

9.00 – 9.30	Registration (Ballroom Entrance)
	Ballroom
9.30 – 9.40	Welcome Professor Marilyn Andrews Pro Vice-Chancellor Education & Student Experience
9.40 – 10.00	Student Address - Ally Bird
10.05 – 11.15	Ballroom
	Matthew Wyman More for less: using recorded lectures to enhance the student experience
	Alex Lamont, James Hardie-Bick, Matthew Brannan Teaching “Happiness and Wellbeing”: a new approach
	Anita Mangan and Mihaela Kelemen Dramatizing Theory in Practice
	Vanessa Hooper The student voice: Student ‘awayday’: An additional mode of engagement
10.05 – 11.15	Salvin Room
	Andy Irwin A new mode of engagement: student executive officers as enablers, not ringleaders
	Elizabeth Mills and Sharon Warren Delivering Learning Materials Virtually in the Event of Adverse Weather
	Emma Head The blended lecture: using online materials in sociology lectures
	Jon Parker Internationalisation Through Study Abroad: It isn’t enough to just go away
11.15 – 11.30	Coffee (Ballroom)
11.30 – 12.40	Ballroom
	Bill Dixon, Tony Kearon and Karl Bohanan Assessment for Learning in Criminology: Using a Blog-Based Reflective Analysis to Promote Student Engagement at Level 5
	Rob Jeffries and Ant Sutcliffe The Keele University Stardome
	Dan Harding Overcoming the Challenges Faced by Higher Education Academics in the Use of Learning Technology; a Study
	Anne O’Brien and Jonathan Berry Innovation in Inter-Professional Learning: facilitating students teaching each other.
11.30 – 12.40	Salvin Room
	Laura Hancock, Katherine Haxton and Dave McGarvey Curriculum Design around Graduate Attributes
	Peter Coventry Medical student Community Projects: social responsibility and leadership skills within a service learning framework.
	Nigel Tringham Work Placements for Historians
	Pete Lonsdale, Claire Fox and Hayley Gilman Project Blog: enhancing our understanding of the final year Psychology project through reflective writing
12.40 – 14.00	Lunch and Posters (Ballroom)
	Keynote (Ballroom)
14.00 – 15.30	The Professionalisation of Teaching and the Role of Scholarship Professor Gill Nicholls Deputy Vice-Chancellor Academic Development University of Surrey
15.30	Close

Welcome

Professor Marilyn Andrews

Pro Vice-Chancellor (Education and Student Experience)

Room: Keele Hall Ballroom

Time: 9.30am – 9.40am

Student Address

Ally Bird, Keele Students Union Vice-President Education

Room: Keele Hall Ballroom

Time: 9.40am – 10.00am

More for less: using recorded lectures to enhance the student experience

Matthew Wyman

Room: Keele Hall Ballroom

Time: 10.05am – 11.15am

This session reports on the results of a trial in 2012 on a second year module where we replaced live lectures with recordings and slides, and significantly expanded the number of accompanying seminars. The results in terms of student achievement were dramatically positive.

The talk will present evidence from detailed evaluation of the initiative and discuss the technicalities, as well as the sorts of situations in which such an approach might be useful elsewhere.

Teaching “Happiness and Wellbeing”: a new approach

Alex Lamont, James Hardie-Bick, Matthew Brannan

Room: Keele Hall Ballroom

Time: 10.05am - 11.15am

We outline the rationale behind a new 3rd year elective module, discuss its design and presentation, and consider challenges and successes from its first offering in 2012-13.

The module is truly interdisciplinary, drawing on concepts, theories and methods from philosophy, psychology, sociology and economics. It is unusual in that it addresses all 10 Keele Graduate Attributes and has the potential to pull together all the strands of the Distinctive Keele Curriculum. Students engage in a range of different happiness & wellbeing activities, undertaking a weekly blog on the effectiveness of activities suggested by the module team. They then choose one area for more in-depth enquiry, writing a research report on their own progress and relating this to theory and previous research in happiness and wellbeing. As well as considering their own wellbeing students are encouraged to set this in context and engage with aspects of the happiness and wellbeing of their communities and broader society.

Staff reflections on the design and delivery of the module will be considered along with excerpts from students' blogs and project work as well as end-of-module evaluations.

Dramatizing Theory in Practice

Anita Mangan and Mihaela Kelemen

Room: Keele Hall Ballroom

Time: 10.05am - 11.15am

This presentation reports on the Innovative Teaching Project (2012-13) conducted by Dr Anita Mangan and Professor Mihaela Kelemen, Keele Management School, and Sue Moffat, New Vic Borderlines.

The project, called 'Dramatizing Theory in Practice', consisted of a series of three drama workshops for the MA Management and MA International Business students. It was devised in response to student feedback about internationalisation at Keele and it had three aims.

The first was to increase socialisation opportunities between international and Home/EU students and the second was to provide students with an opportunity to learn about key Critical Management Studies theories through a series of practical and experiential drama exercises. The final aim was to create an ethical culture which would enable the students to learn how to embrace the theoretical aspects of their MA programme and apply them in a range of personal and professional settings.

The presentation will have four strands:

1. The rationale & impetus for setting up the project
2. An account of the 'Button Game' and the students' learning experience
3. Feedback from students
4. Lessons learned & reflections on the project, including the joys and challenges of creating a learning environment between two very different institutions (university & theatre)

The student voice: Student 'awayday': An additional mode of engagement

Vanessa Hooper

Room: Keele Hall Ballroom

Time: 10.05am – 11.15am

In keeping with the Keele ethos, the School has been keen to maximise student engagement. Each year, we offer 40 students, following an open invite and chosen to reflect students across the course, attendance at a student 'awayday', with 5 senior academic staff, there to facilitate and listen.

The benefits for School and students include: feedback regarding curriculum design, developing solutions and fostering a collegiate relationship. We believe that nurturing this relationship creates bonds beyond the initial activity: increasing a sense of community, of feeling valued, and a belief that individuals can affect change.

The programme:

1. Informal icebreaking activity
2. Outcome and updates from the previous year's awayday
3. Table discussion, in groups of 8 with one facilitator: strengths and areas for improvement.
4. Plenary session: verbal feedback by table, issues and proposed actions discussed and recorded on flip charts.
5. Summary of timelines and outputs.
6. LUNCH!

The final report and action plan is considered by the School and made available to all staff and students. Action outcomes are monitored over the course of the year and are feedback the following awayday.

An unexpected outcome of this activity has been students raising and resolving issues amongst themselves within the session.

A new mode of engagement: student executive officers as enablers, not ringleaders

Andy Irwin

Room: Keele Hall Salvin Room

Time: 10.05am – 11.15am

STRATEGIC AIM 5: *To develop an environmentally aware and sustainable outward-facing campus community.* – *Keele University Strategic Plan*

Engaging students in institutional activities not directly related to their academic work or leisure pursuits is - in the traditional sense of the term 'engagement' - an increasingly difficult endeavor for student unions and indeed institutions.

It is then, with enthusiasm and a desire to 'keep up', that student officers at Keele are running to catch up with the proliferation of student-driven green initiatives on Keele University campus. These activities are inspired and liberated by an institutional agenda which by its nature - empowered by an increasingly networked approach between students and staff - actively fosters this type of engagement.

The focus of my presentation is to place student officers within a situation that is already moving quickly at Keele, and in many ways largely without our driving input or leadership. That is not to say that student officers have been sitting on their hands. However, with the recently announced availability of an NUS 'Green Fund', to distribute £5 million to students' unions for sustainable initiatives, the focus on the role of student officers in a thus far organic 'on the ground' movement must come more sharply into focus.

Delivering Learning Materials Virtually in the Event of Adverse Weather

Elizabeth Mills and Sharon Warren

Room: Keele Hall Salvin Room

Time: 10.05am – 11.15am

The School of Pharmacy runs a Professional MSc course for practising pharmacists. The first module 'Advanced Practice Development' is an open learning module. Students identify three of four competencies from a relevant framework that they want to develop during the module. The module is assessed through a portfolio of evidence that demonstrates the achievement of the competencies at the appropriate level.

An initial study day focuses on the APD module. Students have one to one time with their tutor to develop their learning contract which includes identifying the learning resources they will use to develop their chosen competencies. The day finishes with the students sharing their learning contract with the whole group for comments. The study day is essential to enable students to get started with the APD module. Traditionally this study day has taken place face to face, with students travelling from all of the UK to attend. This year, however, the adverse weather conditions at the beginning of January gave us the opportunity to run a pilot of a virtual study day.

During the presentation we will share the results of the evaluation of the pilot virtual study day, and describe subsequent developments in using on-line technology in our courses.

The blended lecture: using online materials in sociology lectures

Emma Head

Room: Keele Hall Salvin Room

Time: 10.05am – 11.15am

In this talk I review the use of online materials in lectures in three sociology modules that I taught in semester two; these were modules on social inequalities, research methods and family studies. I consider why we might use online resources within lectures and the range of reasons why this might be appropriate. I will also consider how to locate, select and manage online materials.

The talk will include some examples of the range of different materials that were used in the course of these modules. I will reflect on the impact of using online resources on student engagement and learning, and will discuss student perceptions of 'blended lectures'. In conclusion, I suggest how this model of lecturing can be developed in future module delivery.

Internationalisation Through Study Abroad: It isn't enough to just go away

Jon Parker

Room: Keele Hall Salvin Room

Time: 10.05am – 11.15am

Keele is recognised as having one of the better study abroad programmes in the UK. Students regularly cite the wide range of options for study abroad in their decision to come to Keele. It is also a popular destination for foreign students coming to study for a semester or year.

More recent literature on has pointed out that, while study abroad is seen as the gold standard for internationalisation, simply sending students does not guarantee that they will become more 'international' in their attitudes or behaviour.

Students require some knowledge and theoretical infrastructure to help them make sense of what they experience when abroad if it is meant to have a significant and lasting impact on them. This process does not occur automatically, and the academic curriculum can play a key role in ensuring they are prepared to go abroad and make the most of their experiences when away and when they return.

This presentation will summarise a range of practices Keele has in place for its own outgoing study abroad students as well as incoming foreign students to ensure that they get the most out of their time abroad.

Assessment for Learning in Criminology: Using a Blog-Based Reflective Analysis to Promote Student Engagement at Level 5

Bill Dixon, Tony Kearon and Karl Bohanan

Room: Keele Hall Ballroom

Time: 11.30am - 12.40pm

The presenters will reflect on the impact on student learning of a new form of blog-based assessment introduced on a Level 5 module in the Criminology undergraduate programme.

After struggling for several years with low levels of student engagement on an elective module (CRI-20021 *Policing and the Police*) summatively assessed using a conventional course work essay and terminal unseen exam, students taking the module in 2012/13 were asked to contribute weekly posts to a group blog on the KLE before a selection for summative assessment along with a short piece of reflective analysis.

The aim was to encourage students to engage with the theoretical literature covered in the first six weeks of the module and to develop their communication skills by writing short critical pieces for 'publication' online. The group blog format was also intended to provide opportunities for formative feedback to be provided by peers and members of the teaching team.

This session will provide more details of the technical and pedagogical challenges posed by this form of assessment and offer some preliminary thoughts on its impact on student learning based in part on what students themselves had to say in reflecting on their blog posts and the process of blogging itself.

The Keele University Stardome

Rob Jeffries and Ant Sutcliffe

Room: Keele Hall Ballroom

Time: 11.30am - 12.40pm

The Keele University Stardome (a.k.a. the Exoplanetarium) is a portable, 6-m diameter, digital planetarium that has been used as a tool by the Astrophysics Group, in association with Recruitment, Outreach and Access to:

- (i) engage with schools in the West Midlands,
- (ii) promote the study of science at University and,
- (iii) provide evidence of “impact” for Keele’s research into “Exoplanets”.

It has been outstandingly successful; in only 16 months we have visited many tens of schools, engaging with thousands of children, more than a hundred of their teachers, and enthusing a cohort of Keele “STEM Ambassadors”.

I will present the details of this project, how it was funded and an evaluation of its effectiveness.

Overcoming the Challenges Faced by Higher Education Academics in the Use of Learning Technology; a Study

Dan Harding

Room: Keele Hall Ballroom

Time: 11.30am - 12.40pm

A lack of localised evidence often leaves support staff interpreting generalised and societal findings to inform their own practice. This study sought to investigate academic's relationship with learning technology, focusing on the teaching staff of Keele Management School, a multi-disciplinary department within the Faculty of Humanities and Social Sciences. Quantitative data was generated via 10 semi-structured interviews, followed by a constant comparative analysis. To validate this, a questionnaire was conducted receiving a response from 92% of School academic staff.

The data presented 11 discreet themes, demonstrating the complexities found amongst relatively small sections of University staff. Each described the challenges faced by academics, contributing to a better understanding of how local and centralised support staff can help overcome these difficulties with the aim of developing the School's overall use of learning technology.

Given the spectrum of findings, the research provides broad recommendations at local and institutional level, aiming to improve awareness of support structures, better communities of practice and rewards for those supporting change. Altogether, this would contribute to a more conducive environment in which technology can thrive, to the benefit of staff **and** students. This study will serve as an evidence base to inform future work.

Innovation in Inter-Professional Learning: facilitating students teaching each other.

Anne O'Brien and Jonathan Berry

Room: Keele Hall Ballroom

Time: 11.30am - 12.40pm

Following the realisation that final year Physiotherapy and Pharmacy students had few opportunities to share their knowledge and skills, staff designed an interactive workshop to explore the therapeutic approaches used when managing musculoskeletal patients. Overarching session aims included an intention to promote an awareness of the scope of the role of each other's disciplines and to share knowledge of the evidence base supporting the therapeutic management of patients.

Following positive student feedback, sessions in subsequent academic years included a practical component and then an expansion of examples to include case scenarios from patients with cardio-respiratory and neurological problems.

Student evaluation has been consistently good; 92% of students this year stated this IPE session had been extremely/ fairly useful; 85% stated the session would positively impact upon future clinical practice. In pre-session evaluation 41% were confident they understood the role of the other profession; this improved to 98% after the workshop.

This presentation intends to share with colleagues the methodologies used for successful workshop delivery, the evaluation mechanisms, detailed results as well as future plans for development of this innovative addition to the Health Faculty IPE portfolio.

Curriculum Design around Graduate Attributes

Laura Hancock, Katherine Haxton and Dave McGarvey

Room: Keele Hall Salvin Room

Time: 11.30am - 12.40pm

We argue that the realisation of Keele's Graduate Attributes [1] has profound implications for curriculum design. In 2011 the Chemistry and Medicinal Chemistry Programmes commenced a curriculum review with the aim of designing a modern, fit-for-purpose curriculum that focuses on the progressive, coherent and systematic development of subject-specific and transferable skills across modules and years. In 2012-13 the first stage of our curriculum review was implemented when we introduced our new 1st year chemistry curriculum.

We will explain how we use Graduate Attributes with our students and how our assessment and feedback strategy, associated learning activities and real-world contexts are designed to support students working towards realisation of Keele's Graduate Attributes. Specifically we will focus on aspects of the curriculum that are designed to develop, in a meaningful way, oral and written communication skills, information literacy, professionalism and skills in collaborative work.

We will present student evaluation and assessment data which strongly suggest students have engaged with, and enjoyed, a stimulating and challenging curriculum.

[1] <http://www.keele.ac.uk/distinctive/keelegraduateattributes/>

Medical student Community Projects: social responsibility and leadership skills within a service learning framework

Peter Coventry

Room: Keele Hall Salvin Room

Time: 11.30am - 12.40pm

Keele School of Medicine has introduced a new undergraduate curriculum which includes a 15 week GP Assistantship in Year 5.

During this placement students work in small groups for a half day a week with Third Sector organisations on projects defined by service learning principles using a model pioneered in North America . These projects aim to help students develop leadership skills (a required *Tomorrow's Doctors 2009* outcome and encouraged by the Medical Leadership Competency Framework), enhance social responsibility and develop the School's engagement with the communities it serves across Staffordshire and Shropshire.

Each group produces a written report, and delivers a presentation to an audience including peers, Faculty, Third Sector representatives and service users/patients. Evaluation and assessment data suggest that the students achieve the projects' intended learning and that the placement providers find the students' work very useful and value their partnership with Keele. An overview of these projects, their underpinning ethos, and the results of student and provider evaluation will be presented.

Work Placements for Historians

Nigel Tringham

Room: Keele Hall Salvin Room

Time: 11.30am - 12.40pm

A newly-revised second-year module for History undergraduates (HIS 20082) provides them with the opportunity to undertake over 70 hours activity in a non- University working environment that it is some way associated with the practice of history, such as an archive, museum, historic house, or tourist office.

Students themselves identify suitable placements and make the first approach (having been trained in producing a CV suitable for a potential future employer), and then undertake a project that is of benefit to the placement organisation. The assignments comprise an oral presentation on what skills they have learned and an essay reflecting on some aspect of the value of their experience in their understanding of the history discipline.

Project Blog: enhancing our understanding of the final year Psychology project through reflective writing

Pete Lonsdale, Claire Fox and Hayley Gilman

Room: Keele Hall Salvin Room

Time: 11.30am - 12.40pm

We will present our experiences and preliminary findings from a HEA-funded project where we have recruited final year project students to write reflective blogs about their experiences, challenges, and successes whilst carrying out their project work.

The aims of this project are i) to enhance our understanding of the student experience of working on a final year project in Psychology, and ii) to provide a means for students to reflect on the skills they have developed, the challenges they have faced, and rewards they have encountered during their project work. Students were asked to write regular, reflective blog posts and to attend a focus group.

We will present initial findings based on review of the blogs and focus groups, along with some reflections on the process of recruiting students and facilitating their blogging.

Keynote Speaker

Professor Gill Nicholls

Deputy Vice-Chancellor Academic Development
University of Surrey



Professor Gill Nicholls is the Vice President and Deputy Vice-Chancellor, Academic Affairs at the University of Surrey. She is responsible for innovation in teaching and learning, quality enhancement, quality assurance, and the student experience.

A graduate of the University of London, Gill has held the posts of:

Pro-Vice-Chancellor (Academic) at Salford University; Pro-Vice-Chancellor (Student Experience) at Durham University, and Director of King's Institute of Learning and Teaching (KILT) at King's College University of London. Prior to joining King's, Gill was Professor of Education at Surrey University, where she was responsible for the Centre for Professional and Work Related Education Research.

The Professionalisation of Teaching and the Role of Scholarship

Room: Keele Hall Ballroom

Time: 2.00pm – 3.30pm

The keynote will address these key areas in the context of the changing landscapes of higher education. It will look at whether the increased professionalization of teaching is a positive and what impact it might have. What demands are there on colleagues to adopt a more scholarly approach to teaching, learning and assessment and ultimately, what is the difference between scholarly teaching and the scholarship of teaching.