Enhancing Student Learning Through Innovative Scholarship

Abstract Booklet 2019

18th -19th July, Edinburgh Napier University
Information

The duration of the talks will be either:

- Standard talks, should be 12 minutes long with 5 minutes for discussion/questions to allow 3 minutes for people to move between sessions.
- Oral Bites, will be 5 minutes, plus 2 minutes for discussion/questions and a 3 minute gap for people to move between sessions.
- Workshops timings are variable and are on the schedule http://community.dur.ac.uk/s.j.nolan/ESLTIS_2019.pdf (note slightly amended version)
- Keynotes are 40 minutes long with 10 minutes for discussion/questions

Due to this and as we have a very full schedule, sessions will be chaired in a timely manner. To aid in running the conference in a timely fashion, we would ask that all talks are emailed to acad.dev@durham.ac.uk by 1pm on 16th July preferably in PowerPoint or PDF format.

We’d just like to thank you for all your excellent contributions these are core to what is shaping up to be another excellent conference.
**Day 1: Thursday 18th July 2019**

**Pre Conference: 09:00 – 10:45**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00-09:15</td>
<td>Arrival &amp; Coffee for Pre Conference Workshops.</td>
</tr>
<tr>
<td></td>
<td>Foyer, (Level 1)</td>
</tr>
<tr>
<td>09:15-10:45</td>
<td>Pre Conference Workshops (A,B,C,D)</td>
</tr>
</tbody>
</table>

**Workshop A**

**09:15 Playfulness in Higher Education, Andrew Wilson and Michael McEwan, Room LRC5**

Embedding playfulness in Higher Education yields exceptional levels of student satisfaction, engagement and attainment. The attributes and skills required to create such safe, playful and failure-friendly learning spaces will be shared, illuminated by an evidence-base for this transformative *playfulness pedagogy* in large mathematics cohorts. Participants will have the opportunity to experience playful activities firsthand, and to gain insights into the creation of their own resources.

As an assessment-feedback tool, playful activities are both highly innovative, seriously authentic and support the development of agile, novel and metacognitive minds. This approach promotes deeper student engagement and supports transitions through scaffolding social interactions. Following Huizinga (1938), who argues that ‘civilisation arises and unfolds in and as play’, the pedagogy aligns the underlying driver of society with the development of graduate attributes/employability thus ‘future-proofing’ our students.

More than just the advocacy of games in learning (which can be engaged with in a non-playful perfunctory state) this is a theory of knowledge generation and a framework to train highly adaptable students. When effectively implemented, assessment and feedback are a single social tool that permit metacognition to be monitored by individuals themselves, by the group, and externally. For students, this is instantaneous and continuous feedback on progress provided both by the activity and the group; for the teacher, playful activities expose the often internal dialogue of receiving feedback and expose it to assessment.

**Aims**

-----

Participants will:

* learn the features of a successful playful class
* learn the teacher attributes/skills required to plan and run effective classes
* have an opportunity to experience playful activities in the session, and to design their own
**Workshop B**

09:15 Creating a high performing team using Team Based Learning and Team Charters, Steve Cayzer, Will Rhodes and Sally Palethorpe
Room 2.D.03

Team Based Learning (TBL) promises to transform groups of students into high performing teams. In our teaching we have witnessed this transformation consistently, but not universally. This workshop showcases our approach for accelerating this transformation; an initial TBL workshop where teams are created and the newly-formed teams go on to create a team charter. We follow this later in the semester with a team ‘lessons learnt’ workshop, peer feedback and individual reflection.

In this workshop you will experience an immersive TBL session in which you will follow (an accelerated version of) the initial team charter creation process. For participants new to TBL this is an opportunity to experience TBL by experience. For existing TBL practitioners this is an opportunity to consider how team charters might be integrated into your courses. We expect there will be a chance for two way informal discussion after the workshop: if you want to adopt this approach in your courses we can support you and discuss what worked for us; equally, we are still developing this approach so feedback on the session and comparison with your own practice would be very welcome.

**Workshop C**

09:15 Using Lego to Construct Active Learning Experiences, Claire Garden and Laura Ennis
Room 2.D.14

This workshop will explore some of the different ways to use Lego construction toys as a mechanism for encouraging Active Learning. As a learning tool Lego has many uses and offers a low barrier for understanding. From building literal models to constructing tactile metaphors Lego evokes nostalgia, playfulness and creativity. Similarly, play in the classroom creates an atmosphere in which it is safe to take risks, make mistakes, and stimulate reflection. More traditionally seen in the context of business improvement, Lego Serious Play (LSP) is a relatively new instructional method in Higher Education that can be used to facilitate a playful learning environment (McCusker, 2014). For example, this technique can be adapted to support student learning of threshold concepts (Barton and James, 2017). Employing a variation on LSP, we explore the build-share-reflect cycle and the use of metaphor to support student discussion about complex ideas and the relationships between them. However, as our experience will show LSP is not without its limitations, particularly in terms of accessibility of collaborative, social learning experiences. Much can be learned from the experience of others in other collaborative learning situations (reviewed in Chown and Bevan, 2011).

The purpose of this workshop is to encourage colleagues to reflect on how playful activities can improve student learning and their appropriateness in this setting. Join us as we reflect on and share our experiences using Lego as an instructional tool in a variety of Higher Education settings.

References
Workshop D

Room 2.D.15

Developing a brand new interdisciplinary module with an innovative idea is an academically challenging and logistically taxing undertaking. Getting student buy-in when that module offers no credits is almost setting yourself up to fail. That is, unless you offer a module where students learn how to 'make a million out of that great idea'. In the Autumn of 2015 Aston University students from all disciplines and departments and at all levels of study were offered a non-credit bearing module entitled The Patent, Intellectual Property and Enterprise Club, or the PIPE Club. The aim of the club was to promote enterprise awareness as well as to encourage the development of an entrepreneurial mind-set and the capacity to achieve entrepreneurial effectiveness [Enterprise & entrepreneurship education, guidance for higher education providers September 2012 EEEG]. The PIPE Club provided lectures, workshops, and mentoring from accountants, small businesses, marketing experts and, of course, intellectual property law specialists. The expectation was that students would create a company, appoint board members, identify a market for and cost an innovative business idea, pitch that idea, and potentially win a cash prize as seed funding to start their own businesses.

In this presentation/paper we will explain the rationale behind the development of the multidisciplinary PIPE Club. We will also discuss the pedagogical approach used to form and deliver PIPE including details of the funding, launch event, how it was pitched to students and an overview of the lecture/workshop cycle. In particular we will explain how, having organized PIPE around Problem-Based Learning, we have subsequently learned that the approach we were actually using was a blended Problem-Based/Project-Based pedagogy (see Brundiers & Wiek, A, 2013). We will, in addition, offer insight into best practices and challenges encountered so that others can adopt the most effective way of incorporating the teaching of intellectual property and entrepreneurship into their wider curriculum without replicating our mistakes. Finally, we will outline our conclusions based on student testimonials, student businesses launched as a result of the project, and initiatives planned as a consequence of the PIPE Club's success.
**Arrival for Main Conference, Foyer (Level 1); 10:45 - 11:15,**

**Session 1: 11:15 - 12:30**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:45-11:15</td>
<td>Arrival &amp; Coffee for Main Conference.</td>
</tr>
<tr>
<td></td>
<td>Foyer, (Level 1)</td>
</tr>
<tr>
<td>11:15-11:25</td>
<td>Welcome, <em>Anne Tierney &amp; Sam Nolan</em></td>
</tr>
<tr>
<td></td>
<td>Room 1.D.04</td>
</tr>
<tr>
<td>11:25-11:40</td>
<td>Official Opening of Conference</td>
</tr>
<tr>
<td></td>
<td><em>Professor Alyson Tobin, Vice Principal of Learning and Teaching, Edinburgh Napier University</em></td>
</tr>
<tr>
<td></td>
<td>Room 1.D.04</td>
</tr>
<tr>
<td>10:30-11:10</td>
<td><strong>Keynote: Engaging Learning to Transform Thinking</strong></td>
</tr>
<tr>
<td></td>
<td><em>Dr Julie Rattray, Associate Professor in Higher Education, School of Education, Durham University</em></td>
</tr>
<tr>
<td></td>
<td>Room 1.D.04</td>
</tr>
</tbody>
</table>

Experiential learning, active learning, and learning by doing - we can all think of a multitude of phrases and ideas that have emerged over the years as a way to think about how to make individuals 'learn better'. In many ways 'Engaged Learning' is just another in a long line of phrases we can use to describe an approach to teaching and learning that is predicated on the idea of involving students in their own learning. And as such it has the potential to be over-used and misunderstood. If we are to avoid the pitfalls of many other educational ideas, which have become overused and misappropriated i.e. learning styles and emotional intelligence, then we need to start by asking ourselves two simple questions: What does it mean to be engaged in learning? And what should be the consequence of engaged learning?

For me the answers to these questions are linked to the idea of learning as a transformative experience. Transformation often involves encounters with that which is difficult so a key facet of engaged learning has to be about how we encourage engagement with difficult or 'troublesome knowledge'. In this session we will explore how this might be accomplished using engaged learning and in so doing consider the ways in which engaged learning as an idea can be misunderstood. Whilst undoubtedly engaged learning involves proactivity it requires authenticity, meaning and motive to make it effective and these things are not synonymous with simply doing.

Julie Rattray is Associate Professor in Higher Education at Durham University. Her research interests include the threshold concept framework, liminality, affective dimensions of learning as well as other aspects of policy and pedagogy in Higher Education. In particular she is interested in the ways that learners deal with troublesome knowledge and the extent to which affective characteristics and attributes might influence this.

In recent years Julie has been involved in research projects and conference organisation in the area of Higher Education. She was a member of the UK team
of project IBAR working with 6 European partners to explore the potential barriers to the implementation of pan-European standards and guidelines for higher education the findings of which are described in Eggins, H. (Ed). (2014) Drivers and Barriers to Achieving Quality in Higher Education, published by Sense). Julie has had an ongoing involvement in the biennial Threshold Concepts conference which started with the 5th conference held in Durham in 2014. Since then she has contributed as a paper reviewer (6th and 7th) and invited workshop facilitator at the most recent conference held at Miami University, Ohio, in June 2018. In 2016 she was the chair of the Improving University Teaching (IUT) conference held in Durham. Her most recent project is DASCHE (Developing, Assessing and Validating Social Competences in Higher Education. http://www.dasche.eu/about-project) which focuses on the identification of practice in relation to the development of social Competence in Higher Education. This project includes 5 European partners along with the UK and is funded by Erasmus +.

Lunch, Room LRC 5: 12:30 – 13:30,

Session 2: 13:30-14:50

Session 2A: Active Learning. Chair TBC. Room 1.D.04

13:30 Learning business through doing business, Kathy Daniels

Postgraduate students in a business school are required to learn a lot of knowledge. However, to be successful in business students need to develop appropriate skills to make them ‘work ready’. At Aston Business School we have developed our professional development programme such that we are both teaching skill development but also giving students the opportunity to practice those skills on live business projects. We have opened a business clinic, started working with the Princes Trust and have started to work on a large module partnership scheme involving local businesses. Our aim is to promise that every postgraduate student will work on at least one real live business project during their time studying with us. In this session we will explain how we are going to achieve the provision of relevant projects, the skills that we plan to develop and how this is being integrated into the degree programme.

13:50 Student observation of teaching: active learning about active learning, Tim Herrick

Student Observation of Teaching does what it says on the tin - supporting students to act as critical friends to teaching staff wishing to develop their practices. It is an active learning practice, in that students participate in learning experiences from beyond their own departments, for the insights that it offers about the learning and teaching process, not the subject matter itself. The University of Sheffield scheme has been running since 2017, involving in the region of 40 staff and 50 students, and follows models of good practice
elsewhere (including Students as Colleagues at Edinburgh Napier University). This paper explains the Sheffield scheme, and locates it both within the academic literature (with authors such as Catherine Bovill and Alison Cook-Sather as leading lights), and within the contemporary UK HE landscape. It also seeks to draw some more general lessons from the scheme about collaboration with students, possibilities for empowering them within institutional structures and habits of practice, and how active learning is a practice that almost by necessity takes students out of their comfort zones. The overall argument is that student observation of teaching can be a powerful form of learning, for students and for staff, with relatively low input and minimal bureaucracy. It is effective, cost-effective, and fun.

<table>
<thead>
<tr>
<th>14:10 Education That Moves You: a standing approach to teaching and learning, Roy Erkens, H.Q. Chim and Hans Savelberg</th>
</tr>
</thead>
<tbody>
<tr>
<td>The traditional university settings for learning and teaching are lecture halls and smaller tutorial rooms. These settings changed little over the past decades. Teaching in these rooms is often characterised by sedentary behaviour for longer periods. Given what we nowadays know about the learning process we can wonder if this static environment is optimal for learning. At Maastricht University (The Netherlands) teaching is done in small groups of maximum 12 students using a Problem Based Learning approach. Students discuss the provided problems mostly sitting during two-hour sessions. Teachers observe that during these sessions not all students contribute equally to the discussion and that the discussions becomes less energetic towards the end. Both factors are detrimental to the learning process. The Education That Moves You (ETMY) project aims to turn the classroom into a more dynamic space to improve the learning experience of students. Two important dimensions of ETMY are that excellent education intrinsically motivates the student to learn and that physical activity has a stimulating effect on learning. As a radical change to the traditional all-sitting tutorials ETMY has experimented with all-standing education. Students are standing for two hours in class while working in a more dynamic setting on their scientific problems. Here we will present the first research findings on this dynamic setup based on teacher and student investigations. Furthermore, we will discuss how this approach impacts students’ learning experiences and how it leads to rethinking of common educational practices and learning spaces.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14:30 Engaging students actively in feedback processes, Kay Sambell</th>
</tr>
</thead>
<tbody>
<tr>
<td>This paper focuses on a two-year cycle of action research (Arnold and Norton, 2017) which explored strategies to involve large cohorts (n=100+) first-year learners actively in formative exercises in whole-group teaching scenarios. The aim was to enable students to gauge their progress in relation to a threshold concept (Land et al, 2016) in the discipline of Childhood Studies, so that they had time, if necessary, to improve their learning strategies and performance (Boud and Carless, 2018) in advance of their first graded assignment.</td>
</tr>
<tr>
<td>Informed by the growing literature on the use of exemplars to scaffold students’ understandings of the nature of quality and standards the teachers planned pedagogic activities which involved a two-hour workshop which encouraged learners to compare their own brief paper (which they prepared in response to a question about the threshold concept) with carefully selected examples of previous students’ work. The effects of this adjustment to</td>
</tr>
</tbody>
</table>
pedagogic practice were monitored and reflective logs were maintained, all with a view to illuminating the intended and unintended outcomes of the change. The paper will reflect on areas of the pedagogic change which appeared to be working, the critical success factors the researchers identified, the difficulties which appeared to be emerging, and the theoretical insights gained. Broadly speaking the shift from teachers’ conceptions of feedback as an internally generated phenomenon (Nicol, 2018) rather than an externally regulated process (Boud and Molloy, 2013) will be discussed and illuminated. Arnold L and Norton L (2018) Action Research: sector case studies. HEA Carless D and Boud D. (2018) the development of student feedback literacy: enabling uptake of feedback. Assessment and evaluation in HE 43 (8) 1315-1325 Land R, Meyer J and Flanagan M (2016). Threshold concepts in practice. Rotterdam: Sense. Nicol D (2018) Unlocking generative feedback via peer reviewing. In Grion V and Serbsti A (eds) Assessment of learning or Assessment for Learning? Italy: pendant.

**Session 2B: Team Based Learning. Chair TBC. Room 2.D.03**

**13:30 A teamwork-based undergraduate module; helping students gain research and workplace skills, Nicola Suter-Giorgini**

“Research Topic” is a year 2, undergraduate core module in the School of Biological sciences at the University of Leicester. Students work in teams of 4-5 students to write a 6000 word grant proposal over the course of a semester. The module is designed to develop skills in team-working, online database searching and in reading original research papers in preparation for the final year research project. The mark for the research proposal is with 70% of the module and is partly peer weighted based on student assessment of their team members’ team-working skills. There is also an emphasis on employability, with recent integration of the course with Leicester Award Gold - a personal development programme encouraging student self-awareness and development of employability skills. Involving about 300 students each year, teams are assigned a broad research topic (cancer, the brain, fertility, etc) from which the team develops a research proposal and are guided by module tutors who meet the teams on a weekly basis. Teams submit a research hypothesis and a highly structured research proposal draft for feedback, then submit the final proposal for marking. The skills gained by the students, evolution of the peer marking system and course development will be discussed.

**13:50 Using Team Based Learning to identify and develop team working skills in a large cohort, Afkar Ansar and Steve Cayzer**

Team working is a key skill which is consistently valued and demanded by accreditation bodies and industry. Team Based Learning (TBL) has a structure that encourages team working skills to be developed over an extended period of time. In particular, students develop a sense of accountability to their team, and experiment with different team roles, organisations, processes and rituals. However, it is still the case that some teams work more effectively than others. The structure of TBL allows evidence to be collected that will identify good and bad team working practices in a large cohort. For example, Readiness Assurance Tests (RATs) provide quantitative evidence of team performance – particularly the uplift of scores between individual and team RATs. In addition, structured observation of team behaviour during the RATs and the application activity allows qualitative evidence to be
gathered. In a 90 student cohort, we augmented this evidence with team interviews and then followed up with targeted interventions. Preliminary results suggest that this approach enables scalable, targeted coaching of team working skills in large cohorts.

14:10 Student Perceptions of using Team-Based Learning to enhance Active Learning in a Final Year Chemistry Topic, Laura Hancock

Team Based Learning is established as an effective active learning strategy in business and health sciences education, but it is only recently that it has been adopted as a learning method in the physical sciences. At Keele, the use of TBL in chemistry teaching has been gathering momentum since it was introduced in 2014. As educators, we perceive students to be more engaged in TBL workshops than they would be in lectures and standard problem classes. This presentation outlines a project undertaken to investigate students’ perceptions of replacing lectures with TBL workshops to enhance active learning, in the teaching of a final year (FHEQ Level 6) conceptually demanding chemistry topic. As part of this project, students understanding of active learning has been explored, as well as their prior perceptions of TBL, and finally how they perceived TBL to enhance active learning and their understanding of this particular topic. Data has been collected through a combination of questionnaires and focus groups, and analysed qualitatively, using thematic analysis.

14:30 Embedding SOTL within your institution Part 1 – Focus Group, Sam Nolan

The Scholarship of Teaching and Learning (SOTL) has existed in most UK Universities for over a decade as an active part of the day to day work of teaching focussed academic staff and educational developers. In a first for ES LTIS, we’re running a focus group (with 10 places – please register at the information desk) to explore with participants what works (and what doesn’t) in terms of their experiences of SOTL within their own Universities.

Anonymised results from this research will form part of a paper which will be presented at the International Society for the Scholarship of Teaching and Learning Conference in Atlanta in October. We’ll undertake the focus group over two sessions and would ask that the same group of participants attend both sessions, either side of the coffee break.

Session 2C: Theme: Project Based learning, Chair TBC. Room 2.D.14

13:30 Engaging Students through Project Based Learning, Gayatri Patel

“All stakeholders in Higher Education have a common aim and interest in improving learning and teaching outcomes, and enhancing student experience. One of the key, yet admittedly obvious ways to meet this challenging aim is through student participation in the learning and teaching of the module, to ensure they achieve their full potential in Higher Education (HE). Whilst independent learning is, justifiably, applauded as one of the cornerstones of HE, student engagement through attendance in classes makes a significant contribution to their progress and achievement at both modular and programme level. The dwindling student attendance, to varying degrees, in lectures and tutorials over the course of the year is not a phenomenon that is unique to any module, programme or institution. The problem is significant as students who choose not to attend put themselves at a significant disadvantage through the break in the lineage of receiving knowledge on key concepts and principles for
the module in the delivery of lectures, and miss the opportunity to acquire skills for a deeper understanding with the content of the module. With the increased access to recorded material on virtual learning environments, physical attendance to lectures and tutorials should be prominently considered at the module design stage, with deep reflection for innovative methods to be adopted to ensure students are intrinsically motivated and want to attend classes, rather than required to do so. For the purposes of this paper, the focus will be on how assessment methods can be designed and implemented to voluntarily encourage students to engage with the teaching throughout the year, as well as provide the students the opportunity to acquire a unique set of skills, of writing succinctly for online presence of a company, which is often demanded from new graduate recruits.

13:50 Business Community Engagement & Project-Based Learning, Stuart Durkin and Joy Perkins

The University of Aberdeen offers a third-year course (module), Working Together: Employability for Arts & Social Sciences, which combines employability workshops with a work-based project hosted by a local start-up business, SMEs or third sector charity. The combination of on-campus workshops and project-based learning provides students with the opportunity to engage with authentic and collaborative learning, which are crucial for success in the modern workplace.

Working in small project teams to solve real world problems, the course models the pressures of working within a team to deadlines, and also requires that students continually reflect upon their strengths and areas for development. The workshops which underpin the project cover a range of topics, from professionalism and consultancy skills through to creative thinking, problem solving and innovation. This presentation will outline our guiding principles for providing students with a high quality, project-based learning experience.

14:10 A course-based undergraduate research experience for Year 3 biochemistry students at the University of Bristol – implementation and evaluation, Alice Robson and Kara van Aelst

Research projects are considered a critical part of science degrees but increasing student numbers and limited research lab space make traditional research projects difficult to deliver consistently. We aimed to create a consistent, sustainable and authentic research experience for our Year 3 students without burdening our research labs and academics. The outcome is a course-based undergraduate research experience, in which students work in teams in our undergraduate teaching labs solving a genuine research question that they have designed. Summative assessment consists of a marked lab book, team poster and individual final report, all designed to be authentic research outputs. The course has now run for two years, with a cohort of 22-23 students each year. We will present an overview of the course and the results of an evaluation of student and staff experiences from the first cohort. The results show that students believed they had developed research skills and attributes, although they needed more support for writing their report and poster. Students’ sense of ownership of their project was particularly important in driving motivation, resilience and development of researcher identity. This course is now being used as a model for similar courses across our faculty and could be adapted for other disciplines across the STEM subjects and beyond.

14:30 Collaborative problem based learning – student perceptions of a 2-hour workshop compared to a two week task. Katherine Price and Michelle Welsh
Students’ experience of PBL in two formats was investigated. Working in collaborative groups, Human Biology students were given problems in a one hour workshop, followed by 12 days to investigate and report their findings back to the class. Comparison groups of Anatomy and Physiology students investigated similar problems and reported back within a single, two-hour workshop. Three cohorts of students participated. For the single workshop, the first two cohorts investigated different problems in their groups; the third cohort investigated different aspects of a single problem. Student opinions were investigated with a questionnaire. Students enjoyed both delivery methods, preferring the format they participated in. Students undertaking the two-week task had higher self-reported levels of understanding of the topic, confidence in the subject, as well as more enjoyment of the peer collaboration. For the single workshop, students enjoyed the peer collaboration and format less when a single topic was shared. The single workshop format significantly reduces time available for brainstorming, assimilation and reflection, which underpin the PBL process. However, it is not clear whether students undertaking investigation outside the classroom over a longer period spend more time investigating their questions, much of the additional time may be spent on preparing a presentation.

**Session 2D:** Workshops, Chair TBC. Room 2.D.15

**13:30 Learning through failure: a case of collaborative game building, Nicola Whitton**

Our high-stakes education system offers few opportunities for students to fail. With league tables, inspections, ratings, and rankings impacting on students and staff alike it is not surprising that education has become a pressurised business where failure is vilified. However, it is an inevitable aspect of life, and without opportunities for learning from failure, and how to deal with it constructively, it is difficult for students to build emotional resilience and strategies for managing setbacks. The EduScapes project developed a model of failure-based learning through the design of escape rooms by students, to support them to develop collaborative and problem-solving skills, and build resilience. This workshop will introduce the model of failure-based learning and discuss some of the findings from the project, before giving participants hands-on experience of how to design their own puzzles and escape games, and explore the benefits of doing so for their students.

**Tea and Coffee Break: 14:50 – 15:20, Atrium**

**Session 3: 15:20 – 17:20**
### 15:20 Using curricular content to harness interdisciplinary communities of practice in traditionally extracurricular learning development workshops, Kizzy Beaumont

The Student Learning team at Keele University is in the second year of our revamped university-wide extracurricular workshops focusing on developing students academic practice. The aim of these workshops is to create a personalised student learning experience through engaging students with their own programme concepts and materials in an extracurricular interdisciplinary learning environment. Alongside face-to-face workshops, online platforms were used to create a blended approach, providing an online community for students to share and open dialogue around topics discussed during workshops. The aim was to bring students from different faculties together and create a sense of community surrounding the enhancement of academic practice.

This paper will explore how the extracurricular workshops and online platforms provide spaces for students to explore academic practices within their disciplinary identities, materials and assignments. We present both the challenges and opportunities of working with students outside of their formal curriculum and how this can be used to influence engagement and change within their own programmes.

### 15:40 Alternating between somatic and set material: unit design for dance technique, Jenna Hubbard

Although the majority of dance classes are taught through physical demonstration, visually learning set material in this way does not necessarily allow students to move beyond movement replication in a comprehensive understanding of technique and anatomy. Whilst somatic dance techniques engage students in higher learning styles through verbal instruction and improvisation, the gap between these two ways of delivering dance technique often leaves students with knowledge and understanding, but no way of synthesising these techniques. Embedding somatic techniques alongside set movement material and frequently moving between these two modes of teaching allows students to find the relationship between these techniques, and demonstrates a higher level of learning when assessing the students’ learning against Bloom’s Revised Taxonomy.

This study was conducted using an Action Research Methodology, examining my existing dance technique teaching and through reflection with students, finding an alternative way of approaching the teaching and learning of dance. This study includes a teaching innovation within a level 5 dance technique unit, using improvisation, verbal instructions rather than visual ones. This project is underpinned by Biggs and Tang’s Deep and Surface learning in Higher Education (2011) and Bloom’s Revised Taxonomy (Krathwohl, 2002) to assist the student’s critical reflection upon their learning.

This presentation contributes to the discussion around the value of somatic dance techniques within the undergraduate dance technique curriculum, which has been the subject of debate.
for a number of years. This presentation reflects upon the specific case study to identify the best way of implementing a somatic education within the wider HE curriculum.

16:00 Using creativity to promote reflection in a Transitions Module, Michael Allardice, Amanda Whitehead and Tom Cunningham

The Student Transitions Enhancement Programme for University Progression (STEP UP) Module concept has been developed in the University of Dundee as a model of student transition into the academic environment. It has been rolled out in two areas of the University: 1st year Business, and for Associate Students. Each of these groups has experienced poor transitions in the past. This paper will focus on efforts to actively engage students in their learning, particularly through creative reflection.

Initially, reflective diaries & logs were used as a vehicle. However, students found these to be a chore with limited value. Newton & Plummer (2009) suggest that developing “an element of creative reflectivity” and encouraging students to “embrace their artistic intelligence”, are more effective approaches. The STEP UP Modules did this by creating a reflective space where students could use any media of their choice to communicate and reflect on their learning journey.

This approach to reflection is designed to encourage a greater degree of freedom but also requires the student to take ownership and responsibility for the assignment. The range of outputs included: dance, poetry, song, video montage, photo collage, as well as more traditional written pieces. For the more visual contributions, students were asked to provide a short written commentary to describe the meaning of their piece. Students have given permission for us to show some of their outputs.

Using creativity as a pedagogical strategy helps to stimulate reflection. This fresh take on the reflective assignment has enabled them to express their journey so far, and generate a sense of being better prepared for their next steps in their academic lives.

16:20 Using a collaborative idea generation tool in different ways to facilitate active learning, Luisa Wakeling

The collaborative idea generation tool, World Café(1) has been adapted to promote active group learning in a variety of contexts for students from different degree programmes. Within a cabaret table arrangement, questions to encourage divergent thinking, are posed at each table and answered within a specified time. Students move from one table to the next, mixing to form new groups in each round and recording their answers at and on the tables. A final round converges the information to share with the whole group.

The ‘Café’ method is used in induction week to enhance relevance of early programme content by addressing professional problems. Held in the middle of a degree programme, the café encourages students to reflect on skills developed and to inform their future decisions at a seemingly unimportant, yet crucial period. A further use of the café has been to assemble a
key, multidisciplinary topic taught in fragments across a programme, facilitating the generation of a cohesive set of revision notes by the whole year group.

From Context Café to Caries Café: the best bits, problems and improvements will be discussed as well as the importance of facilitator contact and Chromebook technology to enable real-time group presentations.


16:40 Conceptualising Creative Practice for Students in the Critical Humanities, Richard Steadman-Jones.

For more than a decade I have been offering my level-6 students of English Language & Literature a learning experience which combines critical and creative practice in what I think is a relatively distinctive form. The work gives students the opportunity to learn about digital textuality by integrating an exploration of the critical literature with a semester-long course of practical experimentation in digital story-telling. Over the course of the unit, participants work in groups to create hypertexts and other types of digital narrative. And they also produce individual pieces of reflective writing explaining what their practical work has taught them about the nature of digital story-telling.

In this session I propose to examine some issues raised in engaging in this kind of work with students in a university English department. Although my approach is increasingly influenced by Robin Nelson’s conceptualisation of ‘Practice as Research’ (e.g. Nelson 2013) the work doesn’t fall easily into the category of PaR. The students are not, after all, training in any field of the creative arts and the practical work we undertake together needs to cohere with the largely critical and theoretical orientation of their degree programme considered as a whole. Nor, however, do the projects fit well into a framework such as Paul O’Donnell’s account of the ‘Unessay’ (O’Donnell 2012), since the medium of the work (digital text and image) itself constitutes the object of enquiry in a way that it needn’t in the framework offered by O’Donnell. By examining how my work relates to these and other conceptualisations of learning-through-creative-practice, I aim to highlight some of the possibilities for integrating creative arts practice into the broader curriculum within critical humanities disciplines such as English Studies, History, and Philosophy.

17:00 ‘Whatever Happened to Martin?’: screenwriting workshops. Observations on the teaching of storytelling skills to sell Higher Education to FE students, Keith Temple

Not writing, but storytelling; how far can interactive storytelling workshops foster confidence in students from widening participation backgrounds and encourage them to consider ‘taking the plunge’ into higher education?

In a world of ‘supercomplexity’ (Barnett, 2005) it is important that higher education supports students to develop skills that can support them in their future lives, and for teachers to creatively find different ways of actively engaging students from diverse backgrounds (Lea, 2015).
As part of the ‘widening participation and access’ agenda, which aims to recruit students who may have barriers to entering Higher Education, the process of encouraging students to feel confidence in applying for HE begins with outreach work in the local community.

This presentation shares observations from a series of screenwriting workshops delivered to potential HE students from a diverse range of backgrounds. To support all our students it is important that we develop an inclusive environment that supports confidence (Gregson and Hillier, 2017) and this presentation observes how far student engagement can be enhanced when emphasis is placed on storytelling rather than ‘writing’ and describes how, when the craft of screenwriting is linked to oral storytelling rather than ‘writing scripts’ students feel better able to connect and interact during live sessions.

During the presentation delegates will be invited to consider what types of transferable scholarly skills the ability to storytell represents, and how far this can be fostered by scaffolding students to tell their own stories before they progress to HE.

References:


Lea, J. 2015, Enhancing Learning and Teaching in Higher Education: engaging with the dimensions of practice, McGraw-Hill, Maidenhead

Session 3B: Collaborative Learning, Chair TBC. Room 2.D.03

15:20 Embedding SOTL within your institution Part 2 – Focus Group, Sam Nolan

The Scholarship of Teaching and Learning (SOTL) has existed in most UK Universities for over a decade as an active part of the day to day work of teaching focussed academic staff and educational developers. In a first for ESLTIS, we’re running a focus group (with 10 places – please register at the information desk) to explore with participants what works (and what doesn’t) in terms of their experiences of SOTL within their own Universities.

Anonymised results from this research will form part of a paper which will be presented at the International Society for the Scholarship of Teaching and Learning Conference in Atlanta in October. We’ll undertake the focus group over two sessions and would ask that the same group of participants attend both sessions, either side of the coffee break.

15:40 Usefulness of self-study with e-learning modules to improve collaborative learning during workshops, Liesbeth Bijlsma, Astrid Hogenkamp and Femke Kirschner

Within the College of Pharmaceutical Sciences, we primarily work with small-scale student-centred teaching methods of which its effectiveness strongly depends on the quality of collaborative learning (Kirschner, Paas, Kirschner 2009). Collaborative learning is also
important within the course Neuroimmunopharmacology (FA-CPS-211), as students have to use acquired knowledge to solve relevant problems during workshops together. Teacher observations revealed that active engagement in, and relevant contribution to, these learning activities, depend on the level of understanding acquired during self-study. The aim of this teaching innovation was to improve the knowledge gain from the preparatory self-study and, consequently, the level of student engagement and discussion during the workshops. To this end we developed e-learning modules in which knowledge was offered in several modalities (knowledge clips, schemes/figures, text) and acquired knowledge was formatively assessed. The innovation was evaluated by comparing the level of knowledge (multiple choice test) and factors contributing to motivation (MUSIC questionnaire, Jones B.D. 2015) during four workshops of which two were prepared via e-learning modules and two were prepared with regular self-study (reading book with supportive questions). In addition, student experience with the e-learning modules was evaluated in a focus group. Results showed that e-learning improved the level of knowledge only for the neurology workshops, but not for the immunology workshops. Factors contributing to motivation, as measured with the MUSIC questionnaire, were not improved by e-learning. However, results from the focus group do show that students perceived the e-learning modules as very valuable, especially when the book was not the easiest reading. Some students started with the e-learning modules to understand the main concepts before continuing with more in-depth information from the book, others used the e-learning modules to check their understanding after studying the book. In addition, students perceived more students engaged during group discussion. Results show that, although the measurable gain in knowledge may be very limited, the use of e-learning modules during self-study could be a valuable method to get more students engagement in collaborative learning.

16:00 Foundation Curation: Interdisciplinary Learning through Collaboration, Fieldwork and Museums, Thomas Rossetter and Alison McManus

Interdisciplinary learning has a range of benefits including increased engagement (Finlay et al 2019) and improved learning outcomes for students (You et al 2018). According to a basic definition, interdisciplinarity relates to more than one branch of knowledge; combines two or more academic disciplines into one activity; and, crucially, creates something new by thinking across boundaries. For Foundation students early in their academic journey, taking an interdisciplinary approach can support students progressing to a wide range of degree programmes in addition to facilitating deeper engagement and improved outcomes. Among adult learners, moreover, interdisciplinary modules are thought to be especially effective, since they allow students to draw more effectively on knowledge acquired outside of education and enable students to connect and integrate this knowledge more easily with their academic studies (Schindler 2002; Ntiri et al 2004; Toynton 2005)

This paper will evaluate two interdisciplinary modules at two different Foundation programmes at two separate universities (KCL and Durham) which have museum studies as core components. Students studying Arts and Humanities subjects across these two Foundation programmes have had the opportunity to conduct fieldwork together in a range of cultural institutions such as the British Museum and the National Portrait Gallery. Meanwhile they examined the museum as a cultural institution, as well as a range of ethical and other issues pertaining to exhibition, alongside developing their critical thinking and
study skills. In this paper, students’ engagement with the module and level of achievement will be considered alongside students’ evaluation of the module.

References


16:20 With Students – A Journey to Authentic Assessment Without a Safety Net, A Janet Horrocks and Joanna Fraser

Development of communication and team work skills are a central part of any contemporary degree programme. We will present work we have done to develop a module that tasks students with the development and delivery of scientific concepts to small groups of primary school children. The module is part of the Elective (optional) module programme open to first and second year students at Abertay University. We run the module using a problem based learning type model with the initial scenario defined by the staff and a number of supported sessions for activity development and prototyping. The final assessment involves delivery of the student-designed activity to 300 primary school children (from local primary schools) over the course of a day as part of British Science Week. In the session, we will reflect on the challenges of developing cohesive student teams, developing the confidence of learners to become teachers and encouraging student to value skills beyond the narrow range required for traditional assessment.

16:40 Students as scholars: Academic development and the scholarship of teaching and learning, Nathalie Sheridan, Vicki Dale, Mark Breslin, Mark Charters, Frances Docherty, Dejan Karadaglic, Paula Karlsson-Brown, Donald Reid and Brianna Robertson-Kirkland

As academic developers we are holding a multiplier role when it comes to enhancing learning and teaching, and in encouraging our colleagues to develop their own scholarship of teaching and learning (SoTL). We will show how we build a bridge between our students as teaching-
focused academics and SoTL, in a course within the Postgraduate Certificate in Academic Practice (PGCAP, University of Glasgow). The ‘Designing Active Pedagogies’ course aims to raise our students’ awareness of the importance of space and place with an aspiration to promote active learning.

The delivery of the course was dialogic in nature. We developed a theoretical model, offered as a discursive framework within which students could situate their own academic practice. For example, the three main units focused on digital storytelling, object-based learning, and learning landscapes, explored from different disciplinary backgrounds (Lysaker and Furuness, 2011).

For the course assignment, students were required to reflect in a scholarly way on their experiences through the production of a digital teaching artefact. The course culminated in a joint presentation about their teaching innovations to our annual learning and teaching conference, and we are in the process of co-authoring an associated SoTL paper.


17:00 Student participation in curriculum design: A case study from Durham Earth Sciences, Christopher Saville and Matthew Funnell

The Earth Sciences department at Durham has been engaged in a process of reforming its feedback and assessment procedures, driven by both internal drivers to make our assessment more consistent and weaknesses highlighted by the NSS. As a capstone to this work the department held a day producing a series of recommendations for the department education committee, including new feedback procedures, training for staff and a programme for helping students better understand feedback. This day was attended by a representative mixture of staff, postgraduate demonstrators and undergraduate students. For the recommendations of this day to be valid and accepted there needed to be representation from across all levels of the department. This case study details the work done on understanding assessment and feedback in the department, the dissemination of information leading up to the ‘capstone day’ and the structure of the day itself. There is a particular focus on the experiences of the students involved in this curriculum design exercise. Both how they contributed to the day, and how it has affected their thoughts about their own learning, are discussed.

15:20 Student Perceptions of a Fully Online Distance Learning Master's in Veterinary Nursing, Samantha Fontaine and Lissann Wolfe

The Advanced Practice in Veterinary Nursing programme is newly introduced, and globally is the first fully online Master’s in Veterinary Nursing. The authors investigated the student perceptions of the programme, how they have engaged with the online nature of the programme, and how this impacted their learning. Methods: As the study is both evaluative and exploratory in nature a mixed methods approach was adopted. Questionnaires were used in order to evaluate how online learning and teaching is perceived by students. Results:
Thematic analysis revealed that students felt that the advantages of online learning were flexibility in the pace of study, not being constrained to a geographical location, financial considerations and balancing family commitments with study. In contrast students also found the online environment isolating, struggled with self-motivation and identified finding sufficient time to complete course work as the main barrier to their learning. Students believed the programme would ultimately benefit their professional development and help facilitate a future change in career. The majority (75%) of students stated they would undertake postgraduate studies fully online again, and 100% said they would recommend online distance learning to other veterinary nurses. Students rated their overall experience of the programme at 7.3/10. Discussion: Results have revealed that teaching veterinary nursing at post graduate level fully online is effective and valued by the students. For a largely female profession, this method of delivery allows a flexible approach to study and the ability to balance work, study and family commitments.

15:40 Drop it and Report Back: Podcasting rather than passivity in undergraduate education, Peter Wolstencroft

The cry of the modern student has come to be ‘what grade did I get’. The belief that the only thing that matters is the end result, something tangible to look at on the screen has become engrained in the psyche of many undergraduate students and is one that is difficult to fight against ( Worthington and Levasseur, 2015). Despite the amount of time that teachers take in designing interactive activities and also providing detailed feedback and feedforward, there remains a high degree of passivity in undergraduate students (Hill et al, 2012) that is linked to their previous experiences but also their expectation that they can achieve the final grade they desire, without fully engaging in the process. The lack of criticality that passivity engenders (Bartsch and Cobern, 2003) is matched by a passivity that extends to accessing feedback and feedforward at the end of the module, with a previous study suggesting that fewer than 30% of students look at the written comments as opposed to over 80% who look at the grade.

This talk looks at an innovative approach to teaching an undergraduate Business module. Instead of the normal approach which encompasses Powerpoint and a traditional lecture that tends to view students as vessels to be filled up (Freire, 1970), a podcast approach was introduced to engage learners and get them to reflect on pertinent issues. This aural approach was extended to include the feedback and feedforward for each assignment with each student receiving a personalized podcast and its success can be demonstrated by the fact that significantly greater number of students actively engaged with the topic and also with the advice given after each assessment. The approach was not without problems, the main one being the necessity to convince colleagues, rather than students, of the wisdom of the approach, but overall was seen as a success and will be expanded upon next year.

16:00, Leading the Way with Integrative Projects to support Skills Development, Daniel Habbershaw, Benjamin Sharp and Gary Wood

Outside project-based learning contexts, projects are widely used in higher education at the end of a period of learning, to produce assessments or conclude learning experiences. Through a case study of our use of projects in Sheffield Engineering Leadership Academy (Nicholson &
Wood 2015; Rickard, Nicholson & Wood 2016) – a co-curricular leadership development programme for high-potential engineering undergraduates – we demonstrate the value of having projects that run in parallel with, and for the duration of, learning experiences (Mitchell, et al 2019). We will outline the structure of our leadership development programme, including skills workshops through which training is provided to students, and describe a first-year project, that runs in parallel, for which the brief was to design and deliver a public engagement activity to excite and enthuse the public about engineering. That project – with an open-ended brief – provides a truly authentic opportunity for students to practise and further develop their leadership training, with benefits including opportunities for students to practise, test and integrate learning whilst recognising its value; check understanding; and identify their strengths and areas for further development. In short, it is an integrative project in the sense that it allows students to draw together, contextualise and realise their learning, whilst making connections within it, and to its wider application.

This paper will present both student and staff perspectives on the use of integrative projects, and share what we have learnt about the factors that contribute to success. We will explore how success stems from four main factors. First, having an open-ended brief that allows students to create vision that they want to deliver, thus setting their own success criteria, rather than attempting to meet a predetermined mark scheme. Second, authenticity, to build students’ motivation (Roach, Tilley & Mitchell 2018; Herrington, 2015), and connect learning to students’ future directions. The third key requirement is providing an environment in which students are trusted and empowered to shape their own learning experience and endpoint. Finally, it is important to create a safe environment for students to experience non-catastrophic failure, whilst also having failure as a real possibility. The challenges faced by both educator and student will be explored, with best practice advice to mitigate their impact (Hogue, et al 2015).

The student contribution to the presentation will powerfully advocate for integrative project-based learning with effective scaffolding, whilst the educator perspective will examine and reflect on its pedagogical value.

**16:20 Simulations as a teaching tool in Higher Education to maximize learning outcomes, Vasanti Piette**

Classroom simulations have been in use in HE for many years in disciplines such as health sciences, political science/international relations, history, law, psychology, business etc. as a strategy to maximize learning outcomes, bridging the gap between theory and practice.

This presentation will explore the use and potential of ‘simulations’ in the advanced foreign language classroom. Indeed, whilst there is no shortage of stimulating pedagogical resources at beginners or elementary level, there is a conspicuous lack of material at advanced-level insofar as the focus is no longer placed on developing communicative competence but rather on sharpening learners’ analytic skills and ability to express their ideas formally.

Why should these two goals be incompatible?

With simulations, language instructors will find that student engagement is uplifted to optimum levels as participants take on a new identity and are immersed in a virtual setting which requires them to reflect on complex controversial matters.
Indeed, researchers and practitioners advocate more than ever the use of speaking activities which create a learner-centred flipped classroom where the focus is placed on language-production as opposed to language-consumption, and where the teacher steps back and acts as facilitator and provider of feedback.

| 16:40 Peer modelling in the digital habitat, Andrew Whitworth and Lee Webster |

In Wenger, White and Smith's (2009) book "Digital Habitats" they explore the idea of "stewarding": the range of techniques that come into play when a community of practice creates around itself a 'habitat' comprised of a range of information and communication technologies that help members of the community meet their learning needs. However, the idea of stewarding, and particularly, whether it can be taught and learned in an HE setting, is not further developed. This paper will present findings from the analysis of a large dataset in which are recorded dialogues between groups of learners as they propose, negotiate and enact digital and information practices while working on collaborative tasks in a postgraduate course unit. Members of the groups can be observed introducing and validating informational and technological resources to other group members -- what has been called "peer modelling" -- and through this dynamic and dialogic process, the groups extend their digital habitat beyond that which has been provided by the course tutor. They are working to configure their digital habitat in ways that develop in them skills and insights that are transferable out of the HE context and into work and community life.
17:00 Embedding Wikimedia in the Curriculum - how students are helping shape the open web, Ewan McAndrew

“As a student it’s a really good opportunity. It’s a really motivating thing to be able to do; to relay the knowledge you’ve learnt…. which hasn’t really been relevant outside of lectures and exams, but to see how it’s relevant to the real world and to see how you can contribute” – Reproductive Biology student at the University of Edinburgh.

Since 2016, the University of Edinburgh's Wikimedian has worked with course leaders in over ten course programmes to create opportunities for students to become more conversant with important discussions about how knowledge is created, curated and contested online. Through these opportunities, students develop new digital research and data skills as active participants in their learning, recognised as a key component of graduate employability “to support and drive research and innovation throughout the economy” (HEPI report, Feb 2017).

Showcasing stories of student engagement & co-creation, this presentation will provide exemplars in subject areas such as Reproductive Biology Honours, World Christianity MSc, Translation Studies MSc and Data Science for Design MSc; providing exemplars of how students have engaged with, and been intrinsically motivated by, researching and publishing their scholarship online in a real-world application of their teaching and learning; contributing their scholarship for the common good as a demonstrable output of their studies.

A 2016 study found that 87.5% of students reported using Wikipedia and finding it “academically useful” in an introductory or clarificatory role. This is important when one considers Wikipedia ranks highly in Google search results and “the funnelling effect” where users click on the first page of Google results 90% of the time. There is therefore agency to editing Wikipedia. Supporting an informed understanding of how Wikipedia works and exploring areas of mutual benefit has been a core part of this project.

This presentation will also share KPIs, metrics and findings from research papers on 'the Edinburgh editathon' to make the case why working with the free and open Wikimedia projects is a worthwhile return of investment for universities.

“Not only were students enthralled when they saw their pages go live, they were able to gain digital learning skills and academic skills such as writing clearly and citing good sources. Even more valuable, students were now included in a process of knowledge exchange – bringing the things they were learning in the classroom out to the world around them”. – Dr. Alexander Chow, Lecturer.

Session 3D: Workshops, Chair TBC. Room 2.D.15

15:20 Problem-Based Approaches to Learning, Derek Raine and Sarah Gretton

The workshop will begin with a brief introduction to the rationale behind a problem-based approach to learning in higher education, by exploring the nature of formal learning. We continue with a discussion of the multiple ways of implementing a problem-based approach, widening the scope from the now traditional form of problem-based learning (PBL) to more
instructor-guided frameworks, which we refer to as problem-led tuition. We shall also discuss the different scales on which a problem-based approach can be used, from individual class sessions to module length. We explore how to create a problem-led environment including sources of problems. As a major component of the workshop, for those who wish, we shall facilitate attendees to have a go at creating a problem for a problem-led approach on a scale, and for a course, of their choosing. Delegates are encouraged to bring examples of end-of-lecture or textbook exercises, tutorial questions or examination questions or sets of module or session intended learning outcomes from their teaching to transform for use in a problem-led approach.

**Session 3E: Workshops, Chair TBC. Room LRC5**

**15:20 Learning From Lebanon: The Board Game As Engaging Pedagogy, Hugh McCabe**

Board games as pedagogical tools is a subject of ongoing interest to educators and researchers. The aim of this workshop is to give participants direct experience of this by using the rare Lebanese board game Civil War, which is based on the 1975-1990 conflict, as an example. Civil War is unique in that it functions not just as an educational experience for players, but also as a means of articulating the lived experience of its makers, who created it while the war was ongoing. The game also functions as a form of critique, directly setting out to challenge common preconceptions about Lebanon and its war.

The workshop, delivered by Hugh McCabe of TU Dublin, draws on his experience of using the game as part of a course on Critical Theory. After an introduction and an explanation of the rules, participants will be invited to play Civil War. As gameplay proceeds players will gain insights into the dynamics of the conflict and the experiences of the citizens of Beirut. The final section of the workshop will consist of a discursive exercise where participants will be invited to reflect on the playing the game and consider its effectiveness in a pedagogical context.

**End of Day 1 ; 17:20**

**Drinks Reception, Room LRC5 : 18:30**

**Dinner, Room LRC5 : 19:30**
**Day 2 : Friday 19th July 2019**

**Arrival : 08:30-09:00  Atrium**

**Session 4: 09:00 - 10:00**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 08:30-09:00 | Arrival & Coffee.  
Foyer, (Level 1)                                                       |
| 09:00-09:05 | Welcome back Anne Tierney & Sam Nolan  
Room 1.D.04                                                          |
| 09:05-10:00 | Keynote: Make and Release – Opening up through play  
*Stephanie (Charlie) Farley, Open Educational Resources, University of Edinburgh,*  
Room 1.D.04 |

Fear of failure, fear of not being taken seriously, fear of not being ‘good enough’ can halt and obstruct learning at all levels. Particularly once the idea of education as a serious activity becomes embedded in individuals and our institutional practices. It can also act as an obstruction to openness. If we don’t share our failures, if we hide our learning, how can we learn from each other? The term ‘lusory attitude’ was coined by Bernard Suits in 1978 (Salen, 2003) and refers to the mindset we enter in order to accept the arbitrary rules of a playful space in order to engage with play activities or thoughts. I’ve found that by creating a lusory attitude or playful environment, learners (from undergraduates to tenured staff) were more willing to experiment and engage with new technologies, skills, and ideas away from fear and apprehension. However, in order for the lusory, playful approach to be of value as an educational tool, there must be some critical reflection to turn the experience into learning. In this session we will experiment with ‘make and release’, getting creative about our own learning, releasing our creativity into the wild, then taking a moment to reflect and share.


Stephanie (Charlie) Farley has been working in higher education as a librarian and learning technologist for ten years, and provides support and training in the creation and use of Open Educational Resources (Open.Ed) at The University of Edinburgh. Her playful approach to digital skills and copyright education has led to many exciting opportunities, including developing a Playful Engagement strategy for the Information Services Group at The University of Edinburgh. Passionate about the uses of technology to enhance open education, access, and information sharing, she created and runs the award winning 23 Things for Digital Knowledge programme, consults on the use of Social Media in Learning and Teaching, and runs OER Board Game Jam workshops and more across the university.
Session 5: 10:00 - 11:00

Session 5A: Active Learning, Chair TBC. Room 1.D.04

**10:00 Addressing concerns with assessment of group work and reducing passengers, Maria Del Pilar Garcia Souto, Cicely Striolo, Mira Vogel, Ryan Grammenos, Tristan Robinson and Thomas Kador**

Universities are moving towards the incorporation of active learning into their curriculum, with many of the initiatives involving students working in groups. This provides students with a deeper and longer-lasting knowledge and skills, and exposure to bigger and more realistic projects. However, the assessment of the students working in groups raises problems when all team members receive the same mark. These issues include concerns about fairness of marks, and passengers, concerns that are shared among students, staff, accrediting bodies, and external examiners. This talk describes the IPAC method of assessment (Individual Peer Assessment of Contribution to group work), which addresses both these issues while making the assessment and feedback more insightful for students and improving student experience. However the IPAC method is time-consuming to implement without a suitable tool. Therefore we quickly introduce the software developed and in use at University College London, that allows academics to run this practice easily and time-efficiently. Finally, we present some statistics of typical IPAC values that students give to peers and themselves, based on data from several courses. This is of relevance to all those running group work despite the discipline. Thanks to all members of the IPAC Consortium for their contributions to the understanding of this methodology.

**10:20 Task based professional development involving reflection, Pauline Fitzgerald and Donna Johnson**

Student Observation of Teaching does what it says on the tin - supporting students to act as critical friends to teaching staff wishing to develop their practices. It is an active learning practice, in that students participate in learning experiences from beyond their own departments, for the insights that it offers about the learning and teaching process, not the subject matter itself. The University of Sheffield scheme has been running since 2017, involving in the region of 40 staff and 50 students, and follows models of good practice elsewhere (including Students as Colleagues at Edinburgh Napier University). This paper explains the Sheffield scheme, and locates it both within the academic literature (with authors such as Catherine Bovill and Alison Cook-Sather as leading lights), and within the contemporary UK HE landscape. It also seeks to draw some more general lessons from the scheme about collaboration with students, possibilities for empowering them within institutional structures and habits of practice, and how active learning is a practice that almost by necessity takes students out of their comfort zones. The overall argument is that student observation of teaching can be a powerful form of learning, for students and for staff, with relatively low input and minimal bureaucracy. It is effective, cost-effective, and fun.
### 10:40 Comparing student perceptions of active learning in a 1st and 3rd year course: implications for inclusivity and gaining student buy-in, Jon Fenton, Caroline Clewley and Roberto Trotta

Student attitudes towards and strategies for learning evolve as a degree course progresses. We have evaluated how students engage with pre-reading and in-class polling active-learning elements in a first-year module and in a third-year module, by means of focus groups sampling eight students from each cohort. In this talk, we will compare and contrast the attitudes and behaviours of the third-year students, where we found a broad range of attitudes, with those of the first-year students, in which attitudes were much more uniform. We also investigated the students’ perceptions of the educational purpose of active learning components and how these compared with the instructors’ goals. We will discuss how this links to gaining student buy-in for active learning methods via transparency of instructor intention and an inclusive educational design leading to an alignment of student and instructor goals. We will reflect on broader implications for the design of programmes which support students’ development as independent learners and incorporate inclusivity to allow those with different learning strategies and circumstances to thrive.

### Session 5B: Enhancing Student Engagement, Chair TBC. Room 2.D.03

<table>
<thead>
<tr>
<th>10:00 Addressing concerns with assessment of group work and reducing passengers, Maria Del Pilar García Souto, Cicely Striolo, Mira Vogel, Ryan Grammenos, Tristan Robinson and Thomas Kador</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities are moving towards the incorporation of active learning into their curriculum, with many of the initiatives involving students working in groups. This provides students with a deeper and longer-lasting knowledge and skills, and exposure to bigger and more realistic projects. However, the assessment of the students working in groups raise problems when all team members receive the same mark. These issues include concerns about fairness of marks, and passengers, concerns that are shared among students, staff, accrediting bodies, and external examiners. This talk describes the IPAC method of assessment (Individual Peer Assessment of Contribution to group work), which addresses both these issues while making the assessment and feedback more insightful for students and improving student experience. However the IPAC method is time-consuming to implement without a suitable tool. Therefore we quickly introduce the software developed and in use at University College London, that allows academics to run this practice easily and time-efficiently. Finally, we present some statistics of typical IPAC values that students give to peers and themselves, based on data from several courses. This is of relevance to all those running group work despite the discipline. Thanks to all members of the IPAC Consortium for their contributions to the understanding of this methodology.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10:20 Task based professional development involving reflection, Pauline Fitzgerald and Donna Johnson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Observation of Teaching does what it says on the tin - supporting students to act as critical friends to teaching staff wishing to develop their practices. It is an active learning practice, in that students participate in learning experiences from beyond their own departments, for the insights that it offers about the learning and teaching process, not the</td>
</tr>
</tbody>
</table>
subject matter itself. The University of Sheffield scheme has been running since 2017, involving in the region of 40 staff and 50 students, and follows models of good practice elsewhere (including Students as Colleagues at Edinburgh Napier University). This paper explains the Sheffield scheme, and locates it both within the academic literature (with authors such as Catherine Bovill and Alison Cook-Sather as leading lights), and within the contemporary UK HE landscape. It also seeks to draw some more general lessons from the scheme about collaboration with students, possibilities for empowering them within institutional structures and habits of practice, and how active learning is a practice that almost by necessity takes students out of their comfort zones. The overall argument is that student observation of teaching can be a powerful form of learning, for students and for staff, with relatively low input and minimal bureaucracy. It is effective, cost-effective, and fun.

10:40 Comparing student perceptions of active learning in a 1st and 3rd year course: implications for inclusivity and gaining student buy-in, Jon Fenton, Caroline Clewley and Roberto Trotta

Student attitudes towards and strategies for learning evolve as a degree course progresses. We have evaluated how students engage with pre-reading and in-class polling active-learning elements in a first-year module and in a third-year module, by means of focus groups sampling eight students from each cohort. In this talk, we will compare and contrast the attitudes and behaviours of the third-year students, where we found a broad range of attitudes, with those of the first-year students, in which attitudes were much more uniform. We also investigated the students’ perceptions of the educational purpose of active learning components and how these compared with the instructors’ goals. We will discuss how this links to gaining student buy-in for active learning methods via transparency of instructor intention and an inclusive educational design leading to an alignment of student and instructor goals. We will reflect on broader implications for the design of programmes which support students’ development as independent learners and incorporate inclusivity to allow those with different learning strategies and circumstances to thrive.

Session 5A: Active Learning, Chair TBC. Room 1.D.04

10:00 Addressing concerns with assessment of group work and reducing passengers, Maria Del Pilar Garcia Souto, Cicely Striolo, Mira Vogel, Ryan Grammenos, Tristan Robinson and Thomas Kador

Universities are moving towards the incorporation of active learning into their curriculum, with many of the initiatives involving students working in groups. This provides students with a deeper and longer-lasting knowledge and skills, and exposure to bigger and more realistic projects. However, the assessment of the students working in groups raise problems when all team members receive the same mark. These issues include concerns about fairness of marks, and passengers, concerns that are shared among students, staff, accrediting bodies, and external examiners. This talk describes the IPAC method of assessment (Individual Peer Assessment of Contribution to group work), which addresses both these issues while making the assessment and feedback more insightful for students and improving student experience. However the IPAC method is time-consuming to implement without a suitable tool. Therefore we quickly introduce the software developed
and in use at University College London, that allows academics to run this practice easily and time-efficiently. Finally, we present some statistics of typical IPAC values that students give to peers and themselves, based on data from several courses. This is of relevance to all those running group work despite the discipline. Thanks to all members of the IPAC Consortium for their contributions to the understanding of this methodology.

10:20 Task based professional development involving reflection, Pauline Fitzgerald and Donna Johnson

Student Observation of Teaching does what it says on the tin - supporting students to act as critical friends to teaching staff wishing to develop their practices. It is an active learning practice, in that students participate in learning experiences from beyond their own departments, for the insights that it offers about the learning and teaching process, not the subject matter itself. The University of Sheffield scheme has been running since 2017, involving in the region of 40 staff and 50 students, and follows models of good practice elsewhere (including Students as Colleagues at Edinburgh Napier University). This paper explains the Sheffield scheme, and locates it both within the academic literature (with authors such as Catherine Bovill and Alison Cook-Sather as leading lights), and within the contemporary UK HE landscape. It also seeks to draw some more general lessons from the scheme about collaboration with students, possibilities for empowering them within institutional structures and habits of practice, and how active learning is a practice that almost by necessity takes students out of their comfort zones. The overall argument is that student observation of teaching can be a powerful form of learning, for students and for staff, with relatively low input and minimal bureaucracy. It is effective, cost-effective, and fun.

10:40 Comparing student perceptions of active learning in a 1st and 3rd year course: implications for inclusivity and gaining student buy-in, Jon Fenton, Caroline Clewley and Roberto Trotta

Student attitudes towards and strategies for learning evolve as a degree course progresses. We have evaluated how students engage with pre-reading and in-class polling active-learning elements in a first-year module and in a third-year module, by means of focus groups sampling eight students from each cohort. In this talk, we will compare and contrast the attitudes and behaviours of the third-year students, where we found a broad range of attitudes, with those of the first-year students, in which attitudes were much more uniform. We also investigated the students’ perceptions of the educational purpose of active learning components and how these compared with the instructors’ goals. We will discuss how this links to gaining student buy-in for active learning methods via transparency of instructor intention and an inclusive educational design leading to an alignment of student and instructor goals. We will reflect on broader implications for the design of programmes which support students’ development as independent learners and incorporate inclusivity to allow those with different learning strategies and circumstances to thrive.
Session 5C: Oral Bites, Chair TBC. Room 2.D.14

10:00 Addressing concerns with assessment of group work and reducing passengers, Maria Del Pilar Garcia Souto, Cicely Striolo, Mira Vogel, Ryan Grammenos, Tristan Robinson and Thomas Kador

Universities are moving towards the incorporation of active learning into their curriculum, with many of the initiatives involving students working in groups. This provides students with a deeper and longer-lasting knowledge and skills, and exposure to bigger and more realistic projects. However, the assessment of the students working in groups raise problems when all team members receive the same mark. These issues include concerns about fairness of marks, and passengers, concerns that are shared among students, staff, accrediting bodies, and external examiners. This talk describes the IPAC method of assessment (Individual Peer Assessment of Contribution to group work), which addresses both these issues while making the assessment and feedback more insightful for students and improving student experience. However the IPAC method is time-consuming to implement without a suitable tool. Therefore we quickly introduce the software developed and in use at University College London, that allows academics to run this practice easily and time-efficiently. Finally, we present some statistics of typical IPAC values that students give to peers and themselves, based on data from several courses. This is of relevance to all those running group work despite the discipline. Thanks to all members of the IPAC Consortium for their contributions to the understanding of this methodology.

10:20 Task based professional development involving reflection, Pauline Fitzgerald and Donna Johnson

Student Observation of Teaching does what it says on the tin - supporting students to act as critical friends to teaching staff wishing to develop their practices. It is an active learning practice, in that students participate in learning experiences from beyond their own departments, for the insights that it offers about the learning and teaching process, not the subject matter itself. The University of Sheffield scheme has been running since 2017, involving in the region of 40 staff and 50 students, and follows models of good practice elsewhere (including Students as Colleagues at Edinburgh Napier University). This paper explains the Sheffield scheme, and locates it both within the academic literature (with authors such as Catherine Bovill and Alison Cook-Sather as leading lights), and within the contemporary UK HE landscape. It also seeks to draw some more general lessons from the scheme about collaboration with students, possibilities for empowering them within institutional structures and habits of practice, and how active learning is a practice that almost by necessity takes students out of their comfort zones. The overall argument is that student observation of teaching can be a powerful form of learning, for students and for staff, with relatively low input and minimal bureaucracy. It is effective, cost-effective, and fun.
10:40 Comparing student perceptions of active learning in a 1st and 3rd year course: implications for inclusivity and gaining student buy-in, Jon Fenton, Caroline Clewley and Roberto Trotta

Student attitudes towards and strategies for learning evolve as a degree course progresses. We have evaluated how students engage with pre-reading and in-class polling active-learning elements in a first-year module and in a third-year module, by means of focus groups sampling eight students from each cohort. In this talk, we will compare and contrast the attitudes and behaviours of the third-year students, where we found a broad range of attitudes, with those of the first-year students, in which attitudes were much more uniform. We also investigated the students’ perceptions of the educational purpose of active learning components and how these compared with the instructors’ goals. We will discuss how this links to gaining student buy-in for active learning methods via transparency of instructor intention and an inclusive educational design leading to an alignment of student and instructor goals. We will reflect on broader implications for the design of programmes which support students’ development as independent learners and incorporate inclusivity to allow those with different learning strategies and circumstances to thrive.

Session 5D: Workshops, Chair TBC. Room 2.D.15

10:00 Virtually Connecting fishbowl: a conference hallway conversation for everyone, Louise Drumm

Virtually Connecting is a volunteer, grassroots movement that seeks to enliven virtual participation in academic conferences, widening access to a fuller conference experience for those who cannot be physically present at conferences.

Using emerging technologies (such as Google Hangouts on YouTube Live), we connect onsite conference presenters with virtual participants in small groups. This allows virtual conference attendees to meet and talk with conference presenters, something not usually possible. Each session is recorded and, whenever possible, live streamed, to allow additional virtual attendees to participate in the discussion by listening and asking questions via Twitter.

The purpose of this session is to demonstrate what a Virtually Connection session looks like, so that audience members can understand how it works, but also replicate the model in their own context if they wish to. Borrowing from the “Fish Bowl” teaching strategy, participants will be able to observe a live Virtually Connecting session. The “inner circle” of the fishbowl will consist of those participating in the live streamed Virtually Connecting session from onsite, and those participating in the Virtually Connecting session through YouTube Live Google Hangout. The session audience and those choosing to view the live stream on YouTube will make up the outer circle of the fish bowl. This allows those who may not be comfortable with actively participating in a session to see how the sessions work, and glean a deeper understanding about how one might be able to participate in this type of hybrid conference experience. People observing in the outer circle will have the
The topic of the virtually connecting session will be drawn from the conference themes of active and playful learning. Invitations to participate will be extended to a small number of presenters, including the conference keynote speakers. The conversation will be informal, much in the same way conference delegates chat in hallways between sessions. Those in attendance at this session will be able to watch and, if they wish, join in the conversation.

References


*Please note that this workshop would run for a maximum of 50 minutes.

Tea and Coffee Break: 11:00 – 11:30, Atrium

Session 6: 11:30-12:30

Session 6A: Active Learning, Chair TBC. Room 1.D.04

11:30 Traditional versus interactive teaching: out with the old, in with the new? Paula Miles and Gareth Miles

Teaching styles contribute to the success of student learning and therefore the overall student experience at university. Many studies suggest that interactive teaching approaches can facilitate higher levels of student performance and satisfaction, compared to what is achieved via traditional teaching styles. To test this, the current study compared the effectiveness of interactive and traditional teaching approaches, when applied to statistics teaching within a first year psychology laboratory course. The study was carried out across two academic years: in Year 1 the teaching was delivered by an experienced teacher; in Year 2 the teaching was delivered by two novice teachers. We will discuss the impact that these two teaching styles have on student satisfaction, retention of taught material and self-reported levels of mathematics anxiety and confidence. The impact of demographic variables on these factors will be explored (specifically, gender, faculty of studies, language, and previous maths experience). The role of the teacher, in terms of level of experience, will also be addressed. Findings from this research provide empirical evidence regarding the effectiveness of these two teaching styles and will ultimately enable us to develop and deliver a curricula that will support students as they transition into the learners we expect them to be in the higher education sector.
11:50 Promoting student accessibility to active learning residential field courses by increasing student confidence and addressing fears over attending. Ashley Le Vin

There is growing concern throughout the university sector at the increasing rates of students suffering with mental ill health (O’Malley, Wheeler et al. 1990, Pledge, Lapan et al. 1998). Furthermore, there have been recent calls from the UK Government for Universities to increase their support levels for students with mental ill health. Therefore, any measures that can be carried out to increase student confidence and alleviate student concerns or fears in their university life should be positive steps to promoting good mental health.

Undertaking fieldwork is an important part of numerous degrees. Fieldwork can incorporate many aspects of active learning including working in groups to plan, problem solve and undertake research projects and physically learning scientific data collection techniques. Furthermore, attending fieldwork has been found to reduce prior feelings of anxiety and increase student confidence and hence it can be a really positive student experience (Boyle, Maguire et al. 2007). Therefore, we should try to encourage as many students as possible to partake in field courses. From personal communications and observations there is an increasing number of students expressing concerns over attending residential field-courses and in several cases, the students have felt unable to overcome their fears and take part in them.

This research aims to investigate whether having access to a range of additional information about the field-courses will help to reduce students concerns and fears and support them to participate fully in this active learning experience. Resources included videos and photos of teaching, social, fieldwork and accommodation spaces to allow students to become familiar with their surroundings prior to the field courses. Additionally, information such as course content, dietary provisions and local amenities were given in advance of the courses. The research hopes to find an increase in student confidence and hopes to make the field-courses more inclusive by supporting students in accessing all opportunities within their education.

12:10 Compassionate Scenario Based Learning, Mandy Gentleman and Stephen Smith

Compassion is a value that healthcare professionals across the globe are expected to demonstrate but what constitutes compassionate care can be difficult to define, it is recognised as being individual and is often dependent on the context in which the care is being delivered. Therefore, it is not always straightforward nor easy to recognise or describe compassionate care and even harder to measure when it has been delivered.

There is an expectation that student nurses will recognise, understand, and demonstrate compassionate care. However, in order to become compassionate practitioners supportive learning environments where student nurses can explore and debate what is compassionate care need to be created to support meaningful and deep learning.

As part of an undergraduate nursing programme 1st year nursing students are introduced to stories and narratives as a key activity to support their learning in compassionate nursing care practices. Durkin, Gurbutt and Carson (2018) state that there are limited teaching resources to facilitate the teaching of compassionate care practices.
Compassionate Connections is a StoryWorld learning resource developed in collaboration with NHS Education for Scotland (NES) and NHS Health Scotland (HS).

The module content focuses on the exploration of personal, professional and organisational values and how they influence individual and group attitudes and behaviours and how these can impact on the delivery of safe, effective person-centred compassionate care.

The module introduces scenario based learning through the use of Compassionate Connections in an attempt to link theory and practice for learning that is applicable to the real world of nursing. At tutorials students are asked to listen to/watch a scene from the story; which represents one of the learning outcomes aligned to the module. Using appreciative and structured questions students can reflect on what they had seen and or heard, discuss their thoughts in small groups and then feedback to the larger group. The scenarios are designed to facilitate students to develop their critical thinking skills and consider what they themselves might do in practice within the safe and supportive environment of the classroom.

Student feedback on the module content and delivery is positive and acknowledges the benefits of using this type of resource to support their learning and explore the complexities of nursing practice in a safe and supportive learning environment.

“Videos were good to reflect on as real life scenarios giving a better understanding on a difficult situation and how to act as a professional through it”.
“Interactive session and being able to hear others’ opinions”.
“Working in groups so that we could share ideas”.

Session 6B: Oral Bites, Chair TBC. Room 2.D.03

11:30 Gamification: A lecturer perspective, Janis MacCallum

Since active learning is a more popular approach for teaching these days, attending a workshop on Gamefication for formative assessment purposes was an interesting prospect I came across last year to address a problem I was having with a fourth year coursework assessment. The problem identified with a critical analysis coursework, was an inability of students to make quick and easy topic choices for the work. This workshop was held over 3 days and involved learning about Gamefication as a theory of engagement; applying theoretical frameworks to relate gaming to learning; and designing (and justifying) a gameified formative assessment. I was required to identify the learning outcomes covered by my assessment, and think about what the students were required to achieve the learning, what states of engagement were required, and what challenges there were around these. Using these engagement antecedents, I then went on to narrow down the game attributes I wanted to use to effect the student engagement in the task, and mapped student engagement back onto the antecedents, looking at behaviours and attributes that were most challenging and consistently linked across the antecedents (Kahu, 2013). This brought me to focus on self-efficacy and motivation as antecedents, and how the challenges of time and effort could be gamified to
The consequences of professional decision making - when things go wrong, Rossina Sink and Karen Nagalingam

Pre-registration nursing students, learn about the importance of professional conduct, the impact on the individual, the profession, and the public. Media scrutiny of cases where clinical care has “gone wrong” and a nurse has received registration penalties, can lead to anxiety for the about to be newly qualified registered nurse. This is particularly heightened for MSc adult nursing student, as there may be unrealistic expectations from colleagues, that their advanced education level will advance them to senior or specialised clinical roles. Yet, the responsibility weighs heavily, and transition experiences and anxieties are the same as those of their BSc graduating colleagues.

This staff and student collaborative simulation project was designed to actively involve students in the planning, staging and execution of a mock NMC professional conduct hearing based on a real case study. This followed a morning of simulation around decision making and prioritising care. It proved to be a creative and dynamic way of analysing practice, engaging with professional conduct issues through post hearing guided discussion. Students and staff assumed different roles and filmed the day for future use.

The future expansion of this project will include students and staff from the Health and Law Schools.

Let's Play Cards, Sue Nimmo, Lesley Glass, Janet Barlow, Leo Chivers, Amanda Clark, Karen Clark, Claire Dickerson, Julia Hodgkinson, Joy Jarvis, Graca Martins and Rebecca Thomas

In this session we introduce a pack of cards we created to enable staff and students to explore processes of learning in a playful way. We identified that while disciplinary or professional content was discussed and exemplified on courses, ways of learning and thinking were often assumed (Donald, 2002). We aimed to create a resource that would encourage staff and students to identify and articulate thinking and learning in their contexts which could then support practice.

Working with colleagues in two universities we created a pack of cards with visual metaphors for different thinking processes, for example: making connections, being curious, framing problems and identifying patterns. We made cards to encourage playfulness so participants can take risks, collaborate, actively engage and reflect (Mosley & Whitton, 2015).
These cards are now used in eight universities in the UK, and in France, in varied subjects including: medical education, psychology, law, education, nursing, business studies, staff CPD and mentoring and coaching. We will show how these cards have been used in different ways.


Peer to Peer feedback in TBL: Improving Students’ Social Workplace Skills, Graeme Jones and Laura Hancock

Team-Based Learning (TBL) is a pedagogical teaching method which organises students into social teams who cooperate and work together to discuss and generate solutions to problems. The TBL teams are tutor selected, diverse in ability and long lasting (often one semester or an entire academic year). TBL actively enhances the future employment skills identified by the World Economic Forum as complex problem solving, critical thinking, people management, coordinating with others, judgement and decision making and negotiation and also introduces students to 360 degree feedback which is commonly encountered in the workplace.

Satisfied that TBL enhances students learning and subject specific skills[2], we have now looked to establish how we can use TBL to help students enhance transferable, employability skills. Herein we describe the results of a small study on peer to peer feedback, where midway through a series of TBL sessions, students were asked to comment upon attributes they appreciated from their team members, and things they requested of them for future sessions. [3] Students were provided with their peer feedback for use in future sessions, with the aim that they begin to think about how they can enhance their social skills for use in employment.

Making group work projects staff and resource efficient, Jagadeesh

Engineering degrees are adapting to modern demands by industry and accrediting bodies of graduating students not just with a large set of knowledge, but also a set of long-lasting personal skills. This is achieved by incorporating more active learning into their curricula, much of it done in groups. The Engineering department of the City University of London has a large experience in using this type of activities in a variety of ways. Some examples include one-week-long design and manufacturing group projects run within a module at different years, but also the xxx project that runs as a staff and teaching collaborating cross several international institutions and that it runs for a number of weeks.

Recently we have reviewed all the provision of group work projects offered at the department, which has been very insightful and successful. In this presentation we share reflections on the challenges and benefits of running group work, and how we managed to run our projects at scale, across continents, and with limited resources while maintaining (even improving) student experience. This is of relevance to anyone running or thinking to include group work into their curricula.
### Session 7: 12:45

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:45-12:55</td>
<td>Close and Looking Forward – Sam Nolan</td>
<td>Room LRC5</td>
</tr>
<tr>
<td>12:55-13:30</td>
<td>Lunch</td>
<td>Room LRC5</td>
</tr>
<tr>
<td>13:30</td>
<td><strong>Post Conference Workshop: Enhancing student engagement through research-based learning, Irma Meijerman and Liesbeth Bijlsma</strong>&lt;br&gt;Room 2.D.14</td>
<td></td>
</tr>
</tbody>
</table>

In this workshop the participants will get acquainted with the principles of research-based learning and discuss ways to use research-based learning approaches to enhance student engagement and motivate student learning in their own teaching.

Engaging bachelor students in learning is always a challenge for academic teachers. Very often bachelor programmes are traditional building block curricula, which devote a substantial part of their courses to basic theory and knowledge. This often leads to difficulties in engaging students in the material, and problems with making them aware of the relevance of the course for their future profession. (Hunter et al, 2007)

Teaching undergraduates research skills in a research-based curriculum has been shown to not only engage and motivate students, it also improves their understanding of science content, processing of scientific information and literature, critical thinking, and learning motivation. Furthermore, by performing undergraduate research students are becoming more confident to do research and gain more interest in their discipline. (Healey, 2005; Healey et al, 2010)

The Science Faculty of Utrecht University, The Netherlands, has designed and implemented a bachelor programme in pharmaceutical sciences: The College of Pharmaceutical Sciences (CPS). To engage and motivate students, amongst others, a deliberate choice was made for a research-based learning approach throughout the whole curriculum. (Meijerman et al, 2016)

During the workshop, participants will be stimulated to think ‘outside-the-box’ and discuss creative ways to implement research-based learning in their own teaching. To support the discussion and inspire the participants, we will provide theory on research-based learning and its effect on student engagement and some examples of research-based courses from the CPS curriculum.

At the end of the workshop the teacher will have obtained ideas about the practical implementation of research-based learning and its usefulness for engaging students.