</b>
<b>Presenters</b>	<p><b>Ronald Gibson</b>, MERIT Research Fellow/Teaching Fellow- Department of Economics and International Business.</p> <p><b>Katherine Leopold</b>, Teaching Fellow-Employability Department of Accounting and Finance/Department of Economics and International Business.</p>
<b>Description</b>	<p>A case study discussion of an evolving online process enabling students to receive effective support and increase engagement via their personal/placement tutors. We will discuss the mechanism for collecting and assessing student engagement and how that is fed forward into recommended actions for tutors.</p> <p>The initial attempt was undertaken through a combination of assessment and meeting tracking, and a compulsory online survey exploring the differing needs of a large cohort (circa 500 students) of MBA international students while on industrial placement and distanced from the institution. This was embedded in one term, through the VLE Moodle site and linked to their compulsory check-in work. This is particularly acute for the international students on student visas for whom UKVI compliance is key.</p> <p>Survey analysis directs tutors towards students with the greatest need and identifies tutee preferences, values, and wants, enabling tutors to individually frame tutee conversations. The survey was a mix of Likert and free text questions, positioned to enable students to complete it with varying degrees of confidence and language competence. The survey results enabled tutors to triage students according to need and increased the responsiveness of support offered. Timed prior to a mandatory personal tutor engagement, tutors are able to make direct use of the information in the following month. This process embeds best practice in personal tutoring into a large-scale environment. The survey overview can be used to guide and support both tutees by their tutors, and tutors through personal reflection, and offer tutor reassignment if necessary.</p> <p>The presentation will include discussion of the practice and present examples of tutee responses. It will discuss tutors use of the process, offering a model which could be effective at institutional level</p>
<p><b>BREAKOUT ROOM 2 – EMPLOYABILITY 10.30 – 11.30</b></p>	

<b>Title</b>	<b>Making the link between academic/digital literacies and employability</b>
<b>Presenters</b>	<b>David Bedford</b> , Academic Support Librarian, Drill Hall Library
<b>Description</b>	This presentation will explore ways in which librarians and other professional services staff who teach academic, information and digital literacies help make the links between these literacies and employability. Anecdotal feedback from students suggests that students often do not make these links automatically, and therefore that an explicit connection should be drawn between the skills for success at university and the skills, competencies and approaches required to thrive in employment. This includes specific reference to how particular skills translate to the workplace and examples drawn from real life application of the skills. Particular reference will be made to how statements from the codes of conduct of students' future professions can be woven into teaching from librarians in order to demonstrate the importance and applicability of information literacy.
<b>Title</b>	<b>We Need to Talk about Albert: Sustainability is Employability: the introduction of the Albert Sustainability Certificate in a Year 3 Screen Studies' undergraduate employability module</b>
<b>Presenters</b>	<b>Dr Ken Fox</b> , School of Creative Arts & Industries, Faculty of Arts, Humanities & Education
<b>Description</b>	<p>The ongoing challenge posed by climate change is not the next big issue post Coronavirus, it is the major issue that will shape the future for graduates, employers, industry, all humanity.</p> <p>The screen industries due to their production practices make a significant contribution to carbon emissions. In response, the albert sustainability consortium was set up in 2011 by British Association of Film and Television Arts (BAFTA) in the UK to encourage broadcasters, streaming services, film productions companies to adopt the Albert Sustainability initiative which would be applied as an industry kite mark. The Albert Educational Partnership has grown out of this industry initiative to include over twenty higher education institutions in the UK where screens studies courses are taught. The number grows each year as do the numbers of industry partners. The Albert logo is now a familiar sight at the end credits of all BBC, ITV, Channel 4, Sky programmes in the UK. Contracts for new productions are only awarded by terrestrial channels in the UK if Albert protocols have been followed, embedded and reported through the production carbon calculator tool.</p> <p>This presentation of practice will focus on the introduction of the albert certification work, skilling the students in the use of the carbon calculator for their own and case study productions. I will reflect on the short-term and potential long-term impacts through student evaluations in written and visual feedback. The certificate operated as an online resource through Pebblepad in a blended learning offer and raised awareness of personal responsibility and a call to action that resonated with the students. With great demand in the creative industries for graduates who are Albert Certified the introduction of the certification also has a beneficial effect on the students' employment prospects.</p>

<b>Title</b>	<b>Co-Creation of a Virtual Placement: Bridging the Gap to Leadership</b>
<b>Presenters</b>	<p><b>Helen Carr</b>, Senior Lecturer in Practice Learning, Faculty of Medicine, Health and Social Care</p> <p><b>Mary Makinde</b>, Senior Lecturer in Forensic Investigation/Strategic Lead: Closing Our Gap, Faculty of Science, Engineering and Social Sciences</p> <p><b>Sarah Jane Ryan</b>, Practice Education Lead (Physiotherapy), University of Brighton</p> <p><b>Channine Clarke</b>, Head of Practice Learning and Development, School of Health and Sport, University of Brighton</p> <p><b>Students</b></p>
<b>Description</b>	<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 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 courses (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>
<b>Title</b>	<b>Facilitating social work student placements during the global pandemic</b>
<b>Presenters</b>	<p><b>Mr Omi Mehmi</b> – Practice Education Manager - LSSJ Division, Social work</p> <p><b>Princess Etareri (MA2)</b> - Student</p>
<b>Description</b>	<p>This presentation focuses on employability. It provides an outline of the social work course requirements, (50% of the overall course requirements), where students complete a 70 day and a 100-day social work placement.</p> <p>It discusses the challenges of placing students into industry placements during the pandemic and facilitating an Employability Day with our Local Authority Partnership agencies in Kent, London and East Sussex as well as Private sector agencies.</p>

	<p>The social work department supported social work students that were on their placement when the first government lockdown occurred, these students successfully completed their placements due to the adaptability of the academics, placing agencies, Practice Educators and Placement Tutors.</p> <p>The second lockdown enabled student placements to adapt to a blended learning approach which consisted of face to face combined with a virtual placement. Teaching, learning and assessment approaches were adapted through the use of virtual platforms in line with COVID restrictions.</p> <p>The presentation considers three key concerns:</p> <ol style="list-style-type: none"> <li>1. The challenges of building and sustaining relationships with service users during national and regional lockdowns</li> <li>2. The impact on students' employability</li> <li>3. The lessons learned from this experience</li> </ol>
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**BREAKOUT ROOM 1 – WORKSHOP 11.40 – 12.10**

<b>Title</b>	<b>Creating more culturally sensitive curricula: how to embed diversity through inspirational/ or inspiring imagery in lecture slides?</b>
<b>Presenters</b>	<b>Dr Mi Young Ahn</b> , postdoctoral researcher in the Centre for the Study of Higher Education <b>Dr Barbara Adewumi</b> , postdoctoral research associate, the Student Success Project <b>Professor Kathleen Quinlan</b> , Director of the Centre for the Study of Higher Education
<b>Description</b>	<p>Calls to diversify or decolonise higher education curricula (Douglas et al. 2020; Peters 2018; Tomas and Jivraj, 2020) have gained greater traction as universities seek ways to engage and promote a sense of belonging and inclusion among BAME student communities. Building on an evaluation of the University of Kent’s Diversity Mark initiative funded by the Centre for Transforming Access and Student Outcomes, we present a workshop intended to raise awareness about images lecturers choose to use in slides.</p> <p>The workshop is based on a unique study that explores how BAME and white populations are portrayed in a set of 250 images used in four Stage 1 social science modules. We will promote discussion of a subset of these images, inviting your reflection on whether BAME people are depicted in an inspiring, positive way.</p> <p>We will also briefly summarise our research method and preliminary results; we have developed a coding scheme for content analysis of the lecture images, including frequency and salience (the presence or absence, and exclusiveness of BAME people), role (the ethnicity of main actors, and in what roles main actors are depicted), and whether the photo overall is likely to be inspiring to BAME students. Preliminary analysis suggests that only about 12% of images are likely to be inspiring for BAME students. White people are more likely to be portrayed as political, economic, and academic leaders than BAME people, whereas BAME people are more likely to be portrayed as sports players, protestors, manual workers, or immigrants.</p>

**BREAKOUT ROOM 2 – WORKSHOP 11.40 – 12.10**

<b>Title</b>	<b>Mindfulness for work</b>
<b>Presenters</b>	<b>Annikki Laitinen</b>
<b>Description</b>	A practical session focusing on strategies to help you de-stress and maintain a work-life balance.
<b>BREAKOUT ROOM 1 – POSTGRADUATE COMMUNITIES 12.10 – 12.40</b>	
<b>Title</b>	<b>Cultivating collegiality: the impact of creating a research community among doctoral students</b>
<b>Presenters</b>	<b>Professor Kathleen M. Quinlan, Nidal Alajaj, Sancha de Burca, Charlene Earl, Edward Hedoti, Claire Hughes, Dr Tom Parkinson, Veronica Rovagnati, Dave S.P. Thomas</b> - Staff and PhD students, Centre for the Study of Higher Education, University of Kent
<b>Description</b>	<p>When rating various aspects of their student experience, UK PGR students are least satisfied with their research culture, with 40% of students dissatisfied (Pitkin, 2020). Making up just 4% of the overall HE student population (HESA, 2021), PGR students are in the minority in the UK HE sector. PGR students, particularly international students and part-time students may also be marginalised through exclusion from both the wider student culture and disciplinary academic cultures, though they have access to institutional research training programmes (Deem &amp; Brehony, 2000; Blaj-Ward 2011). To enrich their experience of a research culture, PGR students need opportunities to cultivate professional, intellectual, social, and emotional collegiality (Brown, 2019).</p> <p>In March 2020, the University of Kent Centre for the Study of Higher Education developed a fortnightly online work-in-progress seminar in which doctoral students at all stages of their studies take turns presenting on their work, fielding questions, and considering feedback. Supervisors are also invited, but the emphasis is on peer-to-peer interactions. We gathered and analysed our reflections on this fortnightly seminar, which we found consistently referred to the seminars as creating a sense of community that cultivates all four forms of Brown’s (2019) collegiality.</p> <p>In this collaborative staff-student presentation, we will highlight the key features of this initiative and analyse the impact of this community-building effort on a diverse group of doctoral students (part time, full time, racially minoritised, and international students studying remotely) who are at various stages of study. We will draw out implications for enhancing PGR student research culture.</p>
<b>Title</b>	<b>PGR mentors building a community of mentoring practice</b>
<b>Presenters</b>	<b>Claire Coote, Rania Hassan, Chris Imakando, Immaculate Mwangangi, Rajib Sarker, Fiona Teltscher</b> - Natural Resources Institute, Faculty of Engineering and Science, University of Greenwich

<p><b>Description</b></p>	<p>NRI's PGR mentoring scheme was initiated when PGR students asked to apply their compulsory teaching training and gain paid experience of supporting learners. This fitted in well with NRI's increased intake of international MSc students with limited prior experience of UK learning methods and assessment. The opportunity to engage PGR to mentor small groups of MSc students to ease transition and provide encouragement was welcomed, with the aim to "empower students to become proactive, independent learners, informed of their rights and obligations on the path to success" (Wilde, 2018:9). Each PGR mentors 3-4 students. Mentor groups meet for one hour per week, online.</p> <p>The benefits of being a mentor includes doing something outside of specialist research; provides an opportunity to improve communication, presentation, team and time management skills – balancing PhD research with needs of the scheme. The challenges include getting mentees to attend online meetings and not getting much response when asked what they would like help on. Initial student feedback has indicated positive aspects and a reason for limited engagement.</p> <p>"I am thankful for the opportunity I've received to improve my studies. My mentor is a great supporter".</p> <p>"My mentor is good at explaining and clearing my doubts which was so helpful. I missed previous classes due to health issues".</p> <p>The head of another school has said the scheme could be of benefit for their MSc students.</p> <p>We plan to continue the scheme with more PGR and more MSc students invited to join a mentor group with face-to-face meetings.</p>
<p><b>Title</b></p>	<p><b>Making the impossible, possible. Reflections of the lived experience of Physical Education Teacher Education online during a pandemic!</b></p>
<p><b>Presenters</b></p>	<p><b>Dr Kristy Howells</b>, Reader in Physical Education and Sport Pedagogy, Sport and Exercise and Rehabilitation Sciences, School of Psychology and Life Sciences, Faculty of Science, Engineering and Social Sciences</p>
<p><b>Description</b></p>	<p>PE is a practical subject with face-to-face learning in which, students' knowledge is constructed through them joining body and mind. Through physically learning within a practical space environment, using their own bodies, through partner work, and then through breaking down how to teach the movement they have just learnt. This is key for trainee teachers to be confident and competent in teaching a subject area that it the most potentially risky subject they will teach in school.</p> <p>But... then my world changed. Sport and physical activity spaces were closed, PE primary education lectures were moved to online and campus was closed. I had to make the shift from this more traditionally hands on subject of PE to become totally virtual, a notion that felt impossible, but I needed to make possible. I had to reconceptualise what PE would look like and now it would feel like from the 'Howells' Headquarters'.</p>

Aartun et al. (2020) proposed that PE should be taught through pedagogies of embodiment where learners are given the opportunity to explore (now) movements and to understand the development of body awareness and meaningful experiences. PE within Teacher Education is deeply rooted in experiential learning, constructivism and collective knowledge building (Caldwell, et al., 2020.) With those definitions in mind, I also had to ensure our student teachers would be ready to teach PE in school settings. However, those school settings also changed and children were learning from a home setting, the vulnerable children were still in school, but I needed to be mindful of equipment that was and was not allowed to be used as well. So I developed a multi-dimensional complex environmental set up and this presentation discusses this in detail.

**BREAKOUT ROOM 2 – LEARNING COMMUNITIES 12.10 – 12.40**

<b>Title</b>	<b>Commuter student engagement online and on-campus: accessing learning, community and well-being</b>
<b>Presenters</b>	<b>Dr Susan Kenyon</b> , Faculty Director and Principal Lecturer, Faculty of Science, Engineering and Social Sciences, Canterbury Christ Church University
<b>Description</b>	<p>This paper reports emerging findings from primary research into the experience of CCCU commuter students during the pandemic.</p> <p>The number of ‘commuter students’ in UK HE – students who continue to live at home whilst studying, rather than moving into student accommodation – is increasing. However, studies into the experience of commuter students suggests that Universities are failing to meet their needs. Commuter students are more likely than non-commuter students to drop out of their studies and less likely to gain ‘good’ degrees.</p> <p>Pre-pandemic research highlights exclusion from the learning community, practical problems (timetabling, support, space) and pressures arising from home/work as reasons underlying the commuter student attainment and experience gap. My own research suggests that transport ‘costs’ are significant influencers on student outcomes, including acceptability (comfort, convenience, reliability, safety, the ability to multitask during the journey), accessibility, affordability, availability.</p> <p>On this basis, a suggested benefit of the pandemic may be the elimination of the commute, overcoming transport ‘costs’ and facilitating easier and more equal access to multiple aspects of learning for commuter students.</p> <p>This paper explores this hypothesis through unstructured interviews with c. 20 commuter students. The sample includes a range of demographics, mode use, travel duration, residential location, Course and level.</p> <p>Commuter students reveal their pandemic experience, considering the costs and benefits of the move online and the elimination of the commute.</p> <p>The paper concludes with practical steps that Universities should take, to improve online learning for all students, plus specific actions to benefit our commuter students as we return to on-campus learning.</p>

<b>Title</b>	<b>Phenomenal Woman – a reflection on the experience of facilitating a therapeutic support group for students, Black and women of colour.</b>
<b>Presenters</b>	<b>Patmarie Coleman</b> , Counselling, Student Support
<b>Description</b>	<p>This paper focuses on building a sense of community and belonging among Black female students. Last summer I became aware that Black students at the university of Kent were under the impression that there were no Black counsellors in the student support team and that their needs would not be met. The ‘Solidarity statement and call to action’ by the BME societies and collectives confirmed this perspective.</p> <p>In addition, some students who had received support had complained that the support that they had received had not met their needs and they had not felt understood. Based on the demographic of most staff in student support being White, requesting to see a Black counsellor had not even been a possibility. However, after student complaints, the opportunity to see me, the only Black member of the team, was offered. Those students that took up the offer said they felt heard and understood.</p> <p>Several major factors including; BLM, Me too, the pandemic and my own experiences as a student and member of staff in the education sector influenced me in thinking about how I might reach out to the students and what I would like to offer. I proposed running a group for Black/POC female students to the student union welfare officer and with her confirmation that it would be received well, I went about organising a group.</p> <p>The presentation will:</p> <ol style="list-style-type: none"> <li>1. Reflect the experience of running the group</li> <li>2. Discuss the impact the group had on students’ sense of belonging</li> </ol> <p>I am planning to present this in collaboration with some of the students.</p>
<b>Title</b>	<b>“Relationship-Based Education” in a Virtual Setting: Building Strong Relationships at the Start</b>
<b>Presenters</b>	<b>Dr Tracee Green</b> , Senior Lecturer, Social Work Team, LSSJ <b>Morna Carroll</b> (Social Worker Degree Apprenticeship Apprentice) <b>D’Chell Wilson</b> (Social Worker Degree Apprenticeship Apprentice)
<b>Description</b>	<p>Relationship-based work is a key component in social work practice that highlights the importance of a professional relationship as a means to engaging and promoting effective outcomes. It could be argued that the same is also relevant in higher educational settings as has been the experience in a new Social Worker Degree Apprenticeship (SWDA) program in which the student and lecturer relationships have been nurtured from the start via a virtual setting. I will take time to discuss the early steps taken at a virtual induction to build relationships with students and help them settle into the program and the learning journey ahead of them. Two students will join me to reflect on their experiences of this induction program and the importance of a positive relationship at the start of their learning journey.</p>