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# 'Discovering Teaching Excellence at Leicester' Conference

Wednesday 13 June 2018

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# 'Discovering Teaching Excellence at Leicester' Conference 2018

Bringing colleagues together to share teaching practices and pedagogic research

**Wednesday 13th June 2018**

**Location: Bennett Building, Main Campus**

Timing	Activity	Location
9:00am - 9:30am	<b>Registration</b>	Bennett Building Foyer
9:30am	<b>Opening address from Professor Jon Scott, PVC Student Experience</b>	Lecture Theatre 2 (LT2) Lower Ground Floor, Bennett
9:40am - 10:30am	<b>Keynote from Ant Bagshaw, Deputy CEO of Wonkhe</b> <i>What's teaching excellence, and why does anyone care?</i> Including questions/discussion from audience	Lecture Theatre 2 (LT2) Lower Ground Floor, Bennett
10:30am - 10:40am	<b>Break</b>	Bennett Foyer, Lower Ground Floor
10:40am - 12:00pm	<b>Nano-presentations</b> 10 minute presentations showcasing teaching activities, developments, initiatives across the University	Sessions will take place in the Bennett Lower Ground Floor  <b>Parallel Session A:</b> Lecture Theatre 2 (LT2) <b>Parallel Session B:</b> Lecture Theatre 8 (LT8) <b>Parallel Session C:</b> Lecture Theatre 5 (LT5) <b>Parallel Session D:</b> Lecture Theatre 4 (LT4)
12:00pm - 1:10pm  Discussion groups and presenters with posters 12:30pm - 1:00pm	<b>Lunch</b> Networking Discussion groups Poster tours  <b>Discussion groups:</b> <ul style="list-style-type: none"> <li>• Ant Bagshaw will be continuing to discuss issues raised in his keynote</li> <li>• Azza Abdulla, Education Officer, Students' Union, will be discussing inclusivity and the curriculum</li> <li>• Ben Evans will be discussing Education for Sustainable Development</li> </ul>	Lunch, Networking and Discussion groups will be held in G85, Geology Dept Teaching Area, Ground Floor  <b>Digital Innovation Partnership (DIP)</b> <b>Poster Tour:</b> Bennett Foyer, Lower Ground Floor

1:15pm - 3:00pm	<p><b>Educational scholarship/pedagogic research presentations</b></p> <p>20 minute presentations of research or evaluation activities that have been conducted around teaching practices, students' learning experiences, the wider HE context, etc.</p>	<p>Sessions will take place in the Bennett Lower Ground Floor</p> <p><b>Parallel Session E:</b> Lecture Theatre 4 (LT4)</p> <p><b>Parallel Session F:</b> Lecture Theatre 8 (LT8)</p> <p><b>Parallel Session G:</b> Lecture Theatre 2 (LT2)</p> <p><b>Parallel Session H:</b> Lecture Theatre 5 (LT5)</p>
3:00pm - 3:10pm	<b>Break</b>	Bennett Foyer, Lower Ground Floor/ G85, Geology Dept Teaching Area
3:10pm - 3:55pm	<p><b>Sharing practice discussions</b></p> <p>Led by academic colleagues who are engaged in good practice in various teaching development activities</p> <p><b>1:</b> Supporting GTAs/PGRs who teach - led by Dr Gary Willars, Dr Nicola Bateman and Keith Floyd</p> <p><b>2:</b> How to begin in pedagogic research - led by Dr Dylan Williams and Dr Marion Krauthaker</p> <p><b>3:</b> Student belonging and identity in HE - led by Dr Liz Jones, Dr Emma Staniland and Mollie Henstock</p>	<p><b>Parallel Discussion 1:</b> Lecture Theatre 4 (LT4)</p> <p><b>Parallel Discussion 2:</b> Lecture Theatre 5 (LT5)</p> <p><b>Parallel Discussion 3:</b> Geology Dept Teaching Area (G85)</p>
4:00pm - 4:30pm	<p><b>Educational Excellence Programme Presentation</b></p> <p><b>Professor Graham Wynn</b></p> <p>Including questions/discussion from audience</p>	G85, Geology Dept Teaching Area, Ground Floor
4:30pm - 4:45pm	<b>Plenary</b>	G85, Geology Dept Teaching Area, Ground Floor

# 'Discovering Teaching Excellence at Leicester' Conference, 13 June 2018

## Nano-Presentations Programme: 10:40am-12:00pm

### Parallel Session A

**Location: Bennett Building, LT2 (Lower Ground Floor, Lecture Theatre 2)**

<b>A1</b>	Embedding best practice for the use of Turnitin GradeMark through student-staff partnership	10:40am
<b>A2</b>	Decreasing the distance in distance learning: using digital technologies to create a sense of community and belonging	10:50am
<b>A3</b>	Community, engagement and NSS	11:00am
	<b>Break for questions</b>	<b>11:10am</b>
<b>A4</b>	On dealing with whiteness as a white educator: a nano-report of an educational experiment	11:20am
<b>A5</b>	Foundation year STEM studies: a challenging and increasingly important part of higher education	11:30am
<b>A6</b>	A Place to Learn: developing teaching and learning spaces on campus	11:40am
	<b>Break for questions</b>	<b>11:50am</b>

### Parallel Session B

**Location: Bennett Building, LT8 (Lower Ground Floor, Lecture Theatre 8)**

<b>B1</b>	Using QAA, to develop a PGR grading system mapped to intended learning outcomes, a brief, and marking guides to optimise impact of students' assessment for learning	10:40am
<b>B2</b>	Dissertation supervision and research training	10:50am
<b>B3</b>	Student attendance in the School of Business: an integrated approach	11:00am
	<b>Break for questions</b>	<b>11:10am</b>
<b>B4</b>	Colonial countryside internships: a work in progress	11:20am
<b>B5</b>	Teaching transferable skills: a resource bank for staff	11:30am
	<b>Break for questions</b>	<b>11:40am</b>

## Parallel Session C

**Location: Bennett Building, LT5 (Lower Ground Floor, Lecture Theatre 5)**

<b>C1</b>	Beyond the lecture theatre: 'Superweeks' for teaching marketing in context	10:40am
<b>C2</b>	'Tomorrow's dream': running a PAL scheme for Master's students in museum studies	10:50am
<b>C3</b>	Learning through experience: the Mediation Game	11:00am
	<b>Break for questions</b>	<b>11:10am</b>
<b>C4</b>	Active learning in STEM foundation year maths lectures	11:20am
<b>C5</b>	Environmental microbiology in the field: opportunity for student engagement and student-led research	11:30am
<b>C6</b>	Creating an effective learning environment to teach statistics and data analysis using R software	11:40am
	<b>Break for questions</b>	<b>11:50am</b>

## Parallel Session D

**Location: Bennett Building, LT4 (Lower Ground Floor, Lecture Theatre 4)**

<b>D1</b>	Experiences using TopHat in lectures and larger group work sessions	10:40am
<b>D2</b>	The Leicester Award: embedding personal and career development into the curriculum	10:50am
<b>D3</b>	Opportunities for gamification in undergraduate STEM curricula	11:00am
	<b>Break for questions</b>	<b>11:10am</b>
<b>D4</b>	All modules should have a pass/fail test	11:20am
<b>D5</b>	Accreditation schemes for students in Peer-Assisted Learning (PAL) schemes: experience report from the School of Business	11:30am
	<b>Break for questions</b>	<b>11:40am</b>

## Educational Scholarship/Pedagogic Research Presentations Programme: 1:15pm-3:00pm

### Parallel Session E

**Location: Bennett Building, LT4 (Lower Ground Floor, Lecture Theatre 4)**

<b>E1</b>	Good things come in very small packages: an interim report on toolkits for very small group teaching	1:15pm
<b>E2</b>	Piloting a flipped classroom approach to teaching subject knowledge in phonology and phonetics	1:35pm
<b>E3</b>	Beyond 'whitestream feminism': teaching feminist media studies in the transnational classroom	1:55pm
	<b>Break</b>	<b>2:15pm</b>
<b>E4</b>	Enhancing student engagement in lectures using Participoll: a case study	2:20pm
<b>E5</b>	Measuring the expectations of new chemistry students	2:40pm

### Parallel Session F

**Location: Bennett Building, LT8 (Lower Ground Floor, Lecture Theatre 8)**

<b>F1</b>	The impact of pre-laboratory simulations on student attitudes of a first-year laboratory course	1:15pm
<b>F2</b>	The 'Learning Ecology of the Flipped Classroom'	1:35pm
<b>F3</b>	Engaging supersize classrooms: mission impossible?	1:55pm
	<b>Break</b>	<b>2:15pm</b>
<b>F4</b>	Developing employability skills: a case study in the MSc in Medical Statistics	2:20pm

## Parallel Session G

**Location: Bennett Building, LT2 (Lower Ground Floor, Lecture Theatre 2)**

<b>G1</b>	Tackling the rampant free-loading in computer science group-projects using old-fashioned and cutting-edge techniques	1:15pm
<b>G2</b>	Law students' perception on the development of team work and professional writing skills from year 1 to year 2 of the degree	1:35pm
<b>G3</b>	The effect of Reflect on student achievement and engagement in psychology	1:55pm
	<b>Break</b>	<b>2:15pm</b>
<b>G4</b>	Augmented and virtual reality in the design of mechanical systems: teachers' and students' perspectives	2:20pm
<b>G5</b>	The GP academy project: exploring the views and experiences of those working and learning within them	2:40pm

## Parallel Session H

**Location: Bennett Building, LT5 (Lower Ground Floor, Lecture Theatre 5)**

<b>H1</b>	Developing doctoral students' critical writing skills through peer assessment and review	1:15pm
<b>H2</b>	Can virtual reality clinical scenarios improve medical students' clinical learning?	1:35pm
<b>H3</b>	Assessing group work: process is as important as product	1:55pm
	<b>Break</b>	<b>2:15pm</b>
<b>H4</b>	Student-led development of a physiotherapy apps database	2:20pm
<b>H5</b>	Flipped model making - visualising organics and biomolecules	2:40pm

## Posters

**Location: Bennett Building, G85 (Ground Floor, Geology Dept Teaching Area)**

<b>P1</b>	Live sociology: Leicester as an empirical crucible for teaching
<b>P2</b>	Gender bias in STEM student recruitment: are linguistic differences present in the recommendation letters for male and female undergraduate physicists?
<b>P3</b>	The impact of low-stakes weekly quizzes on use of Reflect and class attendance
<b>P4</b>	Read at Leicester: understanding student reading behaviour
<b>P5</b>	Narrative and metaphor in formative feedback: exploring students' responses
<b>P6</b>	'Time to Talk': piloting a new pastoral initiative
<b>P7</b>	Archaeology and classics in the community: enhancing the student experience through student/staff enterprise and public engagement
<b>P8</b>	Supporting teaching, learning and student experience through Archives and Special Collections
<b>P9</b>	Improvements to teaching and learning spaces for 2018-19
<b>S1</b>	Discover the Digital Reading Room

## **Nano-Presentations: 10:40am-12:00pm**

### **Parallel Session A**

#### **A1 Embedding best practice for the use of Turnitin GradeMark through student-staff partnership**

Dr Alan Cann, Dr Tessa Webb and Dr Robin Green, Department of Neuroscience, Psychology and Behaviour. Caroline Smith, Leicester Learning Institute

We previously completed an audit of feedback practices using Turnitin GradeMark in the Schools of Biological Sciences and Psychology. This found that students who get higher marks receive more positive feedback; in contrast, there is no significant correlation between the mark awarded and the number of negative comments - overall, negative comments outnumber positive comments by >5:1. Students who get higher marks receive less feedback, students who get lower marks receive more feedback and therefore, as the overall tone of feedback is predominantly negative, students who get lower marks receive more negative comments. Clearly signposted feed-forward is lacking. In order to mitigate these issues, we are conducting an evidence-based intervention centred around the establishment of student-staff partnerships to devise consistent GradeMark feedback templating and to improve staff awareness of student perceptions of feedback. Staff and students are working in partnership to create, test and disseminate a bank of GradeMark feedback comments which are mutually understood and helpful. The partnership will also assist in the production of online staff training materials which will be rolled out and the impact evaluated in comparison with the benchmark data we have already gathered.

#### **A2 Decreasing the distance in distance learning: using digital technologies to create a sense of community and belonging**

Claire Vanneck, Department of Criminology

This nano-presentation considers how digital technologies can be used to enhance the teaching, learning and overarching student experience of distance learners. Research with non-campus based students frequently highlights their sense of isolation and disconnection with their student counterparts, academic tutors and university as a whole. This combination often results in a less than favourable experience of distance learning. At best there is a lack of engagement and at worst, high numbers of students fail to complete a course they opted to do, and very often at considerable cost. However, digital technologies offer numerous opportunities to address these issues and many require little technical knowledge to be successful. Through both asynchronous and synchronous methods such as Blackboard discussion boards, Panopto-based vlogs, Connect webinars and Skype sessions, we are actively seeking to encourage engagement and redress the issue of isolation amongst distance learners. Via these 'digital opportunities' students can, and moreover do, seek out clarification, share their thoughts and offer support to one another whether this be with regards to learning, to careers or to life events. Through such methods students see they are part of a wider network of learners, many of who have similar questions, feel the same sense of trepidation over assignments and progress, and share the same struggle finding a work/study/life balance. If there is an ongoing commitment to offer teaching and learning at a distance, then it's imperative we do so in a way that encourages and facilitates both engagement and a strong sense of community.

Although this session will specifically benefit academics who are involved with the delivery of distance learning programmes or are thinking about designing distance learning programmes, it may also be useful for those working with campus-based students. At the Department of Criminology, we have over 300 distance learning students and considerable level of experience with both campus and non-campus based teaching and learning.

### **A3 Community, engagement and NSS**

Dr Sarah Gretton and Professor Derek Raine, Centre for Interdisciplinary Science

Research in the US has shown that college students who feel they 'belong' have a higher degree of intrinsic motivation and academic confidence (Freeman, Anderman and Jensen, 2007, Anderman and Leake, 2005). In higher education settings, collegiate sense of community has been directly linked to student persistence (Jacobs & Archie, 2008). Using data from the 2016 NSS survey and the HEA engagement survey (UKES) for Leicester students, as well as our own questionnaire, we explore the impact of students' perceptions of their sense of community on engagement, outcomes and student satisfaction. We provide suggestions, from the data, on ways in which a sense of community can be established with positive impact on outcomes and satisfaction.

Tierra M. Freeman, Lynley Anderman, Jane M. Jensen (2007) Sense of Belonging in College Freshman at the Classroom and Campus Levels, *The Journal of Experimental Education* v. 75, number 3, p. 203.

Lynley H. Anderman, Valerie S. Leake (2005) The ABCs of Motivation, *The Clearing House* v. 78 n. 5 p. 192.

Jacobs, J & Archie T., (2008) Investigating Sense of Community in First-Year College Students, *Journal of Experiential Education*, 30(3), 282-285 <https://doi.org/10.1177/105382590703000312>

### **A4 On dealing with whiteness as a white educator: a nano-report of an educational experiment**

Professor Clive Marsh, Vaughan Centre for Lifelong Learning

This short presentation reports on the results of running a small (20-credit, Level 3) optional module within the part-time BA Humanities and Arts with a group comprising 60% BAME students. 'Texts in Modern Christian Theology' explicitly addressed Black Theology as a topic within the 8-session, 24-class-contact-hour module, both at the beginning and the end, in order to frame the group's engagement with the subject-matter, whilst inevitably also having to address the importance and profound impact within Western culture (and beyond) of texts written mainly by 'dead white German men' (philosophers and theologians who are also known to have written racist texts). The educational experience sought to ensure that students engaged experientially as well as intellectually with the content of the texts under discussion. The nano-presentation offers an exposition and critical reflection on the module's running, incorporating insights from student feedback. I also reflect critically on the role, and impact upon me as a white educator, of facilitating the learning of such a diverse, experienced and stimulating group of students (aged 25-60s).

## **A5 Foundation year STEM studies: a challenging and increasingly important part of higher education**

Professor John Bridges, Dr Paul Howes, Dr Rhaana Starling, Professor Julian Osborne, Dr Tom Stallard, Dr Harmony Lansdown and Dr Lovkush Agarwal, Department of Physics and Astronomy

Since the 2015-16 academic year, we have run the University's STEM foundation course, which is designed to bring a wider cohort of people into STEM, and in particular engineering and physics. Preparing and delivering the course has tested our contact teaching and assessment skills, as we look for new ways with e-assessment to teach a large cohort effectively. The foundation year students are a varied group - some who didn't quite make the undergraduate entrance requirements, those with BTECs rather than A-levels, people wanting to study engineering or physics but who didn't do a maths A-level. The course has attracted 80-90 students per year. Many are over 21 years old, and with other jobs, sometimes commuting to the University. The course is full time for one academic year, campus-based and on successful completion the students are allowed into the first year undergraduate courses.

You will search in vain for any HEFCE White Papers or substantial studies about such courses. That's surprising because STEM foundation years are a growing part of the university sector, a response to the identified need for more STEM graduates. Feedback from colleagues at other universities indicates that progression rates are often 70-80%. Our students who have progressed into the undergraduate years have fitted in well suggesting that our aims are largely being achieved. However, non-engagement by a significant fraction of the cohort remain a challenge. In this presentation we reflect on the development of our STEM foundation year and how we aim to improve on our core teaching objectives.

## **A6 A Place to Learn: developing teaching and learning spaces on campus**

Dr Frances Deepwell, Leicester Learning Institute

The University is embarking on a major programme of building work to improve the physical environment around us. New and refurbished sites are already emerging from this, with modern facilities and different types of spaces for us to use and adapt.

In a strategic drive to foster a stronger 'sense of belonging', we are seeking to improve the affordances of our physical estate and provide for a welcoming, accessible, adaptable and connected campus. This nano-presentation introduces some of the principles that are guiding our Learning Spaces Strategy and changing how the University community engages in the development of places to learn and spaces in which to teach. The presentation will provide a visual journey through some of the changes and invite discussion on how these emerging spaces enable new forms of learning encounters and interactions between students and staff.

Campus-based staff and students will find it interesting to see the current and near-future designs for new learning spaces and to hear about the types of learning and teaching that they enable. Anyone interested in fostering a better campus environment, or with an interest in teaching room designs will find this presentation useful.

## Parallel Session B

### **B1 Using QAA, to develop a PGR grading system mapped to intended learning outcomes, a brief, and marking guides to optimise impact of students' assessment for learning**

Dr Alison Taysum, School of Education

I present a Master's Level Grading System that is informed by the QAA (2015) Characteristics Statements for Master's Degrees: <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/characteristics-statements>

As External Examiner at the Open University, Ulster University, and Maynooth University, I have shared the Master's Level Grading System with tutors who have found it useful.

The presentation deconstructs the Master's Level Grading System so colleagues understand its origins in relation to QAA, and therefore better understand how it can be used to identify how Master's level students have met the intended learning outcomes of the module/unit of assessment, how they have met the assessment brief, which maps back to the intended learning outcomes, and how they have met the marking criteria which maps back to the assessment brief, the intended learning outcomes, and the transferable skills.

I demonstrate how the Master's Level Grading System allows tutors to identify consistently the level of a student's assessment summatively, and how, when referenced to the main body of a student's assessment, this can inform the formative feedback of what the student needs to do to move their next assessment to a higher grade and banding.

I share how this Master's Level Grading System recognises the professional autonomy of the tutors within their discipline and department and provides a tool to facilitate dialogue and collaborative professional learning with staff and students. It also builds capacity for high quality summative and formative assessment to optimise students' learning and outcomes.

If colleagues find this grading system useful, a similar grading system could be developed for undergraduate students. Thus, those teaching on undergraduate courses may find the session useful as food for thought.

### **B2 Dissertation supervision and research training**

Professor Stephen Wood, School of Business

Dissertation supervision is probably not taken as seriously as it might be. Yet it is very important we get it right. It is the last thing students do before they leave us and lasting impressions will be greatly affected by their dissertation experience.

I will outline:

- 1) Challenges that one faces, which include students initially having inflated expectations but poorly specified ideas and being over-focused on research methods. A common misnomer is that it is a self-directed learning activity: in educational theory terms, the dissertation requires guided learning within the zone of proximal development.
- 2) The approach I have developed at Leicester building on my past experience at LSE and Sheffield which involves:

- a) transforming the dissertation process into what educational theorists call an authentic activity, as opposed to a university activity;
  - b) supplementing the one-to-one supervision with an opening lecture and group meetings;
  - c) injecting into the supervision what educational theorists call scaffolds tailored to students' zones of proximal development, that is heuristic devices that I have developed and use regularly at appropriate times in the supervision. Examples will be given.
- 3) Adjustments to the teaching of research design and methods courses that are required if we are to achieve better dissertations and make the supervisory process more effective. I will illustrate this with changes I have made in the teaching of a Master's research design course.

### **B3 Student attendance in the School of Business: an integrated approach**

Brad Davies and Dr Jenna Ward, School of Business

There is a well-documented narrative of crisis in student mental health across the UK. In response, Universities UK has launched #stepchange, setting out a vision for higher education to position mental health as a strategic priority. The School of Business is working to ensure student support is at the heart of all processes and decisions. This presentation, will showcase the ULSB Integrated Attendance Management Protocol designed and implemented at the beginning of 2017/2018 academic year, with phenomenal results.

The Integrated Attendance Management Protocol provides excellent support to students by adopting a proactive, multi-modal approach to communication. In so doing, we have been able to prevent escalation of issues, ensure students are receiving referrals to appropriate support services and importantly, reducing the School of Business student withdrawal rate. Implementation of the Integrated Attendance Management Protocol has drastically reduced the number of students that have reached a 'Stage 4' to only 2% of our student body, whilst withdrawals have reduced from 20 students in 2016/17 to just 3 student-led decisions in 2017/18.

This presentation will be of interest to Schools/Departments that are using the AMS system to highlight the positive impact that an integrated approach can have on student welfare and engagement.

### **B4 Colonial countryside internships: a work in progress**

Dr Corinne Fowler, School of Arts

This presentation is of an exploratory, blue skies nature and relates to a proposal I want to make in response to Education Excellence.

I am developing a new option module called 'Research Internships on the Colonial Countryside Project: Reinterpreting National Trust Houses'. I will co-design the module with students rather than coming up with it alone. The module will be linked with an Arts Council/Heritage Lottery/National Trust writing and history project which will run for the next 5 years and beyond.

In this module, seminars will become team meetings. Reading will be focused on making informed interventions in the national conversation about rurality (whether this is online-focused, country house-based, museums-based, conference-based, community-based or schools-based). Students will design - with my guidance - their own assignments, which would essentially be projects (either individual or team-based). I want them to participate and learn about research at the coal-face and to learn how to make bold interventions as future research, literature or heritage sector leaders. I think this might make a contribution towards the wider project of decolonising the curriculum and might appeal especially to

BAME students with whom I would like to work as partners to reshape the student-tutor relationship. I have come round to this way of thinking because two volunteers (one UG and one MA student) have recently made significant contributions to my project (one just before I got the funding and one afterwards). I think this has been incredibly exciting for them and for me. This made me realise that all this creativity and initiative isn't being set alight by my current seminars in the way it could be if I changed my way of working.

This presentation will be of interest to anyone who has a research project and wants to find exciting and satisfying ways to link research with teaching. Additionally, it will interest any teacher who wants to foster more equal and collegial ways of working with students.

## **B5 Teaching transferable skills: a resource bank for staff**

Anna Graves and Karen Sylvester, Career Development Service. Dr Ann Bicknell, Department of Neuroscience, Psychology and Behaviour. Maxine Bodicoat, Annette Samuel and Amy Edwards, Student and Academic Services. Comfort Asaolu, Student, School of Biological Sciences. Rebecca Packer

This nano-presentation will showcase a project carried out by the Career Development Service to create a bank of resources for teaching transferable skills. As part of the new Graduate Outcomes survey (replacing DLHE this year), graduates will be asked to provide information not only about what they did after university, but also their opinion on the extent to which they are using what they learnt from their degree. Whilst many of our students go on to do something relating to their degree subject, many also work in fields which are not directly related to their subject. This highlighted a need for us to ensure students recognise how their degree equips them more broadly for life after university.

The Career Development Service has therefore created a bank of resources for use by academic staff to support their students in recognising and reflecting on the transferable skills gained through the curriculum. There is a resource bank for each skill within the University of Leicester's Transferable Skills Framework, including learning outcomes which can be used when creating new courses or programmes, and tailored reflection activities for each year which can be incorporated into lectures to support existing good practice in this area.

The presentation will also touch on the next steps for this project, which include aligning with the University's Digital Literacies Framework. This session will be useful for all staff who teach, particularly if your teaching includes activities which develop transferable skills (e.g. group work, presentations, problem-based learning). It will also be useful for staff involved in programme development or staff who are developing new modules.

## **Parallel Session C:**

### **C1 Beyond the lecture theatre: 'Superweeks' for teaching marketing in context**

Professor James Fitchett, School of Business

The artefacts and practices of marketing, branding, advertising and social media are a highly present and visible feature of contemporary life in the UK and globally. Our recently launched suite of MSc programmes in marketing and marketing-related contexts in the School of Business were designed to integrate applied, practical and real-time activities to enrich the student experience. The majority of the

students who apply to study with us are international students who value the opportunity to take ideas, concepts and models introduced and developed in the lecture theatre and seminar class, and put them into practice in real-time activities and settings here in the UK. In addition to a conventional lecture and seminar programme, all of our MSc Marketing modules incorporate a 'Superweek' activity in which students take a break from the classroom and undertake an intensive and focussed set of activities. Superweek activities include intensive business simulation exercises, real-time marketing consultancy projects, student-led conferences and debates, as well as trips to meet with project developers for upcoming events and activities. This nano-presentation outlines some of the benefits that we have been able to achieve by incorporating varied and applied activities into programmes, as well as describing some of the practical and organisational considerations that were important in ensuring that the Superweek initiatives were achievable and successful.

## **C2 'Tomorrow's dream': running a PAL scheme for Master's students in museum studies**

Dr Jen Walklate, School of Museum Studies

This year, the School of Museum Studies piloted a unique postgraduate Peer-Assisted Learning (PAL) programme, arising from research conducted into the need to support an increasingly diverse student body. Diversity here is understood along many metrics - learning needs, culture, life experience, language, for example. Three pairs of MA students mentored three groups of their colleagues through a series of workshops. Leaders received mentoring from myself, and a series of extra-curricular sessions taught by external practitioners in academia and the museum sector. All participants are to receive an Open Badge - also a pilot scheme run by the Leicester Learning Institute - as part of our commitment to rewarding work and participation beyond assessment.

This nano-presentation will showcase the PAL scheme in the School of Museum Studies, which is the only one of its kind at postgraduate level in the University. It will reflect on the context of the project - why it was felt that the School needed this programme. It will engage with student expectations and experiences, and the personal/professional advantages they feel they have gained from taking part, either as mentors or mentees. It will look towards the future, reflecting on the sustainability of the scheme and improvements which might be made. Finally, the presentation will also reflect on the difficulties of running postgraduate PAL schemes, particularly on one-year programmes, and how these unique problems can be turned into opportunities for innovative practice.

## **C3 Learning through experience: the Mediation Game**

Dr Eugenia Caracciolo di Torella, Leicester Law School

The Mediation Game, held on the 21st March, introduced students to a topic that is not covered in detail by the LLB syllabus. Introducing students to mediation has enriched their knowledge of the subject, shown them a potential alternative way to apply their knowledge of family law in an employment setting and added to their student experience.

This nano-presentation will present the Mediation Game, reflect on the feedback and hopefully trigger a discussion on how to take this further.

#### **C4 Active learning in STEM foundation year maths lectures**

Dr Lovkush Agarwal, Department of Physics and Astronomy

I will describe how I used active learning in my Mathematics lectures in the STEM foundation year. To summarise, I do the following:

- 1) Provide 'gappy' lecture notes.
- 2) Use the document-camera, instead of slides or whiteboards.
- 3) Include 'warm-up questions' at the start of the lecture.
- 4) Have the students attempt short and long questions throughout the lecture.
  - a) Short questions. I either directly ask an individual student or ask the whole audience to answer a true-false question with thumbs up/down.
  - b) Long questions. I walk around to see how students are doing and help on a 1-1 basis.

In the talk, I will describe these activities in more detail, describe what worked and did not work, and provide concrete advice on implementing these. Time permitting, I will describe a few challenges I face - any advice will be much appreciated!

I have been strongly influenced by and highly recommend the talk 'Tilting the Classroom: Engaging Students in Large Lectures' by Dr Lara Alcock.

This session will be useful if you lecture. I will provide concrete suggestions (and encouragement!) on how you can improve your lectures by making them more active. I aim to present the suggestions in a way which is not dependent on your discipline, though I cannot avoid some details and examples that are only relevant for a mathematical discipline.

#### **C5 Environmental microbiology in the field: opportunity for student engagement and student-led research**

Dr John Pearl, Department of Infection, Immunity and Inflammation

While teaching environmental microbiology in upstate New York, I developed a marquis learning event that combined student laboratory skill development, EPA-compliant microbiological water testing and a real-world question about the risk of faecal contamination on a public lake shore. Based on a series of modular laboratory training exercises that were assembled into a sophisticated workflow, the students were intellectually, technically and physically challenged which led to high levels of student engagement. This marquis learning event expanded the pedagogic experience from the classroom to the wilderness. How can we apply this model at Leicester?

This short presentation will be of value for those who teach but feel we could enhance the student experience by moving beyond the traditional lecture, tutorial and laboratory.

#### **C6 Creating an effective learning environment to teach statistics and data analysis using R software**

Dr Mintu Nath, Department of Cardiovascular Sciences

The R software is a free, open-source, powerful tool for statistical programming and graphics. Learning statistics using R could be an immensely rewarding experience as R is now increasingly used by researchers as a model for reproducible research that seamlessly integrates data management, data analyses and report generation. We have created an effective learning environment to deliver an R software-based statistics course. The course includes both static and dynamic hypertext markup

language (HTML) as well as portable document format (PDF) outputs; the searchable course material is clearly marked with sections and sub-sections for easy browsing. The in-built LaTeX contributes to the high-quality typesetting including presentation of complex mathematical formula. The course content presents the narrative of statistical principles and theories intertwined with the R codes for implementation in the R software; thus students are encouraged to participate actively in the learning process. The course extensively uses both static and dynamic graphics to motivate and engage students. The course is also integrated with interactive interface to learn complex statistical principles, contributing to improved retention and success. The environment can also incorporate other objects, for example, audio and video, short multiple-choice questions and web links. Integrating with a wide range of teaching tools, the proposed system could provide an effective learning environment to support, enhance and reinforce the learning experience in mathematics, statistics and data analysis.

## **Parallel Session D:**

### **D1 Experiences using TopHat in lectures and larger group work sessions**

Dr Volko Straub, School of Biological Sciences

This presentation will provide an overview of my experience using TopHat to support the delivery of course material in various settings. This will include the use of TopHat in lectures for large cohorts (200-300 students), workshops (30-40 students) and smaller tutorial groups (up to 10 students). In particular, I will focus on the use of 'Discussions' in an attempt to improve and monitor engagement with existing small group tasks as part of the workshops.

I will also include some suggestions for strategies to overcome certain limitations imposed by the available question formats in TopHat that simplify question structures and improve visualisation of the results by using 'Click on Target' style questions instead of multiple-choice, matching or numeric answer questions.

### **D2 The Leicester Award: embedding personal and career development into the curriculum**

Mark Maher, Career Development Service

This nano-presentation will showcase how the Career Development Service has collaborated with the Department of Criminology to embed personal and career development into the first year undergraduate curriculum through the Leicester Award. Our successful collaboration led to 97% of first year undergraduates completing the Leicester Award during the 2016/17 academic year.

The Leicester Award is an experiential personal development programme that enables students to develop their self-awareness, reflect on their experience, and articulate their transferable skills and future plans for continued personal development.

Through this collaboration, the Leicester Award has been embedded into a core first year module, 'Criminal Justice in Action', where key content has been delivered via a tailored programme that aligns with the module specification. The programme's assessment and marking criteria has been adapted to the needs of the department and contributes to the overall grade of the module.

This presentation will outline future plans for embedding the Leicester Award across a number of departments for the 2018/19 academic year. It will be useful for teaching staff or personal tutors who support first year undergraduates to find out more about the Leicester Award, how this operates in specific departments, and how you can support students in enhancing their academic, personal and

career development through the programme.

### **D3 Opportunities for gamification in undergraduate STEM curricula**

Duncan Parker, Centre for Interdisciplinary Science

This talk presents two case studies that showcase the potential for gamification in teaching and learning. The first comes from the provision of a constructed Blackboard resource to supplement revision of mathematical techniques and actively engage learners in the material. The second is a preliminary discussion of the role that game-like systems could play in enhancing the pre-laboratory experience of students in SET subjects, with the aim being to immerse learners and thereby encourage deeper learning in the laboratory environment. The nano-presentation seeks to stimulate discussion of further opportunities to embed this strategy in academic practice. It is largely targeted at the STEM subjects but the principles that underpin this would offer an opportunity to a broad spectrum of teachers.

### **D4 All modules should have a pass/fail test**

Professor Jeremy Levesley, Department of Mathematics

When we assess a student on a module, we should have a clear idea of what constitutes a pass in the module. We should configure a simple test to measure what this is. When students fail a module they should just repeat this test. The test should be transparent to the student. In my third year module I have a competence test that a pass at 70% will give a pass on the module. The test is seen before, but uses different numbers. No one who makes a proper effort fails, so the module has a 95%+ pass rate. This module has run for four years, and the notion of competence has changed in that time, reflecting the behaviour of the students. In the talk, I will set the pass/fail test in the overall context of threshold assessment and how classification in the same module works.

### **D5 Accreditation schemes for students in Peer-Assisted Learning (PAL) schemes: experience report from the School of Business**

Sigmund Wagner-Tsukamoto and Yaseen Jakhura, PAL Scheme Facilitator/Coordinator, School of Business

The presentation discusses the role and importance of accreditation schemes on Peer-Assisted Learning (PAL) schemes. Findings are reported from the running of a PAL scheme in the School of Business in the academic year 2017/2018, when about 40 PAL leader students were registered on the School's PAL scheme. By running PAL workshops for their peers, PAL leaders could gain certain certifications, such as HEAR (jointly with the LLI; about 30 PAL leader students accredited); ILM accreditation (with Institute of Leadership and Management/Coaching certificate level 5; nearly 25 registered); and the Leicester Award (most PAL leader students completed Leicester Award). We also offered a LinkedIn reference to successful PAL leaders. The presentation will discuss our experiences of running the various certification schemes for the PAL scheme; how PAL leader students valued the different available accreditation schemes; and the conclusions for best practice that can be drawn.

## **Educational Scholarship/Pedagogic Research Presentations:**

**1:15pm-3:00pm**

### **Parallel Session E:**

#### **E1 Good things coming in very small packages: an interim report on toolkits for very small group teaching**

Dr Malcolm Noble and Dr Miriam Gill, Vaughan Centre for Lifelong Learning

This paper offers an interim report on the 'Models and Toolkit for Small Group Teaching: an ethnographic study', which is a two-phase collaborative research project between the Vaughan Centre for Lifelong Learning (VCLL) and the School of Media, Communication and Sociology begun in Spring 2018 and funded through the Teaching Development Funding. Thematically it builds on the reflective and experiential examinations of small group teaching presented by tutors from VCLL at the 2017 Teaching Conference.

This first phase of the project responds to a deficiency in the pedagogic literature. Available writing about teaching small groups tends to focus on relatively large groups, created by the subdivision of substantial cohorts. The VCLL phase of the project focuses instead on the educational challenges of unchanging small groups learning together, often in long-format sessions or over an extended period (up to 5 years). This is the sort of situation which arises in the teaching-out of a course, or the provision of niche optional modules with a small uptake. This teaching context requires skilful handling to sustain the engagement of students, the dynamics of the group and ultimately the retention of students.

This project, and this paper, seek to contribute to the existing literature, by capturing what makes students engaged and what strategies experienced teachers deploy. The aim is to work collaboratively to identify and apply some ideas which have worked well in one context, to another where these are needed. This is the opening phase of a two-year study which draws on experiences and methods developed in relation to one problem, and applies solutions in another. The project responds directly to feedback from students because whilst many students clearly enjoy the challenge and intensity of learning in a small group, others report anxieties: '*in a small group it feels more pressured to participate in the discussion even if you can't find the words.*' In the opening phase, students and staff are taken as partners and encouraged to reflect together in an informed, critical way on their experiences, contributing insights about practice, and drawing on available theory.

This is of interest to those teaching very small groups and looking for ideas for classroom practice (whether with small cohorts or groups drawn from larger courses). It is also intended to engage those designing pedagogic research projects, or concerned with student engagement and retention. It is firmly based in reflexive practice as the idea of students as partners, and as such its methodology, relates to models of cooperative learning and cooperative higher education.

#### **E2 Piloting a flipped classroom approach to teaching subject knowledge in phonology and phonetics**

Dr Pamela Rogerson-Revell, School of Arts

In the field of applied linguistics, subject knowledge of phonology and phonetics has an important and direct application to the teaching and learning of pronunciation. However, within the confines of our MA Applied Linguistics and TESOL timetable, it is difficult to find time for students to absorb this subject

knowledge and apply it to language learning and teaching practices. Consequently, I have recently piloted the introduction of a flipped approach to content learning to enable more time in class to concentrate on the application of this knowledge to skill development. In this presentation I outline this approach and some preliminary findings.

### **E3 Beyond 'whitestream feminism': teaching feminist media studies in the transnational classroom**

Dr Jessica Bain, Dr Jilly Kay and Dr Melanie Kennedy, School of Media, Communication and Sociology

This paper presents findings from an innovative funded project that seeks to develop feminist media studies pedagogy in the 'contact zone' of the international classroom. Carried out by members of the Media and Gender research group at the University of Leicester, the project addresses a particular pedagogic challenge identified by the authors - whereby students from different cultural and national backgrounds seem to feel less empowered to participate in class discussions around gender and feminism. This is not least because the theoretical frameworks and empirical examples most commonly used in these feminist media studies teaching contexts emerge from, and assume familiarity with, Western - and usually Anglophonic - forms of knowledge and experience. This leads, inadvertently, to the perpetuation of 'whitestream feminism' and the exclusion of alternative feminist histories, theories and politics. As such, students from countries which have different histories and cultural politics of gender often begin at an epistemological disadvantage. This is particularly the case with students from China (who form a large part of our student body), where ontologies and epistemologies of gender differ significantly to those in Western theory. This paper presents findings from focus group work with our students, as well as a staff workshop with an expert in Chinese gender politics, both of which significantly expanded and challenged our existing understandings of feminism and pedagogy. It offers insights into the ways that feminist media studies might be understood and taught in a more transnational frame, and some strategies for more inclusive pedagogic practices within our field.

This session will be useful for colleagues who teach international students, and particularly draw on largely Western literature and concepts in doing so. Our research explores how we might approach such teaching in a more inclusive way.

### **E4 Enhancing student engagement in lectures using ParticiPoll: a case study**

Dr Ioannis Kyriakopoulos, Department of Engineering

Student engagement in lectures remains a major challenge. As the use of electronic devices such as smartphones and tablets becomes wider, this challenge becomes ever greater than before as students would be very often distracted by their mobile devices during class.

An additional challenge is introduced when the majority of students are international. Most of these students do not feel confident enough to participate in the learning activity (even when prompted) as English is a second language to them. This is particularly evident in international MSc students, as on average they have not exercised the use of English as much as international undergraduate students.

In this study, the use of the audience response system (ARS) ParticiPoll was explored in order to mitigate the aforementioned problem in an engineering postgraduate module. ParticiPoll was chosen because of its simplicity compared to other ARS, as one of the main objectives of this study was to try to increase student engagement with no expense on the learning process. The success of this study was evaluated using questionnaires.

An analysis of the results obtained indicate a very positive impact of ParticiPoll on student engagement in lectures. Furthermore, a notable increase in student's performance in assignments was noted this year (an average increase of 22% in marks was observed compared to last year where ParticiPoll was not used) suggesting that the impact of ParticiPoll or other similar tools could be much more than increasing student engagement during class and it is something worth exploring further in the future.

## **E5 Measuring the expectations of new chemistry students**

Dr Dylan Williams, Department of Chemistry

During the design of a new curriculum for the chemistry degree programmes at the University of Leicester, a number of key questions related to student expectations were identified:

- What types of learning experiences do students expect when they arrive at university?
- What level of support do new students expect at university?
- How long do new students believe they should spend on different types of teaching activities (e.g. private study, lectures, laboratory classes, etc.)?
- How do student expectations compare to those of their lecturers?
- How can support mechanisms be designed to better facilitate the transition from school to university study?

A study was undertaken to measure the expectations that current chemistry students at Leicester had of the university learning experience at the start of their studies. A survey-led approach was used to measure year one students' expectations in the Welcome Week of the 2017/2018 academic year. Findings show that at least 90% of respondents (N=90) expected their programmes to include significant amounts of solving long problems (90%), calculations (94%) and applying their understanding of the subject (99%). Appreciably lower proportions of respondents agreed that their programmes would include significant amounts of opportunities to be creative (50%) or communicate scientific principles verbally (74%). It is also worth noting that a significant proportion of students overestimated the number of lecture contact hours per week (59% expecting 11 hours or more per week of lectures).

## **Parallel Session F:**

### **F1 The impact of pre-laboratory simulations on student attitudes of a first year laboratory course**

Dr Richard Blackburn, Dr Barbara Villa Marcos and Dr Dylan Williams, Department of Chemistry

Concerned with cognitive overload and problems associated with lack of student preparedness for practical sessions and unfamiliarity with common laboratory apparatus and techniques, we decided to review the measures taken to prepare students for the laboratory. This resulted in the Department of Chemistry at the University of Leicester introducing interactive pre-laboratory simulations developed by Learning Science Limited, providing students with an opportunity to attempt virtual versions of common experimental techniques and equipment. The opportunity to practice, and receive live feedback and instruction has seen a high level of engagement from first year students taking part B of their practical course. The resources have been very popular with students (feedback received at Student Staff Committee meetings) with students commenting that they were '*faster in the lab thanks to practising (sic.) the techniques with the simulations beforehand*'. Additionally, by conducting a student perception questionnaire before and after the deployment of these simulations we have observed increased confidence towards the practical courses and that students now feel better prepared. In addition to those general perceptions, students also reported that these simulations

increased their familiarity with specific techniques. Finally, we can conclude that these simulations not only improved student attitudes but also resulted in increased attainment in the assessed component of the practicals.

## **F2 The 'Learning Ecology of the Flipped Classroom'**

Matthew Mobbs, Leicester Learning Institute

Flipped learning, sometimes referred to as the 'flipped classroom', is becoming increasingly popular in higher education (Tobin and Honeycutt, 2017). Even if not necessarily fully implemented, it is growing within the vocabulary of educators and institutions and its popularity as a Google term has risen exponentially (Abeysekera and Dawson, 2014). However, it has been observed the pedagogy of flipped learning remains 'under-theorised' (Abeysekera and Dawson, 2014, p.2) and there is lack of consensus and scholarly research determining the effectiveness of the method (McNally et al., 2017).

This research project, that used a Delphi methodology, drew upon the expertise of practitioners experienced in designing and delivering flipped learning to attempt to create and refine a heuristic model called the 'Learning Ecology of the Flipped Classroom'. The participating experts agreed the outcome delivered a framework that could be used and adopted by educators to initially explore the pedagogy of flipped learning to support the design of their interventions. This presentation will present how the 'Learning Ecology of the Flipped Classroom' evolved and explain how it can be used in practice.

Practitioners looking to implement flipped learning into their teaching will find this session useful, as it will provide an overview of the current understanding of some of the learning theories that underpin flipped learning. The presentation will also address some of the known challenges of the method and provide attendees with a takeaway heuristic framework that they can use practically to support the design of their flipped learning experiences.

## **F3 Engaging supersize classrooms: mission impossible?**

Dr Sukanlaya Sawang, School of Business, Peter O'Connor and Muhammad Ali, Queensland University of Technology

Undoubtedly, the large number of student enrolments each year drives many universities to consider a supersize classroom (300-500 students per class). Often, in a large classroom with hundreds of students, individuals tend to lose their attention in a lecture and become disengaged students. Engagement in this project is defined as students' willingness to participate in learning activities with positive emotion. Drawing from the teaching square observation, the common feedback relating to large classrooms was the class size and a lack of students' participation. Obviously, educators face similar situations regarding supersize classrooms and a lack of student engagement. Ideally, the simple solution to this issue is to reduce the class size although this may not be economically sound or logistically viable. Therefore, the question remains 'how can we increase students' engagement in a supersize class?' This research tested a model of classroom technology integration to enhance first year undergraduate students' engagement. The technology used in this study is KeyPad.

This session will be useful for educators who are thinking of innovative ways to develop a positive classroom experience. The session will provide top tips and explore a specific technology (KeyPad) that can be useful for supersize classrooms.

## **F4 Developing employability skills: a case study in the MSc in Medical Statistics**

Stephanie Hubbard and Ellesha Smith, Department of Health Sciences

In a review of posts advertised for bio/medical statisticians across all sectors (industry, universities and public sector) in the UK it was found that, in addition to statistical knowledge at Master's level, most require team work, organisational, oral and written communication, IT and research skills as well as an ability to show initiative and positive thinking. The graduates coming on to the MSc in Medical Statistics generally tend to come from a mathematics undergraduate programme and are often weak in several of these skills. Throughout the programme we try to help them develop their employability skills and the graduates from the course are very much in demand from employers and successful at interview.

This presentation will discuss some of the methods that have successfully been used during the programme: we have focussed on ways to build their confidence and participation early in the course; there is regular formative group work and presentations; a consultancy skills workshop has been developed around the time that they apply for positions to get them to think about how they communicate with non-statisticians. A graduate survey on employability skills developed on the MSc has been conducted and the findings will also be presented demonstrating success in developing these skills and where we could improve.

The methods we use are most useful in the small group setting (around 30 students). The presentation will be useful for anyone thinking about the employability of their students and small things they can do to build confidence in students not normally used to communicating with others outside their discipline.

### **Parallel Session G:**

#### **G1 Tackling the rampant free-loading in computer science group-projects using old-fashioned and cutting-edge techniques**

Dr Richard Craggs, Department of Informatics

The problem of free-loading is common in university group projects. For the computer science modules at Leicester it has been out of control. This causes problems for students regarding their learning and their happiness, which has a knock-on effect on the happiness of the teaching staff. In this presentation we'll explore the underlying causes that make free-loading so rampant and describe innovations that were introduced to modules this year in attempt to address it.

The biggest change was to ask all students to take turns at performing the role of project leader, then to submit a reflection on their own performance in the role. We'll discuss the logistical and emotional issues that this raised.

An interesting aspect of this research was the availability of fine-grained data on how the innovations affected student behaviour. For these group projects, students tracked and shared their work, and rated each others' performance using software systems (Github, Pivotal Tracker, WebPA). This provided teachers with detailed insights into the when and how students engaged in the projects, and how these contributions were viewed by their peers. In this talk, the key insights of this will be presented along with some information about these tools and how other teachers could use them.

## **G2 Law students' perception on the development of team work and professional writing skills from year 1 to year 2 of the degree**

Dr Maribel Canto-Lopez and Barbara Bogusz, Leicester Law School

This presentation will build upon data collected from Year 1 of the LLB (2016/2017) in the core subject: Introduction to Law, on a project funded by the Teaching Development Fund entitled 'Group work assignment in Law: equipping learners for work?' which showed that a high proportion of the students wanted continuation and sought to have developed team-working and 'professional' writing skills following the activity. This led to a similar exercise in Year 2 (2017/2018) in another core subject (Land Law). Again, this project aims to enable learners to further develop their teamwork skills in researching, analysing and presenting legal information 'professionally', and to reflect on their skills. We worked as we did the previous year with the Career Development Service and the employer. This study explores whether students that participate in similar activities and progress from year 1 to year 2 of the LLB are more motivated to acquire and/or understand the importance of professional skills and are more confident and experienced in teamwork and professional writing.

## **G3 The effect of Reflect on student achievement and engagement in psychology**

Dr Chris Brand, Eleanor Swan, Dr Susie Ebrey, Dr Diana Pinto, Dr Hannah Ryder and Dr Elizabeth Abbey, School of Psychology

In the 2016-2017 academic year, the University implemented the Reflect lecture capture system to allow students to review their lectures online. Initial reception to the system from staff and students seems to have been positive, but we are currently investigating the effect that its implementation has had on student achievement and their engagement with the University. The assumption has been that Reflect will lead to greater student achievement, but past research has had mixed findings; one prior paper, for instance, has suggested that students with lower previous achievement find relatively more benefit from lecture capture systems when compared to higher achieving students (Owston, Lupshenyuk & Wideman, 2011), while other studies have found that lecture capture leads to no improvement in achievement at all (Euzent et al, 2011; Settle, Dettori & Davidson, 2011). Aside from questions about the effect that video capture has on student achievement, there have also been suggestions in the prior literature that such systems alter how engaged students are in academic life. Through the use of both quantitative and qualitative methodologies, we have been seeking to clarify the impact (positive and/or negative) that Reflect's introduction has had upon students at Leicester. In this presentation we will present our preliminary findings and suggestions of how findings can inform ongoing pedagogic strategy.

Academic staff who employ Reflect and other video lecture capture in their teaching, those who are curious about the effect that the increase in usage of video lecture capture systems across universities may have had upon students, and those seeking clarity about the benefits that video lecture capture can provide to teaching will all find the session relevant to their concerns and informative.

## **G4 Augmented and virtual reality in the design of mechanical systems: teachers' and students' perspectives**

Dr Mateusz Bocian, Ana Stotsjuk, 3rd year student and Kemalathan Selvarathinam, 3rd year student, Department of Engineering

Mechanics of Structures 2 (EG3103) is a year-long module within the curriculum of the Department of Engineering concerned with principles of Finite Element Analysis (FEA) - a numerical method used for solving a wide variety of engineering problems. EG3103 has been typically perceived by students as one of the most challenging modules undertaken during their studies. This is because the material it covers is based on relatively abstract concepts expressed in the language of mathematics and its focus has been for a long time biased towards the theoretical bases of FEA rather than its practical implementation. This presentation gives an account of the steps undertaken in an attempt to change these trends. The first part is a case study on the suitability of tools based on augmented reality (AR) in teaching and learning engineering mechanics. A self-written AR application (ARIADNE) was deployed during EG3103 lecture. Qualitative analysis of voluntary feedback on this experience provided by twenty-two students was conducted with NVivo 11. The results comprise the most comprehensive evidence of the benefits of the adoption of teaching tools based on AR within the College of Science and Engineering collected to date. The second part of the presentation is the account of two engineering students on the development of tools based on virtual reality (VR) for the visualisation of some fundamental concepts from engineering mechanics. These tools can now be adopted in teaching. The presentation will be accompanied by the demonstration of the developed AR and VR solutions.

You should enjoy this presentation if: (i) you have interest in the development and application of tools based on augmented and virtual reality in teaching; (ii) you are interested in teacher-student partnership in learning and teaching.

## **G5 The GP academy project: exploring the views and experiences of those working and learning within them**

Dr Shahad Bashagha, Dr Simon Annis and Professor Rodger Charlton, Leicester Medical School

Clinical academies are groups of healthcare providers such as GP practices or hospitals working together to deliver a clinical placement for students. They are a novel concept in UK undergraduate medical education and in recent years, Leicester Medical School (LMS) have adopted this model. LMS has worked with local GP practices to form GP academies. These are groups of GP practices providing GP placements for students and there are currently nine GP academies across Leicestershire.

This research intends to explore and evaluate the experiences of those learning and working within GP academies. We will do this through using semi-structured interviews and also observing teaching sessions and meetings at the academies. This will show how academies work, the views of staff and students, the benefits and challenges and how to ensure it is a sustainable model to deliver undergraduate primary care education.

Early findings show there are a number of upcoming changes within the academies as LMS implements its new curriculum. The academies will be required to meet the requirements of the new curriculum including providing longer placements, increase student numbers and provide a standardised form of summative assessment. There are variations across the academies and staff have stated there is a need for more inter-academy networking to aid development. Students have stated their experience in the GP academy does influence their career choice. As there is a need for more GPs both locally and nationally, academies have a role in showcasing the career of a GP to help enhance recruitment.

This research presentation will be useful to all attendees. It will allow both undergraduate and postgraduate staff and students to learn more about what the academy model is, why it is used and how it can be beneficial for educational providers, staff, students and the wider community. We will also share how others can use the academy model as they deliver their curriculum. We would also be keen to gain the views of others on the findings so far and see if others have had experience of the academy model in undergraduate or postgraduate education.

## **Parallel Session H:**

### **H1 Developing doctoral students' critical writing skills through peer assessment and review**

Dr Joan Woodhouse and Dr Phil Wood, School of Education

This presentation reports on a project in which a group of part-time doctoral researchers were voluntarily engaged in a process of peer assessment and review. The aim of the project was to support the development of students' critical writing skills by involving them in giving and receiving formative, peer feedback over a sustained period of time. The intervention was launched with a three-day residential during which participants attended workshops on critical writing, took part in peer assessment activities and set up an editorial board for an online journal. Run entirely by and for doctoral students, the journal continued to run for over three years. The presentation reports on students' perceptions of how their long-term involvement in the project impacted on their ability to write critically.

### **H2 Can virtual reality clinical scenarios improve medical students' clinical learning?**

Dr Nasif Mahmood, Vanessa Rodwell, Student and Terese Bird, Leicester Medical School

Virtual reality offers new opportunities for vicarious and immersive learning which may be particularly helpful for early-year medical students who are just becoming acquainted with clinical situations. Using virtual reality (VR) to virtually experience encounters with patients, diagnostic discussion, interruptions, sounds, and all the pressures that occur in clinic before actually going into the clinic should provide richer and more effective learning than traditional methods of reading or hearing about clinical cases. VR-enriched learning may help medical students to empathise more with patients as well. This study will examine:

- 1) Are students who learn about a clinical case through virtual reality able to document a patient using the SOAP (subjective, objective, assessment and plan) method better than a student who learns about the same clinical case through traditional methods of reading text?
- 2) Are students who learn about a clinical case through virtual reality able to react more empathetically and/or confidently than students who learn about the same case through traditional methods of reading text?

The study involves 360-degree filming of mock-yet-authentic clinical scenarios and supplying these to 2nd year medical students to watch via Google Cardboard devices. Other 2nd year students will receive information via traditional text methods. All students will then participate in live simulation of a clinical scenario, document the patient and respond to questions regarding their confidence in the situation and their empathy with the patient. Responses between the two groups will be compared. This session

will be interesting for staff involved in teaching who wish to explore different approaches to supporting transition to learning in novel environments.

### **H3 Assessing group work: process is as important as product**

Dr Diana Pinto, School of Psychology

Team working is often embedded within higher education curricula as it assists students to compare alternate viewpoints, which enhances their communication skills and provides them with a desirable employability skill (Staggers et al., 2008). However, students are often reluctant to take part in group work if they feel that their own success is dependent on group members who are not as conscientious or high achieving. One way to circumvent the motivational differences is to assess individual performance in a group as well as the group output. This assessment strategy gives industrious students a greater sense of fairness and control and discourages social loafing. However, taking a collaborative approach to learning is challenging for assessors. In this session, we will demonstrate a peer assessment method of working in teams which has brought about a more positive perception among students and created effective communication and transferable team skills. To develop a greater sense of our peer marking strategy, you will take part in some fun group work, after which you will individually evaluate your peers' team working practices. You will then complete a group peer assessment. The grade that your group will be allocated will be based on simple criteria which will be revealed to you.

This research supports the university learning strategies and educational priorities particularly acknowledging creative learning and assessment strategies. This will be of interest to university staff wanting to explore different methods of assessment.

### **H4 Student-led development of a physiotherapy apps database**

Olivia Bennett, Student, Dr Nicola Clague-Baker and Nick Court, Physiotherapy, School of Allied Health Professions. Terese Bird, Leicester Medical School

Software Applications or Apps were first developed in the 1970s, since then numbers have grown exponentially. To-date the Apple store contains over 2 million apps many of which are designed to aid education, however, there are difficulties identifying useful apps. As a Digital Innovation Project (DIP), a physiotherapy lecturer (NCB) and third year physiotherapy student (OB) aimed to identify a system to review physiotherapy educational apps and build a database that could be continually updated and rated by the student cohort.

NCB and OB met with Blackboard technology experts (TB and NC) to identify the best way to upload and rate apps. A blog was set up by OB and sample apps were uploaded. A survey and/or test for each app was devised so that each app could be rated. NCB and OB identified four other volunteer students who spent a month searching for appropriate apps, uploading them and rating them. The students then took part in a focus group to discuss the process.

18 apps were found with an average rating of 16.5/50. The anatomy apps rated the highest. The focus group identified five themes: positives of apps, negatives of apps, difficulties with searching, difficulties with uploading and solutions for an ongoing system. Overall the group were positive towards the process and system identified.

An ongoing up-to-date database of physiotherapy educational apps can be developed and maintained by students and lecturers as long as they are engaged with the process and supported to use the system. This session will be useful for staff involved in teaching who are interested in engaging students and enhancing the digital learning environment.

## **H5 Flipped model making - visualising organics and biomolecules**

Dr Richard Blackburn, Professor Paul Cullis and Nikita Lack, Student, Department of Chemistry

We are working on a series of short instructional animations to facilitate student building of chemical structures and transition states that can be deployed ahead of lectures. From this students should be able to utilise their pre-built models to improve their understanding of molecule shapes/orientations and their spatial distribution of atoms. This session will be of interest to staff involved in teaching who are interested in using flipped classroom approaches to help students engage in higher level thinking during lectures.

## Posters

### **P1 Live sociology: Leicester as an empirical crucible for teaching**

Professor John Goodwin, Dr Jerry Coulton, Professor Henrietta O'Connor and Steve Holmes,  
School of Media, Communication and Sociology

*'Sociology is something that you do, not something that you read.'* Erving Goffman

Walking the field and field trips are not just the preserve of geography but have a long heritage in academic sociology and, for many including Erving Goffman, C Wright Mills and others, they have been important in the development of 'good' sociological practice. However, this is a tradition that seems to have become forgotten in contemporary sociology teaching. So instead of using the locality as an 'empirical crucible' for teaching, it has become easier to present the (often abstract) content of books and articles from the warmth and comfort of the lecture theatre or seminar room with scant reference to the world outside. Yet sociology is a 'real-world' subject that is often far too complex to be delivered solely within the confines of the lecture theatre. Instead, sociology has to be experienced, lived and practised with students making the connections between what they read and the communities in which they live. For us, 'live sociology' is an orientation to teaching sociology where students and academic staff go 'into the field' to experience and practice sociology for themselves - to observe, record and reflect upon the social world around them. Using our experiences of teaching live sociology in Leicester to second-year sociology students, we consider both the pedagogical underpinnings of teaching sociology 'live' and its implications for the 'craft' of sociological practice.

### **P2 Gender bias in STEM student recruitment: are linguistic differences present in the recommendation letters for male and female undergraduate physicists?**

Dr Rhaana Starling, Department of Physics and Astronomy

Nationally, only 20-30% of physics degree students are female, and this fraction has never been reached among senior academic staff with only 8% female professors. Gender biases in the recruitment process for staff in STEM have been demonstrated, including linguistic differences in letters of recommendation, and has led to scrutiny of policies and procedures as well as measures to tackle unconscious bias and gender stereotyping. Similar analyses for student recruitment to competitive summer programs has not received as much attention, and yet these opportunities can significantly boost career prospects for the graduate. Here we perform a linguistic analysis by gender of the recommendation letters of all 2016-2018 applicants to the Department of Physics and Astronomy Summer Undergraduate Research Experience to search for evidence of gender bias and determine the key linguistic features of letters written for those whose received offers.

### **P3 The impact of low-stakes weekly quizzes on use of Reflect and class attendance**

Dr Huw Barton, School of Archaeology and Ancient History

This poster shows the impact of introducing a weekly low-stakes quiz in the first year as a new form of module assessment that replaced the traditional end of year exam. Quizzes were introduced in 2016 and the Panopto data shows that they have had a significant impact on the pattern of Reflect viewing against modules with a more traditional pattern of essay + exam or two essays. The quizzes have encouraged students to review lecture content via Panopto far more frequently and regularly than in other taught modules. This increases the value of lectures using PowerPoint, as students see them more than once, and helps encourage a pattern of regular content revision during the term.

#### **P4 Read at Leicester: understanding student reading behaviour**

Harinder Matharu and Adam Smith, University Library

This year Read at Leicester is gifting 5000 copies of 'The Power' by Naomi Alderman to new students. In doing so, we are encouraging new students to read more as well as welcoming students into our reading community.

As part of the project we are conducting a series of semi-structured interviews with students and our aim is to better understand their approaches to reading whilst at university. The interviews will focus on the following:

- Reading before university
- Reading expectations at university
- Managing reading at university

Our poster will feedback on key findings and highlight areas for further research.

Our Read at Leicester Steering Group is made up of academic and professional staff and all Colleges and the Library and Leicester Learning Institute are represented. The Group was consulted on the pedagogic research side of the project ensuring that the questions we ask would result in useful feedback for those engaged in learning and teaching across the institution. It was decided that a broad investigation into how students approach reading would be our starting point. The research will be continued next year.

#### **P5 Narrative and metaphor in formative feedback: exploring students' responses**

Dr Dawn Watkins, Leicester Law School and Dr Laura Guihen, School of Education

*'When I get feedback even when I've done something good they'll just write 'good'...or they'll say 'this sentence doesn't make sense' but in my head it makes sense; how does it not make sense? ...or like a question mark...I'm like, I don't know what you're questioning!'*

These comments were expressed by a final year undergraduate Law student reflecting on her experiences of receiving formative feedback on various written assessments that she had submitted during her course of study. In as far as they demonstrate a sense of frustration and miscommunication, this student's particular views may be seen as typical of many students' feelings about feedback.

In this poster we set out the findings of an innovative, small-scale study that has explored students' responses to a deliberate incorporation of narrative and metaphor into formative feedback provided to them. Our hypothesis was a simple one: since narrative and metaphor are both 'pervasive in everyday life' (Lakoff and Johnson, 2002) and the natural means by which humans communicate (Barthes and Duisit, 1975) then students' engagement with feedback will be enhanced through the deliberate and obvious introduction of these two elements into feedback that is provided to them.

We explain what we mean by 'narrative' and 'metaphor' and reference the literature that we drew on at the foundational stages of our work. This provides the context for the reporting of the outcomes of this study, emphasising the apparent potential benefits of this approach, as well as suggesting possible further avenues of investigation.

#### **P6 'Time to Talk': piloting a new pastoral initiative**

Dr Elizabeth Hurren, School of History, Politics and International Relations

'Time to Talk' is a new pastoral initiative piloted by Dr Elizabeth Hurren in HYPIR (2017-18). It is a new

bespoke tutorial service, particularly aimed at 3rd years, to provide tailor-made personal advice about academic, mental health, and well-being issues. It has proved to be very popular with all history students but especially those in their final year of studies. Sharing best practice has the potential to identify how 'Time to Talk' sessions can be a more positive vehicle for better communication around the new NSS structure, and could provide sustained holistic support for the wider student community across the University.

The poster will be useful for all members of staff who find the current tutorial system an out-of-date format in which to respond constructively to students more complex academic, mental health and well-being issues on arrival at University.

### **P7 Archaeology and classics in the community: enhancing the student experience through student/staff enterprise and public engagement**

Dr Sarah Scott and Jane Ainsworth, PhD student, School of Archaeology and Ancient History

The poster will provide an overview of a multidimensional initiative which promotes student/staff enterprise through research-led community engagement. It will explain how recent work coordinating a regional hub for the national charity 'Classics for All' is impacting on the student experience and will highlight the many benefits of student and staff collaboration.

### **P8 Supporting teaching, learning and student experience through Archives and Special Collections**

Sarah Wood, University Library

This poster will showcase the vital work of the University's Archives and Special Collections within teaching at the University. Through a combination of practical workshops and formal teaching, the Special Collections Team enhance and develop learning for over 10 modules in CSSAH, alongside providing tailored seminars, dissertation support, 1-to-1s and consultations. Our teaching practices equip students with skills in document analysis and research methodology.

Enriching student learning through a 'hands-on' experience enables students to formulate their own ideas, which in turn invites a platform for discussion and debate. All this is achieved through the tangible experience of working with archives and rare books. Current modules which Archives and Special Collections contribute to include: EN7001 - Bibliography, Research Methods and Writing Skills, HS1001 - Barbarism and Civilisation and HA2219 - Documents of the History of Art.

Equipping students with the skills for further research, academia and the workplace, Archives and Special Collections deliver a dedicated programme which supports modular work placements, graduate internships, student volunteers, work experience and offers career advice. Archives and Special Collections currently offers placement opportunities on MU7029, whilst last year's 'Accelerate your Career' intern was from the School of History. Previous students who have worked within Archives and Special Collections have pursued careers in the heritage sector or progressed to further study (MA & MSc).

## **P9 Improvements to teaching and learning spaces for 2018-19**

Dr Frances Deepwell, Leicester Learning Institute, Matt Flint, Estates and Ross Tarbard, External Relations

This poster presentation will display the scope of the longer-term capital improvement works on and near main campus, which includes the Brookfield site, Percy Gee, and Freeman's Common. It will provide a visual guide to the high quality teaching and learning spaces that will be made available after the Summer 2018, which include refitted Bennett Lecture rooms 1 and 2, George Porter lecture rooms A and B, and a fully flexible seminar room in George Porter C.

## **S1 Discover the Digital Reading Room**

Sarah Whittaker, University Library

Find out about the Digital Reading Room; a revolutionary new learning space in the University Library, where staff and students can create, discover, inform, engage and share with friends and colleagues. Designed to encourage creativity and experimentation the room boasts a touchscreen table and interactive wall.

## **Digital Innovation Partnership (DIP) Poster Tour:**

**12:30pm-1:00pm**

**Bennett Foyer, Lower Ground Floor**

Digital Innovation Partnership (DIP) is a new institutional Students as Partners scheme, in which a student and member of staff collaborate to digitally enhance their learning and teaching experience and environment through the implementation of sustainable and pedagogy-led interventions. More than twenty of such teams have collaborated this academic year and during this poster tour you will have the chance to find out more about the projects they have been working on. Dr Alex Patel and Dr Mark van der Enden (DIP project leads) will, on this tour, provide you with a brief overview of the aims and structure of the overall scheme before taking you round the various posters, and introducing you to the students and members of staff involved. Do join us on this tour and find out more about the Digital Innovation Partnerships.