'Discovering Teaching Excellence at Leicester'
Conference and Exhibition
4-5 July 2017
Welcome to the ‘Discovering Teaching Excellence at Leicester’ Conference and Exhibition, 4th -5th July 2017

A very warm welcome to the 2017 Conference. This year’s Conference is focused closely on the aims of the Learning Strategy, in particular to address the key themes: *belonging and resilience, retention and progression and partnership in learning*. We have a range of exhibitions, nano-presentations and pedagogic research presentations allowing an exciting variety of teaching-related activities, developments and initiatives to be showcased. This also gives us the opportunity to share the excellent teaching practices and approaches that are being engaged in by colleagues across the University.

We are delighted to welcome six speakers who, across the two days, will share their experiences of student engagement and/or pedagogic research activities. Professor Colin Bryson and Ruth Furlonger, Newcastle University will present a candid view on Tuesday 4th July about working in partnership with students and the steps to consider to ensure that all parties have the opportunity to gain from this approach. Colin is the founder of the RAISE (Researching, Advancing and Inspiring Student Engagement) network and a leading UK expert on the topic of student engagement. On Wednesday 5th July, we will be welcoming four colleagues from the University - Tracey Dodman, Dr Dylan Williams, Dr Sarah Gretton and Dr Chris Willmott - who are experienced pedagogic researchers to share their experiences of engaging in this activity and discuss the contribution that it makes to their professional roles.

We are confident that you will find the Conference inspiring, thought-provoking and enjoyable and would strongly encourage you to share what you learn with colleagues. In this way, we will continue to ‘discover’ teaching excellence at Leicester and enhance the quality of the learning experience for both students and staff.

Professor Jon Scott  
Pro-Vice-Chancellor, Student Experience  
*Conference Co-Chair*

Dr Kerry Dobbins  
Leicester Learning Institute  
*Conference Co-Chair*

Ms Lucy Ellis  
Leicester Learning Institute  
*Conference Administrator*
'Discovering Teaching Excellence at Leicester' Conference and Exhibition, 4-5 July 2017

Day 1 Tuesday 4 July

Conference programme

<table>
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<tr>
<th>Time</th>
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| 9:00am - 12.00pm | **College mornings** (timings approx.)  
*College of Science and Engineering*  
*College of Social Sciences, Arts and Humanities*  
*College of Medicine, Biological Sciences and Psychology*  
Locations various. Please see individual College morning programme |
| 12:00pm - 1:00pm | **Lunchtime Exhibition**  
A Student Services Showcase where attendees will be able to network with a range of exhibitors  
Garendon Room  
4th floor, Charles Wilson. Lunch available on the 1st floor of the Charles Wilson |

The Opening Keynote Address will relocate to a different venue

<table>
<thead>
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<th>Time</th>
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| 1:00pm - 2:00pm | **Opening Keynote Address**  
*Working in partnership with students - practices, considerations and issues*  
Professor Colin Bryson and Ruth Furlonger, Newcastle University  
Attenborough Basement Lecture Theatre 1 |
| 2:00pm - 2:15pm | **Tea and coffee**  
Woodhouse Room  
4th floor, Charles Wilson |
| 2:15pm - 3:55pm | **Nano-presentations**  
A range of parallel nano-presentation sessions  
Parallel session A  
Garendon Room  
4th floor, Charles Wilson  
Parallel session B  
Sparkenhoe and Goscote, 4th floor, Charles Wilson  
Parallel session C  
Gartree and Rutland, 4th floor, Charles Wilson |
| 3:55pm - 4:30pm | **Day 2 Taster and Plenary**  
A pedagogic research presentation will round up Day 1’s focus on student engagement and student learning experiences, as well as provide a taster for Day 2.  
*Enhancing the student learning experience: assessment and feedback, and skills confidence*  
Dr Simona Guerra, School of Politics and International Relations  
Garendon Room  
4th floor, Charles Wilson |
**Day 2 Wednesday 5 July**

**Conference programme**

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<tr>
<th>Time</th>
<th>Event details</th>
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<tbody>
<tr>
<td>9:00am - 9:30am</td>
<td>Registration Refreshments available</td>
<td>Foyer area and Quorn Room, 4th floor, Charles Wilson</td>
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<tr>
<td>9:30am - 9:40am</td>
<td>Welcome A welcome address will be given by Professor Jon Scott, PVC Student Experience</td>
<td>Belvoir City Lounge 2nd floor, Charles Wilson</td>
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<tr>
<td>9:40am - 10:50am</td>
<td>Keynote Address A keynote address from invited speakers who are successfully engaged in pedagogic research activities here at the University: Tracey Dodman, Associate Professor, Department of Criminology Dr Dylan Williams, Department of Chemistry Dr Sarah Gretton, The Centre for Interdisciplinary Science Dr Chris Willmott, Department of Molecular and Cell Biology</td>
<td>Belvoir City Lounge 2nd floor, Charles Wilson</td>
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<td>10:50am - 11:00am</td>
<td>Tea and coffee</td>
<td>Quorn Room 4th floor, Charles Wilson</td>
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<tr>
<td>11:00am - 12.00pm</td>
<td>Pedagogic Research Presentations A range of parallel pedagogic research sessions</td>
<td>Garendon Room 4th floor, Charles Wilson</td>
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<td>Parallel session D</td>
<td>Sparkenhoe and Goscote, 4th floor, Charles Wilson</td>
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<td>Parallel session E</td>
<td>Gartree and Rutland, 4th floor, Charles Wilson</td>
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<td>Pedagogic Research Presentations will continue after the Lunchtime Exhibition</td>
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| 12:00pm - 1.00pm| Lunchtime Exhibition A range of exhibitions will be occurring during this lunchtime break, including:  
• Supporting staff to embed Sustainability into their teaching  
• The Peer Assisted Learning (PAL) Scheme  
• Promoting Equality, Diversity and Inclusion  
• Teaching Enhancement Projects Fund | Garendon Room 4th floor, Charles Wilson. Lunch available in Belvoir City Lounge, 2nd floor, Charles Wilson |
- The University’s Professional Educational Excellence Recognition Scheme
- There will also be the launch of the University’s new online journal - *Journal of Learning and Teaching in Higher Education*

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<tr>
<td>1:00pm - 2:30pm</td>
<td>Pedagogic Research Presentations</td>
<td>Garendon Room 4th floor, Charles Wilson</td>
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<td>Parallel session D</td>
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<td>Parallel session E</td>
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<td>Sparkenhoe and Goscote, 4th floor, Charles Wilson</td>
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<td>Parallel session F</td>
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<td>Gartree and Rutland, 4th floor, Charles Wilson</td>
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<td>2:30pm - 2:45pm</td>
<td>Tea and coffee</td>
<td>Quorn Room 4th floor, Charles Wilson</td>
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<tr>
<td>2:45pm - 3:45pm</td>
<td>Building and Sharing: Reflections using Lego</td>
<td>Garendon Room 4th floor, Charles Wilson</td>
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<td>Take time at the end of the conference to reflect on what you’ve heard, thought and done, and how it might impact on your own practice: through some hands-on building and sharing using a light version of Lego Serious Play. Led by Alex Moseley from the Leicester Learning Institute</td>
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<tr>
<td>3:45pm - 4:00pm</td>
<td>Plenary and Close</td>
<td>Garendon Room 4th floor, Charles Wilson</td>
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Opening Keynote Address, Tuesday 4 July

Working in partnership with students - practices, considerations and issues
Professor Colin Bryson and Ruth Furlonger, Newcastle University

We seek to present a considered and candid view about working in partnership. We will cover a range of approaches, and practices of doing that inside and outside the curriculum. Our own experience has shown us how important it is to take practical issues into account, and not to take for granted that everybody wants to be ‘partners’! At the same time, it is only appropriate and ethical that we offer all students the opportunity to gain the impressive benefits that both students and staff gain from these approaches.

Professor Colin Bryson leads the Combined Honours Centre at Newcastle. He tries to put student engagement and partnership at the centre of all his practice. He is fortunate enough to work with wonderful students and staff. He founded and chairs RAISE, a network of academics, practitioners, advisors and student representatives drawn from the Higher Education sector who are working and/or interested in researching and promoting student engagement.

Ruth Furlonger is the Student Engagement Coordinator for the Combined Honours Centre, and a graduate from the department. She coordinates the peer support and student-staff partnership schemes across the degree programme, and practices partnership within her teaching practice on a suite of Graduate Development modules.

Keynote Address, Wednesday 5 July

Keynote address from invited speakers who are successfully engaged in pedagogic research activities here at the University:

Tracey Dodman, Associate Professor, Department of Criminology

Tracey has considerable experience of working on distance programmes and now largely contributes to teaching on the campus-based undergraduate programme in Criminology. She is Director of Education for the Department, having general oversight of all aspects of learning and teaching across the Department and chairing the Departmental Learning and Teaching Committee. Her research interests are related to learning and teaching, and more specifically: how students interpret and undertake guided independent study, and what constitutes ‘effective’ feedback.

Dr Dylan Williams, Department of Chemistry

Since arriving at Leicester in 2007, Dylan has helped the Department develop an innovative approach to the teaching of Chemistry using a series of Context/Problem Based Learning (C/PBL) case studies and embedding them into the first year. He was awarded a University Teaching Fellowship in 2012 and also in that year oversaw the publication of four new peer-reviewed C/PBL Resources, which are available via the Royal Society of Chemistry's LearnChemistry platform. During 2014-15, Dylan led a Royal Society of Chemistry funded project to develop a new
C/PBL module, which was designed to allow undergraduate chemists to engage with authentic industrial research problems. In 2017 Dylan established the Leicester Chemical Learning Enhancement and Pedagogy Research Group. He is currently working on an investigation into undergraduate chemists’ perceptions of transferable skills.

Dr Sarah Gretton, The Centre for Interdisciplinary Science

Sarah joined the Genetic Centre for Excellence in Teaching and Learning (GENIE) at the University in 2010 and started working for the Centre for Interdisciplinary Science in that same year. She initiated the Research Theme of Teaching and Learning in the College of Science and Engineering in 2014 and became Director of the Centre for Interdisciplinary Science in 2015. Under her leadership the Centre for Interdisciplinary Science reached the finals of the Collaborative Award for Teaching Excellence in 2016. Sarah was awarded a University Teaching Fellowship in 2014 and was a finalist for HE Bioscience Teacher of the Year award earlier this year. She has worked on a number of education projects including the Virtual Genetics Education Centre and SWIFT (Second World Immersive Future Teaching). She is currently involved in supporting staff to embed Sustainability into their teaching.

Dr Chris Willmott, Department of Molecular and Cell Biology

Chris returned to the University in 2000 as a lecturer in the Department of Biochemistry. He was an inaugural winner of a University Teaching Fellowship in 2003 and was awarded a National Teaching Fellowship in 2005. In addition to work on study skills development (including education of students to avoid plagiarism), Chris has particular interests in the teaching of bioethics, in the use of broadcast media in teaching and in authentic assessment.
‘Discovering Teaching Excellence at Leicester’ Conference and Exhibition, 4-5 July 2017

Day 1 - Nano Presentation Abstracts

Parallel Session A

A1 The benefits of flipped learning in a company sponsored blended-learning programme
A2 Small group learning: the students’ experience
A3 Using Photovoice in Criminology education: an exciting and innovative approach
A4 Feedback practices using Turnitin GradeMark
A5 Virtual and augmented reality in teaching engineering dynamics - a case study with ARIADNE
A6 WhatsApp - a suitable format for a learning community of medical educators?
A7 Inclusivity in the curriculum

Parallel Session B

B1 Embedding employability into taught programmes
B2 Turning lectures into tutorials
B3 Teaching very small groups: developing alternative classroom activities
B4 Collaborative musculoskeletal revision sessions for first year medical students
B5 Designing a first year Biological Sciences module - what have we learned?
B6 Why you shouldn’t teach ‘BODMAS’
B7 Belonging to a twenty-first century university: students and staff tell us about what includes them and what alienates them

Parallel Session C

C1 Providing feedback for distance learning students: what approaches do students value?
C2 Identity and research distance-learning students
C3 Belonging to what, why and on whose terms?
C4 The vanishing classroom: teaching small groups and individuals
C5 Building our pedagogical understandings from ethnography: findings from undergraduate interprofessional simulations
C6 What can we do with Openbadges - a digital micro-credential?
C7 Reflecting on digital literacies: activities to foster open student/staff dialogue and build communities of learning
Day 2 Taster Pedagogic Research Presentation
Enhancing student learning experience: assessment and feedback, and skills confidence

Day 2 - Pedagogic Research Presentation Abstracts

Parallel Session D

D1 Implications of undergraduate student debt for pedagogy: a review
D2 Enhancing student experience and engagement in Criminology
D3 Share victory, share defeat: a whole-module assessed teamwork project and avoiding free-riding
D4 Advancing reflection and feedback for medical students: views on the content of a Professional Portfolio
D5 Group work assignment in Law: equipping learners for work?

Parallel Session E

E1 The co-creation, connectivism and collaboration jigsaw: assembling the puzzle pieces for a successful multi-disciplinary student learning experience
E2 Improving the student experience: investigating stress triggers and mental wellbeing in students of Modern Languages
E3 A qualitative exploration of students who experience psychological distress around assessment at medical school
E4 Community and engagement
E5 Spiritual care: time to tackle a teaching taboo?

Parallel Session F

F1-F2 Defining digital literacies
F3 From bad TV to good history: facing colonialism through media representations to resolve a barrier to learning
F4 Pedagogical needs and the neoliberal agenda: the case of self-access language centres at the age of the corporate reform of UK higher education
F5 Information-seeking behaviour of first year medical students: mobile learning in an age of information overload
Day 1, Tuesday 4 July 2017

Nano Presentations: 2:15pm-3:55pm

Parallel Session A:

A1  The benefits of flipped learning in a company sponsored blended-learning programme

Toby White, Department of Geology

The one year, blended-learning, postgraduate certificate in Quarry Management and Operations is sponsored by, and delivered to employees of LafargeHolcim, the World’s largest construction materials company. Each year between 17 and 22 employees from around the world undertake three modules while continuing in full-time work.

The three modules are all structured in the same way, each one lasting 16 weeks. During the first 5 weeks, the students are engaged in guided study using material prepared by departmental staff and senior company managers. This is delivered through Blackboard and supported by Discussion Boards and Self Assessed Questions which reinforce the student’s learning.

The students then gather in Week 6 for a six day residential, held in different countries for each module. The emphasis is on workshops and practical exercises supported by coaches/tutors from the company and its suppliers and consultants, as well as from the University. The flipped learning style enables the students to apply the knowledge gained during the previous study weeks, thereby enhancing their understanding and developing their critical analysis and problem solving skills.

To ensure students undertake the study before the residential and therefore have the background knowledge required, the students sit an exam at the residential which is primarily based on the study material. After the residential, the students complete a number of assessed assignments of varying nature, which are all related to issues relevant to their industry.

Who may be particularly interested in this, and why

The session will be useful for:
• Anyone working in partnership with external companies or industries: the session will summarise the benefits which can be gained.
• Anyone involved with, or considering developing, distance-, blended- or flipped-learning programmes: the session will present a case study covering these areas.

Theme(s):
Partnership in learning
A2  Small group learning: the students’ experience

Dr Lucy Faire, Vaughan Centre for Lifelong Learning

This ten minute paper considers students’ reactions to small group teaching (i.e. c. 5-15 students). Using student feedback from annual student feedback sessions as well as feedback forms, the paper will examine:

- What particular problems arise for students during small group classes and what benefit they get from being taught in small groups.
- How students’ reactions to small group teaching can be used across programmes as well as with specific modules, to help identify areas for attention to improve classroom practices: student feedback is typically taken by individual staff to form part of reflection on their own teaching practices rather than using it to consider the programme-level development and quality enhancement.
- The role small group teaching plays in enhancing retention and building student confidence among non-traditional learners, in particular adult learners who are experiencing university-level education for the first time.

Who will find the session useful and why?
The obvious audience for this paper is those who teach small groups. However, this paper is also of interest to those concerned with interpreting feedback particularly to engage students with quality enhancement, as well as those seeking to boost retention rates and foster a sense of belonging.

Theme(s):
Retention and progression
Belonging and resilience

A3  Using Photovoice in Criminology education: an exciting and innovative approach

Dr Wendy Fitzgibbon, Department of Criminology

Photovoice is an established method developed initially by health promotion researchers (Wang and Burris, 1997). By utilising photographs taken and selected by participants, respondents can reflect upon and explore the reasons, emotions and experiences that have guided their chosen images.

Participants have a briefing session in class where the pilot project is explained. They can chose which devices, either cameras or smartphones, they prefer to use and the ethics of taking photographs are discussed and clarified. Participants then take pictures that express their perspective on, views about and feelings around a topic in Criminology. For example in the pilot study, as part of the core module 'Working in Criminal Justice', second year Criminology students were encouraged to reflect on the role and purpose of the various criminal justice professions.

The pictures are printed and participants select a couple of images to use as a stimulus in a group discussion. At the end of the module, the final selection of images, is displayed in a photography exhibition to engage other students and the public, informing them about studying Criminology and
this research technique. Students gain insight into a new innovative research method, currently gaining much credibility in the field of Criminology and beyond. They also learn to work collaboratively to explore the criminal justice system in a creative manner.

Who will find the session useful and why?
Teachers, academic researchers and students may find the topic useful either as a new research method or as a new teaching technique to enhance student engagement.

Theme(s):
Retention and progression

A4 Feedback practices using Turnitin GradeMark
Dr Robin Green, Dr Alan Cann, Dr Tessa Webb, College of Medicine, Biological Sciences and Psychology, and Caroline Smith, Leicester Learning Institute

Student satisfaction with feedback on assessed work remains at a low ebb compared with other National Student Survey indicators. Over the last few years a substantial change in marking practices has occurred with almost all student work now being submitted electronically via Turnitin GradeMark. While GradeMark is generally popular with students, we have very little knowledge of how academic staff are actually using GradeMark to deliver feedback and how this compares with best practices established in the research literature. We have carried out an audit of feedback practices on GradeMark and will discuss how enhancements such as rubrics and staff training could be used to influence academic practice and thereby increase student engagement with electronic feedback delivered via GradeMark.

Who will find the session useful and why?
All staff who assess student work.

Theme(s):
Retention and progression

A5 Virtual and augmented reality in teaching engineering dynamics - a case study with ARIADNE
Dr Mateusz Bocian, Department of Engineering and Dr Nikolaos Nikitas, University of Leeds

Virtual and augmented reality is a visualisation technology set to revolutionise the way we interact with the world around us. This also applies to the way we deliver teaching. A particularly good context in which this technology can be utilised is engineering dynamics - a branch of classical mechanics concerned with motion of bodies. This is because virtual and augmented reality offers a means of discovery of concepts and notions related to motion of bodies in an immersive and interactive manner. During this presentation, I will give an account of my experience working with virtual and augmented reality and provide examples of applying this technology in teaching. I will also introduce a cross-platform software package ARIADNE - Augmented Reality for Advanced
Dynamics Engineering supporting research, consultancy and educational activities developed at the University of Leicester.

Who will find the session useful and why?
Anyone interested in the latest developments in virtual and augmented reality applied in the context of academic teaching and beyond.

Theme(s):
Partnership in learning

A6 WhatsApp - a suitable format for a learning community of medical educators?

Dr Emma Hayward and Dr Andrew Ward, Department of Medical Education

Introduction: A learning community is “an intentionally created group... actively engaged in learning from each other” (1). Clinical educators across many disciplines teach Leicester University students in geographically distant placements. WhatsApp has been evaluated as a means of communication between doctors and medical students (2) and also within clinical teams (3). This study sought to establish whether WhatsApp is an effective platform for developing a learning community of medical educators.

Method: Clinical educators associated with Leicester University received an email invitation. The first WhatsApp group (n=38) included teachers from diverse specialities and a wide geographical area. Another group was established for tutors of a clinical communication course (n=23). An online survey evaluated the effectiveness of both groups. Ex-members were also asked for feedback.

Results: The groups were used in different ways. The first included updates of general interest but discussions were limited (average one reply per post). The second generated more discussion (average 6.5 replies).

Discussion: Participants found the WhatsApp groups helpful, except for keeping up to date in medical education. Group 2 used WhatsApp to give feedback and to solve problems related to the course they were teaching. It was reportedly harder to connect with people in the larger group. Some participants left due to the frequency of interruptions if the group was in use. An alternative to WhatsApp may be needed to develop learning communities of educators who do not share a common goal.

Implications: Online interaction using WhatsApp may facilitate the development of a learning community of medical educators, especially those who have a common purpose. Groups connecting clinical teachers with less in common may benefit from a facilitator to provide regular points for discussion. Further research into online platforms for learning communities in medical education would be helpful.

References:


Who will find the session useful and why?
This presentation would be useful for people who have teaching teams that are not co-located in a department. Evidence of the utility of WhatsApp for developing a learning community of educators will be discussed. Lessons learned from this pilot will be shared and will enable participants to consider how this tool could be used to develop their own teaching teams.

Theme(s):
Partnership in learning

A7 Inclusivity in the curriculum

Leyla Okhai, HR: Equalities, Diversity and Inclusion

This presentation will explore what an inclusive curriculum design approach is and why it is essential in today’s global education environment. It will examine approaches to ensure students’ educational, cultural, social background, experiences and impairments can be valued in all teaching and learning spaces. An ‘inclusive curriculum’ is a good curriculum, not something separate that is designed especially for a particular group but refers to all of the good practice around learning. There will be an opportunity to start to consider how to develop and introduce an inclusive curriculum in any discipline. What might need to be done to improve the existing framework and how this could be done effectively will also be considered. We all live in an ever-changing diverse society: education should reflect, promote and facilitate this at every level.

Who will find this session useful and why?
Anyone involved in teaching, supporting learning and teaching development; and anyone who is interested in finding out more about inclusive curriculum design.

Theme(s):
Belonging and resilience
Retention and progression
Parallel Session B:

B1  Embedding employability into taught programmes

Richard Wilcock, Career Development Service

By 2016 a number of graduate employers, including Penguin, Ernst & Young and Price Waterhouse Coopers, removed degree and A-level results from their selection processes claiming that there was little correlation between degree result and future professional success. Furthermore, the influx of apprenticeships and school leaver programmes now means that a degree is not the only route to many professional careers.

So, how do we ensure that University of Leicester degree programmes remain attractive to those students who are keen to use their University experience as a means to stand out in an increasingly competitive and complex job market?

This presentation will show how, via the Curriculum Transformation project, our University is ensuring our programmes develop the skills employers recruit against without compromising or changing academic content.

Who will find the session useful and why?
Programme and module leads, as well as any colleagues interested in how they can utilise their teaching to enhance the employability of our students.

Theme(s):
Partnership in learning

B2  Turning lectures into tutorials

Martin George, Leicester Law School

A lecture to 500 students

As a lecturer, one approach is to talk at them for 50 minutes, employing a wealth of technological weaponry to ensure their attention remains focussed on you and your subject, e.g. powerpoints, handouts, Panopto, padlets, and so on. But there is another way: a tutorial, with 500 students. This isn’t flipped learning; this is altering the very nature or fabric of the teaching event. It means that students become questioners, rather than listeners, and they take control of the way their minds are shaped by the content. My intention with this presentation is to show rather than tell, and lead my audience through a tutorial in order to explore different ways of communicating with a large, sometimes intimidating, audience. There will be no technology used, except for 1) one sheet of paper, and 2) a Frisbee.

Who will find the session useful and why?
Anyone involved in teaching in higher education, and particularly academics who lecture to large groups, and find it difficult to break down that group so that the teaching event becomes meaningful and valuable to every person in the lecture theatre.
B3  
**Teaching very small groups: developing alternative classroom activities**

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

This short presentation considers some strategies we have been trying when teaching small classes. How do we deal with these groups - on occasion fewer than five in a class? What happens in a session with only two students, for example? This places heavy demands both on tutors, who must resist temptation to fill time with words, and students, who have to talk more than might normally be expected.

The response proposed here is one of co-operative experimentation, to develop alternative classroom activities, asking students what aspects of topics they would like to cover, what kinds of activities they are willing to try, as new ways of learning are found in partnership. Specific examples include: re-enacting historical trials through courtroom transcripts; exploration of historical built environment on foot; the deployment of illustrations in alternative ways; the presentation of visual and textual material which is apparently inscrutable for joint exploration. Using a wide range of techniques and dialogue with students, in line with active learning and co-operative pedagogies, we have found new routes towards student engagement and to foster belonging within small groups.

**Who will find the session useful and why?**

This will not only be of interest to those presented with small groups, but has broader application to those seeking to encourage anxious students to talk and engage through a range of tools and techniques. Whilst this draws on experiences teaching art history and history, the activities are useful for colleagues in many subject areas. Those with low attendance, for example, will gain strategies to encourage participation and attendance. The use of students as partners in developing pedagogies relates across curricula.

Theme(s):
Partnership in learning

B4  
**Collaborative musculoskeletal revision sessions for first year medical students**

Dr Hannah Hawrot, Dr Karam Aboud, Dr Hannah Bonfield, Dr Emily Dilley, Dr Charlotte Leahy, Dr Deborah Mitcheson, Dr Rohit Narayan and Dr Krupa Samani, Leicester Medical School

Clinical Teaching Fellows at Leicester Medical School decided to supplement learning needs of first year students on the musculoskeletal anatomy course. Mid-unit course evaluation had demonstrated the students had found the Clinical Teaching Fellows’ input in the module especially beneficial and requested further tutorials and demonstrations using prosections. Discussions and surveys with students provided insight into their concerns and demonstrated a desire for staff-led
revision teaching. Two half-day revision sessions, one for the upper limb and one for the lower limb, were designed around student responses, including educational methods and desired topics. Eight stations were designed around specific anatomical learning outcomes, with one Clinical Teaching Fellow delivering the content per station. Whilst each fellow planned their own station, there was communication between colleagues to ensure all content was covered sufficiently and providing invaluable peer feedback. Attendance was high and feedback indicated this was a valuable learning experience for students, with particularly positive responses about the interactive nature and high quality of the teaching. This experience demonstrates the benefits of exploring student needs and collaborative planning when designing revision resources.

Who will find the session useful and why?
We believe that this session will be useful for those involved in medical education, especially those who are involved in small group teaching. We believe this could help inspire those that are new to medical education as it exemplifies what a collaborative effort between colleagues and students can achieve.

Theme(s):
Partnership in learning

B5  Designing a first year Biological Sciences module - what have we learned?
Dr Volko Straub, Department of Neuroscience, Psychology and Behaviour

Changes to the structure of the first year biological sciences courses required the design of an introductory module providing an introduction to physiology, pharmacology and neuroscience suitable for all students on biological sciences and medical biology courses for delivery in 2014/15. The module needed to be suitable for a cohort of 300+ students from very diverse backgrounds and with a wide range of interests. Following 3 years of successfully delivering the module, I will provide a brief overview of the module design and lessons that were learned through student feedback. I will particularly focus on activities to encourage student engagement, emerging problems and attempts to resolve perceived problems.

Who will find the session useful and why?
I hope that by sharing my experience I can provide some information/ideas that may be suitable to anybody involved in designing/delivering teaching modules for large, diverse cohorts of students.

Theme(s):
Partnership in learning

B6  Why you shouldn’t teach ‘BODMAS’
Dr Lovkush Agarwal, Department of Physics and Astronomy

I argue that the BODMAS rules (for deciding which order to do calculations in maths) are inadequate.
The main reasons are:
a) BODMAS is undecided in many situations;
b) BODMAS sometimes gives you the incorrect decision;
c) It is not clear when BODMAS does give you the correct decision.

Who will find the session useful and why?
This session will be useful to those who teach school-level maths. One major reason is that progression is often limited by a student's maths skills, and correcting the issues with BODMAS is one way to improve the teaching of maths. It may be useful to other teachers (of any subject) because they may be able to transfer underlying pedagogic ideas to their own teaching, e.g., scrutinising any rules that are used.

Theme(s):
Retention and progression

B7 Belonging to a twenty-first century university: students and staff tell us about what includes them and what alienates them

Dr Mark Rawlinson, School of Arts and Alex Moseley, Leicester Learning Institute

In this presentation we will discuss some of the implications of the outputs from a recent workshop with University of Leicester students and staff, using the Lego Serious Play methodology.

Who will find the session useful and why?
This session will be useful to any colleagues who are interested in exploring the topic of 'belonging' in greater depth.

Theme(s):
Belonging and resilience
Retention and progression
Parallel Session C:

C1 Providing feedback for distance learning students: what approaches do students value?

Dr Matt Hopkins and Claire Vanneck, Department of Criminology

This nano presentation considers what forms of feedback and support distance learning students find beneficial in improving their future performance. Previous research has considered a variety of approaches to providing formative and summative feedback for campus based students, though the research is not so well developed in relation to distance learners. Our paper focuses on the findings from a small survey (n=108) of distance learning students registered to a number of courses in the Department of Criminology. The survey asked students to (a) comment on how current forms of feedback help them to improve future performance and (b) what future approaches they would like to see. Our findings suggest students do not always understand how some forms of feedback are designed to improve their future performance and can become frustrated with what they perceive as inconsistent marking practices. However, students do value feedback that directly highlights skills that require development (such as referencing) or points to how future marks could be improved. Overall, ‘traditional’ approaches to providing feedback - such as providing comments on assignment scripts - were viewed favourably, but many distance learners expressed an appetite for feedback and support to be provided through direct contact with tutors. We consider how such support might be delivered in a distance learning setting, through (for example) one-to-one tutorials, Q&A sessions and Vlogs.

Who will find the session useful and why?
This session will benefit academics who are involved with the delivery of distance learning programmes or are thinking about designing distance learning programmes. At the Department of Criminology we have over 300 distance learning students and considerable experience at providing feedback to distance learning cohorts. In this presentation we share some of our experience and present ideas for enhancing student support and feedback in future.

Theme(s):
Retention and progression

C2 Identity and research distance-learning students

Dr Chantal Bielmann, Researcher Development Team and Dr Melanie Petch, Leicester Learning Institute

Pursuing a PhD by distance remains a popular choice for prospective students due to its flexibility. An increase in provision to support research students has seen the rise of technology-enhanced learning to ensure that support now extends to researchers pursuing their degree at a distance.

In 2016, to learn more about the needs and modes in which distance learning students actively engage with research and professional development support, the Researcher Development Team released a survey. The results were intriguing: students outlined how they would regularly engage
with elements of training and in a variety of ways. There was no sign of a preference for one mode of delivery versus another. A particularly concerning outcome of the survey was the detachment from feeling a part of the research community. Studies on research degree students outlined the importance of belonging within the wider research community, often linking a feeling of isolation to termination or suspension.

Since the survey, the team has expanded its community building provision: nearly 100% of the central provision is released as webinars, more lectures are live-streamed, and there is a push for departments to record or live-stream their departmental research seminars. These changes thus raise the question: do distance-learning postgraduate research students feel a better sense of belonging to the University's research community? If yes, can we link it to the change in provision? This nano-talk will outline the results and significance of the survey, and discuss the next step: evaluating and contextualising the identity of the distance-learning research student.

Who will find the session useful and why?
This session will be useful to staff who work with distance learning students and research students as well as learning technologists/developers. The nano-talk will provide the context for questions on the practical elements on how distance-learning students engage with materials and the more holistic characteristics of identity and learning, and how these are linked to resilience and belonging.

Theme(s):
Belonging and resilience

C3 Belonging to what, why and on whose terms?

Steve Rooney, Leicester Learning Institute

The term ‘sense of belonging’ pervades much of the discourse concerning student transitions to higher education (HE) and also much of the published research. However, as scholars working with various critical and sociological theoretical frameworks have argued, the notion of ‘belonging’ becomes problematic when defined primarily as the extent to which individual students appear to ‘fit in’ with the dominant conventions and practices of the academy. This scholarship draws our attention to the contingent, historical and far from neutral character of these conventions and practices, and warns us against presuming a deficit model of ‘belonging’ whereby any perceived ‘lack’ is attributed to individual students’ behaviour/attitudes which can be ‘fixed’ via appropriately targeted interventions. It also explores the extent to which the discourse of ‘belonging’ relates to the broader neoliberalisation of HE, in which institutions are required to produce positive market signals via favourable-looking ‘retention’ data, and students are compelled to fashion themselves according to the imagined demands of the labour market.

Drawing on this scholarship, this session will problematise the dominant discourse of ‘belonging’. Questions explored will include:
• How is ‘belonging’ framed and recognised?
• How far does our framing and recognition presume a deficit model of student learning?
• How does the discourse of ‘belonging’ relate to questions of class, gender, race etc.?
• What do we want students to feel like they belong to in the first place, and to precisely what ends do we seek to cultivate a ‘sense of belonging’?

Who will find the session useful and why?
Hopefully this session will be of use to colleagues with an interest in/responsibility for supporting student transitions to HE in general. In particular, it should appeal to those with an interest in the role(s) of critical social theory in informing how we both conceptualise and look to foster a 'sense of belonging' in HE.

Theme(s):
Retention and progression
Belonging and resilience

C4 The vanishing classroom: teaching small groups and individuals

Dr Conny Bailey and Dr Malcolm Noble, Vaughan Centre for Lifelong Learning

Education traditionally views small class sizes to be advantageous. However, there soon comes a critical point at which small numbers of students can become problematic and a barrier to successful student engagement. As well as benefiting from being a part of larger diverse classes through their exposure to different viewpoints and experiences, some students prefer the relative anonymity participation in a larger class offers them. To suddenly find themselves in a class that is significantly reduced in size (especially when the class is normally quite small and is unexpectedly smaller still), or even the sole representative of what is normally a larger group, can be quite a traumatic experience for such students, as well as the tutor, and thus present a significant barrier to learning. This paper will consider the effects a shrinking class size can have on the remaining student(s) and tutors, especially visiting tutors, and will offer a range of devices that can be deployed to turn what could be an awkward learning situation into a positive experience that benefits all participants.

Who will find the session useful and why?
Teaching staff, especially those not in regular contact with the students they teach, will discover how having small class sizes can adversely affect student engagement and the class dynamics, and what means they might have at their disposal to mitigate these effects and conclude a successful learning experience.

Theme(s):
Belonging and resilience
C5 Building our pedagogical understandings from ethnography: findings from undergraduate interprofessional simulations

Professor Elizabeth Anderson, Leicester Medical School and Dr Simon Bennett, School of Management

Context: Undergraduate simulation training in healthcare education offers opportunities to practice clinical and professionalism skills. This growth area remains under-researched, particularly concerning interprofessional simulations. Bringing large undergraduate cohorts together for meaningful interactions is challenging. It is often unclear if interprofessional simulations focus on the task or process aspects of interprofessional working.

Method: This study used an ethnographic stance to articulate what happens during interprofessional simulations for final year medical, pharmacy, Operating Department Practitioners and nursing students. The focus of the learning for the observed simulations was patient safety, including situational awareness, communication, leadership and empowerment. Observation notes were aligned with video recordings of the simulations. Students completed self-perceived evaluation data.

Results: 182 students completed simulations. The ethnography identified that despite previous theoretical and interprofessional education on related theory, students could not form a team with leaders and followers, failed to hand over effectively and lacked situational awareness. Their behaviour was professional and patient-centred. Some students were unfamiliar with working in simulation units and there were concerns for how the simulations were set up and conducted. Tutors offered pre-briefings but then failed to allow students to find their own voice.

Conclusions: Educators should ensure students are prepared for interprofessional education simulations. Students should have frequent opportunities to practice the required ingredients, including process aspects of teamwork including team formation and structured communication tools, as well as profession-specific task elements. Facilitators should be trained on the pedagogical aspects of interprofessional education to ensure greater awareness concerning set-up, especially how to conduct pre-briefings.

Who will find the session useful and why?
The session will be useful for academics to consider the value of ethnography in pedagogical research. Although time consuming and costly, ethnography offers insights into what takes place during student-teacher and student-student interactions. This is a worthwhile and important methodology for improving educational design.

Theme(s):
Partnership in learning
C6 What can we do with Openbadges - a digital micro-credential?

Dr Alex Patel, Leicester Learning Institute

Open badges are a digital micro-credential. They are digital images that contain embedded metadata about who issued the badge, who it was given to and what they did to be awarded it. Importantly, the data within the badge is verifiable to ensure this data is correct. Interest in the development of digital credentials has been increasing, with open badges being developed as a ‘global skills currency’, and organisations such as IBM and Aviva Insurance have already implemented their use. Within higher education, open badges are a hot topic at conferences and many universities are currently issuing them for extra-curricular schemes, such as the Open University and the University of Edinburgh. Open badges have the potential to motivate, recognise and communicate learning in a digital environment. During the nano-presentation, we will consider how they might be issued to support and recognise learning, and how they can be used by recipients to communicate skills and experiences to employers.

Who will find the session useful and why?
This session will be useful to colleagues who are interested in finding out more about how open badges can be used to support and recognise learning.

Theme(s):
Retention and progression

C7 Reflecting on digital literacies: activities to foster open student/staff dialogue and build communities of learning

Dr Tracy Dix, Leicester Learning Institute and David Beck, Francesca Cornick and Richard Perkins, University of Warwick

The Certificate of Digital Literacy for the School of Cross-Faculty Studies at The University of Warwick was co-designed by the Teaching and Learning team within the Library and the School’s Director of Student Experience. Contributions from Student Careers and Skills were also gratefully received in the form of resources and discussions on professional identity, anonymity on the web, feminism and online abuse.

This session aims to share how professional services staff and teaching staff worked in partnership to deliver this Certificate for the first time on new degree programmes.

I will present a small selection of activities that were used as tools to open discussions with students from diverse backgrounds on their digital skills and literacies, including:
• Autoethnography - course tutors posted their own accounts as examples of what was expected, then asked students to reflect on their experiences with technology for learning from their early years to the present, and post to a forum within the VLE.
• Visitors and Residents - how we adapted David White’s Visitors and Residents continuum for students’ to explore and facilitate each other’s understanding of modes of engagement with the web.
• Case studies drawn from both academic contexts and popular culture to trigger discussions around referencing, copyright and intellectual property.

The activities were intended to encourage students to act as partners in their own learning development, so the session will reflect on their engagement and feedback, as well as elaborate on how they would inform future practice here at the University of Leicester.

Who will find the session useful and why?
Anyone who teaches at the University (academics, professional services staff, postgraduates who teach, peer-assisted learning leaders) and is looking for ways to facilitate discussions around digital capability, as these activities are relatively simple to replicate, broadly applicable but pertinent enough to engage staff or student participants.

Theme(s):
Partnership in learning

Day 2 Taster Pedagogic Research Presentation: 3:55pm-4:30pm
Enhancing student learning experience: assessment and feedback, and skills confidence
Dr Simona Guerra, School of Politics and International Relations

This paper presents the research findings from a Teaching Development funded project on teaching experience, seeking to improve our students’ learning experience. The recent consultation on Year Two of the Teaching Excellence Framework invites us to shape innovative contributions to ensure that anyone, irrespective of their background, can achieve their potential. This can be attained through a higher education system in which the excellence of the teaching equals the excellence of the research. The last twenty years of studies on teaching and learning provide evidence that six fundamental factors affect teaching excellence, (1) the quality of the teachers; (2) cohort size; (3) class size; (4) student engagement; (5) assessment and feedback; and (6) collaborative learning. This project focuss on the student learning experience by examining assessment and feedback, with a focus on our finalists and introducing the study of their ‘learning gain,’ as developed by Helen Gillespie at the University of East Anglia. In the presentation, I will review the teaching experience of finalists who participated in the project and provided feedback on the transferable skills they learned during their undergraduate programme. Further, with the support from Alex Mitchell, Student Union, Jan Ball, Leicester Learning Institute, and Helen Williams, University of Nottingham, who gave a presentation on feedback for our first departmental teaching and learning workshop in September 2016, the study provides the view on teaching experience from both staff and students.

Who will find the session useful and why?
The project seeks to share good practice and hopefully it can become an opportunity to discuss our students’ satisfaction with the learning experience and presents an interesting example of collaboration between staff and students.
Theme(s):
Partnership in learning
Retention and progression
Day 2, Wednesday 5 July 2017

Pedagogic Research Presentations: 11:00am-12:00pm and 1:00pm-2:30pm

Parallel Session D:

D1 Implications of undergraduate student debt for pedagogy: a review

Dr Lizzie Maratos, Department of Neuroscience, Psychology and Behaviour

This conference paper aims to review the pedagogic literature that addresses the impact of student debt on higher education and examines matters of relevance to both teachers and students. The literature reveals a variety of issues that are impacted on by student debt. These include widening participation status (e.g., socioeconomic such as parental income); retention; career pathway (including cost/benefit issues, employability post-university and resulting implications for degree choice); student attitudes; student role (learners, customers or clients); health (including stress); impact on progression (academic performance; employability/graduate careers; major life milestones); and perceived liability of financial loss. Awareness of issues from a pedagogic perspective and putative suggestions for intervention will be discussed.

Who will find the session useful and why?
This session will be useful for teachers interested in an emerging pedagogic research area that looks at the impact of student debt on academic attainment and wellbeing. The session questions the impact of debt on the student-teacher relationship in the context of the underlying ethos that education should be both accessible and of benefit. Looking forward, the session proposes positive psychology solutions emerging in the literature that can be incorporated into teaching environments (such as personal tutoring) with the aim of promoting academic attainment and wellbeing in the face of negative impact of student debt.

Theme(s):
Belonging and resilience
Retention and progression

D2 Enhancing student experience and engagement in Criminology

Dr Gina Fox, Tracey Dodman and Dr Sam King, Department of Criminology

This team-based presentation will consider three different areas of research that aim to improve student engagement, sense of belonging and overall experience. Each of these areas has been designed to increase engagement with the final year dissertation, enhancing overall experience.

The first section will focus on findings related to feedback/ feedforward, and how we are using activities to better equip students with the skills needed to succeed with the dissertation. The second section discusses the development and delivery of the inaugural Dissertation Away Day.
event was designed to improve the student learning experience through creating a learning community focused on producing a dissertation. The final section will discuss a dissertation project titled ‘The Dissertation Journey: Thinking Out Loud’. This project aims to increase students’ sense of belonging and promote an effective learning environment through self-reflection and peer learning. This is done through a series of 2-5 minutes long digital diary-like entries (video blogs - ‘vlogs’) created by students about to undertake their dissertation and those at various points throughout the process. Staff contributions are also included offering extra guidance and tips at certain stages throughout the dissertation.

Who will find the session useful and why?
Academics interested in exploring the use of pedagogic research to enhance and improve teaching practice would find this session useful. Those who wish to consider new approaches and strategies to enhance student learning and engagement, work towards the growth of professionalised students and the development of organic learning communities.

Other departments interested in getting involved in the ‘Dissertation Journey’ project may also find this session useful. This would allow for the sharing of good practice and knowledge to take place in the future.

Theme(s):
Partnership in learning
Belonging and resilience
Retention and progression

D3 Share victory, share defeat: a whole-module assessed teamwork project and avoiding free-riding

Professor Gawen Jenkin, Department of Geology

Students find group work contentious and it is often an unpopular mode of assessment. It often causes difficulties for assessors, such that it may be avoided or made a small component of assessment. The most common form of group work is co-working with individual assessment, but this does not incentivize students to actually work together. A teamwork mark component may help, but ‘free-riding’ students can then be rewarded for the work of others. Peer assessment to give weighting may be an improvement, but anecdotally students still feel ‘free-riders’ are advantaged. Finally, the most unpopular method is to give all students the same mark (=“teamwork”) – yet I would argue that this is most reflective of ‘real-world’ experience that we should be giving our students for personal development and employability. Teamwork is often unsuccessful because of free-riders, but can be avoided if the task is big enough for the group to fail if all do not contribute (McCorkle et al. 1999).

Here I will describe my 4-year experience of running a teamwork project that is the entire module assessment. Positives include: reduced marking load/faster feedback, real experience of working in a team and development of teamwork skills, and dominantly very positive student experience. Negatives include: team dysfunction and complications due to mitigating circumstances. I will discuss how I promote the positives and mitigate the negatives with preparation for team working
based in an understanding of student concerns about teamwork, team monitoring through the
module, and strategic interventions.

Who will find the session useful and why?
• Teachers who use group assessment of any form who want to improve student performance and
  student satisfaction.
• Teachers who wish to reduce marking load through teamwork but are put off by the possibility of
  reducing student satisfaction.
• Course directors, Teaching Directors and Careers Tutors who wish to reflect on the mix of
  assessment types in their degrees and ensure teamwork skills for employability are covered in
  their programmes.

I will provide data on student performance, student feedback and satisfaction as well as experience-
based advice to maximise success of high-stakes assessments.

Theme(s):
Partnership in learning

D4 Advancing reflection and feedback for medical students: views on the
content of a Professional Portfolio

Professor Elizabeth Anderson and Dr Judith West, Leicester Medical School

Acknowledgements
Sophie Fidoe, Mike Kenning and Igor Wei, Medical Students, Leicester Medical School

The General Medical Council (GMC) Revalidation Framework challenges educators to prepare
medical students for a lifetime of self-awareness and accountability for professional practice. A
student portfolio offers the opportunity for feedback at a personal level. There is limited literature
on what medical students and faculty agree on regarding the content for measuring professionalism
in an undergraduate portfolio.

We used a qualitative study methodology to listen to the views of medical students on the content
and use of a Portfolio. We worked with student researchers who conducted a series of one-to-one
interviews and focus groups with students and staff. The medical student researchers were involved
in all aspects of this research. The tapes were transcribed verbatim and analysed using thematic
analysis. Themes were agreed by the research team.

A total of 23 interviews and 19 focus groups were completed of which 41 medical students
participated and 4 academics. All final year fourth and fifth year medical students perceived
Portfolios to be a “really good concept”. There was agreement that Portfolios were a good thing
because, “It’s a useful way of tracking progress and monitoring your development, it’s professional
and quite useful”. Students were adamant that completion should be supported with timely and
helpful feedback. Academics endorsed these views and considered the feasibility of supporting
students throughout the writing and feedback processes.
The outcomes of this study have been received by the newly formed curriculum team and have led to further discussions about the value and use of agreed reflective content for feedback purposes.

Who will find the session useful and why?
Many professional degrees and subject-specific studies involve students collecting a body of work throughout their academic study period. The findings of this study help academics who use these teaching methods to consider how to ensure any portfolio content is directly aligned to the views of students and staff. The work also highlights how helpful working with student researchers can be, including some tips for success.

Theme(s):
Partnership in learning

D5  Group work assignment in Law: equipping learners for work?

Dr Maribel Canto-Lopez, Leicester Law School

The aim of this study is to identify whether a group assignment undertaken by first year law undergraduates is a teaching and learning activity that is able to help improve students’ experience as a whole. The study used a mix of quantitative (questionnaires) and qualitative (focus groups, interviews) methods. The questions are not only based on learners’ attitudes towards employability skills but on their perception of their role in their own learning and those of others. This project will help answer the above queries and give some guidance as to how to modify/improve this model further for employability. What is interesting about this project is that it is part of a core subject with an unusually large cohort; students are placed in their existing tutorial groups. The broad aim of the group work is for the learners to develop the ability to work effectively as part of a team in researching, analysing and presenting legal information (professionally) in the form of an advice letter to a client. After the submission date, letters are marked following specific assessment criteria created for this task. The formative assessment leads to selecting the ‘best’ letter. The winning group is sponsored by the Legal Firm to an exclusive open day in their offices in London. This group activity also entails a remarkable partnership between teaching staff, professional services (Careers) and the employer (London Law Firm). Currently, it feels the right time to evaluate the group task from the perspective of all involved, particularly students.

Who will find the session useful and why?
Members from other departments interested in employability and skills.

Theme(s):
Belonging and resilience
Retention and progression
Parallel Session E:

E1 The co-creation, connectivism and collaboration jigsaw: assembling the puzzle pieces for a successful multi-disciplinary student learning experience

Dr Marie Bassford, Annette Crisp, Joanne Bacon, Angela O’Sullivan, Mark Fowler and Leisa Nichols-Drew, De Montfort University

CrashEd is a multi-disciplinary, cross-Faculty, University project that arose from five academics’ collaborative commitment to develop a car crash scenario as a widening participation activity. The success of the outreach project culminated in the inspiration to develop more academically challenging forensic scenarios for study at higher education level. The ethos of the Forensic Investigation module is on realistic, scenario-based learning and assessment methods, and involves subject specialists across five Schools, an FE college and the Leicestershire Constabulary. CrashEd team members and the police Forensic Crash Investigator have delivered their specialist expertise on anatomy and physiology, ballistics and trauma injuries to students on a local college FdA Theatrical Make-up and Special Effects course. These students have reciprocated the collaboration with the development of bespoke prosthetic resources designed from remits written by University Forensic Science students. The result is realistic latex ‘injuries’ for use as teaching and assessment tools for the new undergraduate module (optional for Physics, Mathematics, Criminology and Forensic Science students). This is a novel example of students working as co-creators.

This study involves an investigation into the practicalities, benefits and challenges of co-creation and collaborative work; for example, the expanded specialist knowledge base available to the Physics and Maths undergraduates has provided them with wider vocational career awareness. The connectivist approach has stretched students to think across subject boundaries; a great motivator that has enhanced student engagement. The specialist resources provided by the police have enabled students to learn from real life simulations; a truly ‘hands on’ experiential learning environment.

Who will find the session useful and why?
This session will be useful to academics and other educational partners who deliver multi-disciplinary modules and strive to incorporate ‘real learning’ and ‘real assessment’ into their teaching. It will showcase the experiences of a multi-agency team-teaching module, who deliver a practical, hands-on module to students on different subject courses including physics, mathematics, criminology and forensic science.

Theme(s):
Partnership in learning
E2 Improving the student experience: investigating stress triggers and mental wellbeing in students of Modern Languages

Dr Emma Staniland and Dr Liz Jones, School of Modern Languages

Student mental wellbeing is increasingly under the spotlight in UK higher education, where changes such as new fee regimes, the employability agenda, and the internationalisation of campuses produce current students’ personal and academic context for mental health. Despite expansion of relevant central support services on campus here at Leicester, at departmental levels personal tutors continue to express concern about numbers of vulnerable and struggling students, subject tutors highlight the impact of personal difficulties upon students’ academic potential, and mitigating circumstances procedures are approaching over-load. The project upon which this presentation will be based acknowledges that the specific requirements of Modern Language studies, whilst offering great opportunities for personal development and employability, also generate particular stresses for students. Through research into media and academic discussions of these problems, and empirical study via questionnaires and focus groups, we have sought better understanding of the specific pressures and sources of anxiety experienced by Leicester Modern Languages students. Our points of enquiry engaged with discipline-specific areas of teaching and learning practice to identify common stress triggers amongst Modern Language undergraduates, and we explored how significant a problem lack of mental well-being is amongst our students. Our findings have allowed us to develop constructive approaches to reduce stress on students; to improve pedagogical and personal outcomes; to understand and improve staff-student communications around issues such as the achievability of Intended Learning Outcomes and managing assessment, and hopefully, in the longer term, reduce pressure on departmental infrastructure.

Who will find the session useful and why?
Whilst focused on Modern Language students’ experiences, the findings of the project will be of interest to anyone wishing to know more about University of Leicester student experiences of stress and anxiety as part of their broader university experience; their view on the role of the Personal Tutor system; student engagement with the mitigating circumstances procedures; student-staff collaboration; and handling communications with students around key, course-specific issues such as ILOs, assessment and students’ own motivations and perception of their progress.

Theme(s):
Partnership in learning
Belonging and resilience

E3 A qualitative exploration of students who experience psychological distress around assessment at medical school

Dr Rachel Winter, Department of Medical Education

Objective: Medical students are at high risk of experiencing psychological distress at medical school and developing mental ill-health during professional practice. Despite efforts by faculty to raise awareness about this risk, many students choose to suffer in silence in the face of psychological
distress. The aim of this study was to explore drivers that prompted help-seeking behaviour and barriers that prevented individuals prioritising their well-being around the time of high-stakes assessment at medical school.

Methods: Semi-structured interviews were conducted with fifty-seven students who failed high-stakes assessment at two UK medical schools, exploring their experience of academic difficulty and perceptions about causes. A thematic analysis of twenty transcripts that met inclusion criteria was completed to identify key factors that influenced participants’ decisions around seeking help for their psychological distress, and in some cases, mental health problems. Twenty participants who specifically described a deterioration in their mental health around the time of assessment were included in this study.

Results: Barriers to seeking help in these instances included: normalization of symptoms or situation; failure to recognize a problem existed; fear of stigmatisation; overt symptoms of mental distress; and misconceptions about the true nature of the medical school, for example beliefs about a punitive response from the school if they failed. Drivers for seeking help appropriately included: building trust with someone in order to confide in them later on, and self-awareness about the need to maintain good mental health.

Conclusion: There are various drivers and barriers for students’ help seeking behaviours when experiencing psychological distress around the time of assessment, particularly self-awareness about the problem and prioritisation of well-being. Students who fail to recognise their own deteriorating mental health are at risk of academic failure and medical schools need to develop strategies to tackle this problem in order to protect these students from harm.

Who will find the session useful and why?
This presentation would be of interest to both students and medical educators, in particular those concerned with developing student welfare support systems and pastoral care services.

Theme(s):
Belonging and resilience
and extra-curricular) in relation to that of their peers. We will present results of a survey which will explore further the overall correlation between a sense of community and time on task and suggest ways to encourage student engagement.

Who will find the session useful and why?
Directors of Teaching and others interested in enhancing the student experience.

Theme(s):
Belonging and resilience

E5 Spiritual care: time to tackle a teaching taboo?

Dr Emma Hayward, Department of Medical Education and Dr Simon Cocksedge, University of Manchester

The World Health Organisation includes spiritual health in its definition of health and the General Medical Council provides guidance for doctors on providing spiritual care. However, undergraduate training in spiritual care is not universal, with many medical schools reporting that faculty lack the skills to deliver it. Apart from survey data, little is known about how doctors in the UK perceive spiritual care and how they teach it.

The aim of this qualitative study was to understand clinical teachers’ perceptions of spiritual care and how it is taught to medical students in the UK. 25 clinical teachers from two UK medical schools participated. Participants represented a variety of specialities and the sample included junior doctors as well as consultants and General Practitioners. They were asked to reflect on their perception of spiritual care, their clinical practice and strategies they would use to teach this subject. The qualitative data was coded and formed the basis for thematic analysis.

Results: Clinical teachers’ perceptions of spirituality and spiritual care will be presented. How participants provide spiritual care will be described, highlighting facilitators and barriers. Perceived barriers include lack of shared understanding of terminology, clinician uncertainty and a medical environment which does not generally accept spiritual care as a legitimate part of a doctor’s role. Suggested content and methods for teaching spiritual care will also be discussed. Assessment of competence in spiritual care was seen as challenging and remains a topic for debate.

Who will find the session useful and why?
This presentation would be useful for people who have an interest in compassion in healthcare or who would like to consider how topics that have no agreed definitions can be taught and assessed. People with an interest in the link between language and culture may also find this helpful because data suggested that lack of shared understanding of terms was a barrier to providing spiritual care. This is a possible area for further research which could be multi-disciplinary.

Theme(s):
Partnership in learning
Parallel Session F:

F1-F2  Defining digital literacies (1 hour session)

Dr Alex Patel and Stephen Walker, Leicester Learning Institute

What are digital literacies or digital capabilities, and why should we care about them? During the workshop we will consider why the University needs to develop a common language and shared understanding in order to embed digital practice across the institution.

Our first steps are to consider what it means to be ‘digitally literate’ in different roles and disciplines. During the session we will discuss some of the digital frameworks used in the higher education sector and how they might be used within the University. We would like to gather your opinions on how these might work for you.

Who will find the session useful and why?
Anyone involved in the following activities: teaching; research; supporting learning and teaching development; and anyone who is interested in finding out more about digital literacies.

Theme(s):
Partnership in learning

F3  From bad TV to good history: facing colonialism through media representations to resolve a barrier to learning

Dr Malcolm Noble, Vaughan Centre for Lifelong Learning

How are subjects about which students might - rightly or wrongly - feel guilty to be addressed? Guilt can present a barrier to learning which must be removed to secure student engagement. Teaching British imperial history, for example, should lead to discomfort, as in part it constitutes a catalogue of crimes against humanity. Yet guilt is not a productive emotion, and blocks learning. Schlink’s model of how children born in Germany after 1945 feel guilty about events from before their time is used as the basis of discussion. All this is complicated by student groups which risk heavily politicised debate necessitating careful handling. This paper draws on classroom experience, student feedback and theoretical literature to show how to remove a barrier to learning.

The initial series of First Contact (Blackfella Films, Australia 2014-16), took ‘ordinary’ Australians and confronted them with the reality of settler colonialism; the second took celebrities along a similar arc from ignorance to empathy. Some acknowledged and condemned the violence; others denied it. Students read this programme critically to consider public history and settler colonialism, but also how guilt is a barrier to action and discussion; through this the implications of their own guilt is addressed. This paper argues that addressing guilt directly is the best way to remove this barrier to learning and shows how bad television can be used to achieve this.

Who will find the session useful and why?
This paper is of interest to those teaching any subject about which students might feel guilt, where
such feelings may present a barrier to learning. The scope for such guilt is very broad, and certainly not limited to imperial history. For example, those teaching in political science and economics dealing with economic inequality will benefit from this research.

Theme(s):
Belonging and resilience
Retention and progression

F4  Pedagogical needs and the neoliberal agenda: the case of self-access language centres at the age of the corporate reform of UK higher education

Dr Marion Krauthaker, School of Modern Languages

In this presentation I discuss the findings of a year-long funded project carried out in 2015 and supported by the CAHL Teaching Enhancement Fund and the Leicester Learning Institute. The initial project aimed to assess Self-Access Language Centres (SALC) facilities in the UK and Ireland to delineated wide-ranging practices, especially in view of reviewing the Leicester Modern Languages Study Centre. In the first part of the presentation, I summarise the key elements emerging from the field investigation (visit of ten SALCs and interviews), such as management, staffing, spaces, equipment, facilities, activities, development and challenges. Self-access language centres bloomed in the 1990s as the answer to the resourcing difficulties brought about by the “massification des langues” and to how educators could “provide the ‘mass-learner’ with the learning competences and opportunities traditionally associated with the education of the few” (King, 1994). SALC facilitated the move from traditional models of “a classroom, a teacher and a book” and allowed students to become active agents of their learning (Gardner, Miller, 2014). In the second decade of the 21st century however, although most stakeholders agree on their pedagogical purpose and benefits, justifying the existence of a SALC has become a major issue (Reinders, 2012). In the second part of the presentation I introduce the theoretical and critical conclusions emerging from the project. These questions, relating to the relationship between pedagogical needs at the age of the corporate reform, go beyond the scope of SALC and can be applied to a variety of HE contexts.

Who will find the session useful and why?
This session will be of interest to colleagues generally interested in critical questions around pedagogy and the neoliberal university. However, as I focus particularly on self-access language centres to develop this question, the presentation will also be useful for colleagues interested in learning support beyond the classroom, e-technologies and semi-guided and independent learning, as well as for language specialists.

Theme(s):
Belonging and resilience
Information-seeking behaviour of first year medical students: mobile learning in an age of information overload

Sarah Whittaker, Library and Terese Bird, Educational Designer, Leicester Medical School

In the new curriculum at Leicester Medical School 2016, medical students are expected to find much of the information on which they base their knowledge independently. Students actively learn in groups, working on iPads to solve case study questions. The ability to discover and evaluate information (information literacy) is recognised by JISC as one of the seven elements of Digital Literacy ‘which fit an individual for living, learning and working in a digital society’ (JISC, 2014). Medical students and their future patients inhabit an ever-changing information-rich environment, where information overload can create uncertainty (O’Carroll et al, 2015). Students’ information-seeking habits will influence not only their studying and exam success but also their future practice. The project aims to discover how medical students find and evaluate information in group active learning work, addressing questions such as what sources they use, how they choose sources and evaluate information, their self-efficacy, and whether and where they experience uncertainties or problems. Research consists of focus groups with first year medical students, and separately with the junior doctor Clinical Teaching Fellows as well as small group session observations. The intended outcome is an understanding of how medical students approach finding information within the new curriculum, so that the library can support students more effectively in terms of resources provided, and work together with the Medical School to develop students’ information and digital literacy. Findings will contribute to the wider discussion of how students may best learn in the age of mobile learning and information overload.

References:


Who will find the session useful and why?
This will interest educators, curriculum planners, librarians, and resource managers who are tasked with developing students’ information literacy, digital literacy, and study skills.

Theme(s):
Partnership in learning