Keele
Annual Learning &
Teaching Conference
2018

Tuesday 16th January 2018
Keele Sustainability Hub

Sponsored by JADE

The Journal of Academic Development and Education

Keele
UNIVERSITY

Introduction

Every year the Learning and Professional Development Centre organises a Learning and Teaching Conference. The conference provides an opportunity to exchange ideas, and to celebrate and disseminate good practice in learning and teaching.

The conference is taking place on Tuesday 16th January in the Lecture Theatre at Keele Sustainability Hub, between 9.00am – 16.00pm. Refreshments and lunch will be available to attendees throughout the day. All members of staff and students with an interest in learning and teaching are warmly invited to attend.

The Keele Annual Learning and Teaching Conference has no overall theme and thereby offers all members of the University the opportunity to exchange ideas and share innovative and inspirational practice. The format of the conference will be short presentations with time allowed for questions and discussion as well.

Abstracts plus an event report will be published in the August 2018 edition of the Journal of Academic Development and Education (JADE).

We look forward to seeing you there!

Running Order

Registration & Welcome		
09.00 – 09.30am	Registration & Refreshments	
09.30 – 09.40am	Welcome and Introduction	
Session 1		
09.40 – 09.55am	Degrees of Experience – HE Apprenticeships **Lou Taylor-Murison**	5
09.55 – 10.20am	Innovation: Why and What Helps? **Julie Hulme**	5
10.20 – 10.45am	From Dissertation to Publication, the development of student skills in the completion of the research process **Alison Pooler and Cath Hill**	6
10.45 – 11.00am	Improving Foundation Year Performance using Team-Based Learning **Graeme Jones, Natalie Brown, Chloe Howe and Tess Phillips**	7
11.00 – 11.25am	Break & Refreshments	
Session 2		
11.25 – 11.50am	The Keele SEND and the battle against Climate Change **David Healey**	8
11.50 – 12.15pm	Academic Conversations: An Innovative Learning Resource **Ella Tennant**	8
12.15 – 12.30pm	Inter Professional Learning at Keele – Physiotherapy Student's Perceptions **Valerie Ball**	12
12.30 – 12.45pm	PVC Education Address **Helen O'Sullivan**	

Lunch and Networking		
12.45 – 13.30pm	Lunch and Networking	
Session 3		
13.30 – 13.45pm	Flipping the Lecture Hall to Enhance Student Learning **Joel Sodano**	9
13.45 – 14.10pm	Does undergraduate research improve student achievement and equity? **Jonathan Parker**	10
14.10 – 14.35pm	User-centred design of a student facing learning analytics dashboard **Ed de Quincey and Chris Briggs**	10
14.35 – 15.00pm	The Challenges of a Diverse Curriculum: A case study from the Humanities **Maria Flood**	11
15.00 – 15.15pm	Harnessing the Potential of Lecture Capture to Facilitate Active Learning **Graeme Jones, Laura Hancock and Daniela Plana**	12
15.15 – 15.40pm	Listening for Sustainability: Creating Environments for Open and Respectful Conversations **Zoe Robinson**	9
15.40 – 15.55pm	The Solutions App Directory: Curating Technologies for Learning and Teaching **Dan Harding and Matt Street**	13
15.55 – 16.10pm	Augmenting the Research-Led Teaching Paradigm: Exploring Teaching-Led Research **Adam Moolna**	14
16.10 – 16.20pm	Essay writing, greeting cards and the uses of 'regenring' **Emma Head**	14
16.20pm	Close	

Degrees of Experience – HE Apprenticeships
Lou Taylor-Murison

The new apprenticeship agenda, offers opportunities to deliver higher education aligned to the needs identified in the Industrial Strategy. Large employers already have an apprenticeship levy deducted at source then paid into a digital account to spend on apprenticeships. SMEs can also participate through a co-funding model. The Keele Health Apprenticeships Hub is a HEFCE funded project to develop delivery of health apprenticeships at levels 4-7 and explore viability of provision in different disciplines. There are four key components to the proposed project: Outreach and awareness raising activity, curriculum development, employer engagement and research work to identify future skills needs in the locality and flexible delivery models. Funding covers staff time to focus on employer engagement and curriculum activities; pedagogic development and to convert 'interest' into contracted apprenticeship partners. Find out more about the project and opportunities that apprenticeships present for the institution.

Innovation: Why and What Helps?
Julie Hulme

Higher education institutions prize innovative teachers and teaching, and the word 'innovative' features strongly in many award schemes and promotion pathways for teaching. But why should we be innovative, when we know that tried and tested methods can be effective for learning? In this presentation, I will argue that, to some extent, innovation is vital for developing employable graduates in a changing world. However, through the theoretical lens of pedagogic frailty, I will also suggest that innovation can be perceived as risky, partly as a result of unknown student outcomes, and possible student dissatisfaction, but also because of the need for

time investment. As such, successful innovators must adopt risk management strategies, and universities wishing to facilitate innovation must be tolerant to a certain degree of risk. This presentation will encourage participants to reflect on their own attitude to innovation, how innovation fits with the professional values espoused by the UKPSF, and the factors in their own academic environment that can support them to safely try something new.

From Dissertation to Publication, the development of student skills in the completion of the research process
Alison Pooler and Cath Hill

Purpose: An action research project to design and evaluate a framework for supporting undergraduate nursing students to publish their academic work. Encouraging and supporting students to publish not only provides them with additional skills and learning opportunities such as increased self-esteem and confidence, but also provides personal ambition and self-expression. All of which enhances their employability repertoires and future career progression once qualified and disseminates evidence base.

Methods: This project arose from evaluation and reflections of an initial workshop alongside findings from literature. Following an action research approach, a formal framework to support students to develop their skills, knowledge and personal attitudes to publish their dissertation in a sustainable way has developed. This framework consists of formal writing workshops facilitated by expert nursing researchers and publishers, which are then followed-up by informal writing groups bi-monthly. Peer review and support facilitates these informal writing groups which in turn builds knowledge and awareness of what makes a good publication via critical discussion and reflection. These informal groups are mentored by academics from the school, who gain feedback for future development of the framework. The whole framework is also integrated into the school's research strategy for governance and leadership.

Results: Six out of the eighteen who attended the first workshop have published or are in the final stages of publishing. Feedback indicated a need for more structured

follow-up support for the students, hence the development of the informal groups, which will follow up from a second writing workshop which has recently been held and had 10 attendees. Evaluation of this enhanced framework will take place via focus groups to gain evidence for future development and sustainability of the framework; which continues after students have graduated.

Conclusion: While many students view the dissertation as a purely academic exercise to gain their degree, some are enthusiastic about taking their research further, but there is often no structured framework of guidance and support to do this. There is a gap in the research cycle as experienced by undergraduate nursing students, but it is expected that engaging in a structured framework for publishing will close this gap and allow more students to complete this cycle. Publication is especially important for nurses to learn and develop skills due to the impact it can have on building the knowledge on which evidence based practice and care principles are enhanced, with the final outcome being improvement in patient services and outcomes.

Improving Foundation Year Performance using Team-Based Learning
Graeme Jones, Natalie Brown, Chloe Howe and Tess Phillips

In autumn 2015 we introduced Team Based Learning to our Foundation Year Chemistry Course. At its heart chemistry is a problem solving subject. Traditional chemistry teaching consists of instructors working through problems in lectures, followed by students attempting similar problems by themselves, which are then handed in for marking or discussed in problem classes or tutorials. For many students the step from following an instructor tackle a problem to them tackling it themselves is a quantum leap. We decided that team based learning, with its focus on problem solving in a team, would be an ideal way to help bridge the gap. This presentation will highlight our experience of adapting TBL for chemistry and chemistry for TBL. Emerging from this we have developed a rational problem solving pathway - instructor demonstration, TBL activity, individual attempt in a class test with purple pens feedback and finally summative assessment in an exam. Implementation of this strategy has improved exam performance over two

consecutive years. We believe this is a good teaching model for others to adopt at Foundation Year and Year 1 level.

The Keele SEND and the battle against Climate Change
David Healey

Keele University is developing the Smart Energy Network Demonstrator (SEND) as a world class demonstrator facility for smart energy research, development and innovation (RD&I), enabling businesses to develop, test and evaluate new energy technologies and services, in a true living laboratory setting. SEND offers the opportunity to develop effective and efficient solutions and processes across the entire energy value chain. These will be key to our Energy industry transition, upon which the success of our global battle against climate change depends.

Academic Conversations: An Innovative Learning Resource
Ella Tennant

Academic Conversations is an innovative digital video resource, created to help students improve spoken communication skills and develop confidence in three main areas: meetings with a personal tutor, giving presentations and participating in seminars. Video has been used as a resource in language teaching for decades, and it remains an effective teaching and learning tool. The connection between visual clues, the memory process and the facility to recall new knowledge was noted by Shepard and Cooper (1982) and Mayer and Gallini (1990). Video (streaming, Skype) is now a means of social communication, and for this reason it continues to be viewed as a welcome addition to module content. Classroom-based studies have demonstrated that the use of video in student-centred learning activities plays a role in inspiring and engaging students in the learning process (Willmot et al, 2004). In addition to increased student motivation, learners are able to develop more autonomy and learn the subject matter at a deeper level. This presentation will provide an account of the development of Academic Conversations and demonstrate how it can be accessed and used, with reference to the intercultural, interdisciplinary and transformative aspects in the filming and production process.

Listening for Sustainability: Creating Environments for Open and Respectful Conversations
Zoe Robinson

There are many examples which demonstrate our lack of willingness to listen to others with different perspectives to our own, but also examples of when listening has led to the avoidance of conflict and to greater understanding. In the majority of disciplines in higher education there is an implicit assumption that 'communication skills' means speaking, with a focus on developing skills in presenting to large audiences, or oral debates and 'winning' arguments. Other than for professional practice there is rarely much acknowledgement of the need for the development of skills relating to one-to-one communication despite the crucial role this plays in our personal and professional lives. Goal 17 of the Sustainable Development Goals focuses on 'Partnerships', and we know that inter- or trans-disciplinary working is essential to tackling the UN's Sustainable Development Goals. Yet partnership and transdisciplinary working can only happen with effective communication and respect for other viewpoints, established through listening; skillsets which see little specific development in our traditional disciplinarily siloed education system. This paper explores the role of listening for sustainability and the different ways that transdisciplinary conversations for sustainability can be created in the university environment, through drawing on reflections on a HEFCE-funded project aimed at simultaneously developing sustainability literacy and an openness to transdisciplinary working using one-to-one conversations between participants from different backgrounds and disciplines.

Flipping the Lecture Hall to Enhance Student Learning
Joel Sodano

This presentation is a report of some of the challenges, strategies, and successes I've faced, implemented, and experienced in introducing Team Based Learning pedagogical methods into large group (50-90 students) lectures. I conducted three 1-hour lectures this semester on first-year core modules in the English department. Through these experiences, I developed and streamlined a method for arranging the students into randomly distributed teams and weaving elements of individual, small

group, and large group participation into a traditional lecture format. In this 10min presentation I will outline some of the documented drawbacks of traditional 'stand and deliver' lecture in terms of both student retention and performance on assessment, some of the goals of active learning pedagogy designed to counteract those deficiencies, and give some examples of how I addressed them in the above-mentioned experiment with 'flipping the lecture hall' to enhance student learning.

Does undergraduate research improve student achievement and equity?
Jonathan Parker

This study evaluates the impact of undergraduate research on student achievement. It analyses graduating students from 2011 to 2016 at a UK university, providing a sample of over 5000 students across the natural sciences, social sciences and humanities. It compares project grades to other final-year grades to gauge the impact on students' achievement and analyses them to determine what factors affect this impact. It finds that students achieve better grades on research projects than the average of other modules. This improvement is larger for students with lower prior achievement, women, and students in the natural sciences, though smaller for Asians and students declaring a disability. The implications are that undergraduate research provides a measurable benefit to all students, but this impact is larger for some, though not all, historically underrepresented or underachieving groups.

User-centred design of a student facing learning analytics dashboard
Ed de Quincey and Chris Briggs

Current Learning Analytics (LA) systems are primarily designed with University staff members as the target audience; very few are aimed at students, with almost none being developed with direct student involvement (de Quincey et al., 2016). Involving the user in the development process however has been shown to have a positive impact on the success of a system (Bano and Zowghi, 2013). Keele's HEFCE funded "Learner Centred Design for Learning Analytics" project has therefore employed a variety of methods to engage students in the design/development of a

LA dashboard which has then been implemented and piloted with 2 undergraduate modules. The design of the dashboard has been influenced by student feedback, using a novel approach of trying to understand the reasons why students want to study at university (e.g. career, self-development, attainment) and mapping their engagement and predicted outcomes to these motivations. Machine learning algorithms have been used to model the behaviour of student activity for last year's cohort using KLE interactions, attendance and their final module grades. We then use this model to analyse the activity of current students and present their activity data back to them as scores, mapped to their chosen motivations in the LA dashboard. The end result is a dashboard personalised to each student allowing them to understand how their academic behaviour links to their motivations to study.

The Challenges of a Diverse Curriculum: A case study from the Humanities
Maria Flood

Student diversity has become an increasingly important issue in UK higher-level education and around the world. In tandem with a focus on student diversity in recruitment and admissions, many institutions are focusing on implementing diversity in curriculum design, a so-called decolonization of the curriculum. The incorporation of an increasing number of texts by women, members of minority ethnic and religious groups, and members of the gay community has been widely lauded in the Arts and Humanities. Yet creating a diverse curriculum is not always easy. However, students can struggle more broadly to engage with films, books, and artworks from diverse cultural contexts, even if the end results as per evaluations are perceived positively. Many students, irrespective of their own race or gender, find canonical works more easily accessible. This presentation will examine a personal case study from Film Studies, looking at the challenges and rewards of teaching diverse cultural texts, and asking about how these challenges can be addressed in the future.

Harnessing the Potential of Lecture Capture to Facilitate Active Learning
Graeme Jones, Laura Hancock and Daniela Plana

'Lectures alone are too often a useless expenditure of force. The lecturer pumps laboriously into sieves. The water may be wholesome; but it runs through. A mind must work to grow. This observation made by Charles Eliot, the President of Harvard in 1869 we believe still holds true. At a basic level lecture capture can be viewed as a back-up resource for students, however, we believe it has great potential to create new resources for students; these resources can allow scheduled contact time to be used in engaging in active learning. In 2017 we used edited lecture captures recorded in 2016, together with other on-line resources, to replace lectures, using the time to run team-based learning sessions. This innovation was received positively by the students and focused staff time into problem solving and discussion instead of delivery. Following the receipt of a 2017 teaching innovation award lecture captures from Years 2 were edited and, in anticipation of the arrival of students from Nanjing, on an articulated degree programme, subtitles were added. We believe that departure from a diet of traditional lectures and adopting more active learning strategies, such as team-based learning, can improve student learning and engagement.

Inter Professional Learning at Keele – Physiotherapy Student's Perceptions
Valerie Ball

Aim: Inter-professional learning has been demonstrated to enhance patient care but student satisfaction of the Faculty of Medicine and Health Sciences Year 3 inter-professional education (IPE) programme had remained static for five years. This small study aimed to look in more depth at the reasons for this.

Method: Qualitative data was gained from 2 on line focus groups of third year physiotherapy students using a Keele Learning Environment discussion board and a closed Facebook group as means of communication. Data was coded for themes and subthemes

Results: All participants reported positive experiences of MDT working in clinical practice, and they preferred to learn on clinical placement rather than in classroom based activities. Conclusions The FMHS IPE programme does not suit all types of learners and this would account for the static student satisfaction, a combination of reflection and competency based assessment is being discussed. Further inter-disciplinary focus groups are planned.

The Solutions App Directory: Curating Technologies for Learning and Teaching
Dan Harding and Matt Street

This lightning talk focuses on the development of an open educational resource that aims to capture and develop digital practice through microlearning. By holistically considering learning environments beyond Keele's institutional VLE (Blackboard), the creators set out to build a web application that demonstrates how diverse technologies are being used to engage students. Inspired by resources such as #1minuteCPD (Manchester Metropolitan University) and incorporating the 3e Framework (Edinburgh Napier University), the project addresses the overwhelming availability of technologies for learning and teaching, curating them in collaboration with educators who have adopted such tools. The presentation will explain how the project intends to help widen and disseminate digital practice by utilising waypoints within existing online spaces to provide discreet CPD opportunities. This includes demonstrating how colleagues can use the resource to find new ideas or just-in-time solutions for learning and teaching activities. Attendees will have the opportunity to interact with the resource and contribute their own uses of technology via a live SHOR display, available throughout the conference.

Augmenting the Research-Led Teaching Paradigm: Exploring Teaching-Led Research
Adam Moolna

As academics we get our real depth of understanding from research and application. It is widely held that teaching is best when it builds on research experience, in which students learn dialogically through immersion with a subject expert teacher. Yet in the wide range of learning we are called on to deliver it is inevitable that we are creating content outside, and sometimes far outside, our research experience. Pulling in the opposite direction is, for most academics, a research funnel towards increasing specialism that exacerbates the disjuncture with the teaching we want to be research-led. For teaching outside our research experience, we invest substantial mastery of these topics. When done well, that broad critical evaluation of the state-of-the-art is an investment priming us for spin-off research. That might simply be a review publication or forum piece addressing current issues; with extra resources we can collect primary data. We will explore examples both addressing rapidly developing fields with conceptions needing challenge and securing easy wins within areas understudied. There are limitations in what can be done, time resources, and meeting funding criteria built for the research funnel; but teaching-led research offers an approach to making research-led teaching a curriculum-encompassing reality.

Essay writing, greeting cards and the uses of 'regenring'
Emma Head

In this talk, I will set out the rationale for a workshop I developed which encourages undergraduate students to design their own essay writing advice and provide examples of some of the resources I have used. The idea for the workshop partly developed from Fiona English's (2015) work on using genre and 'regenring' as a pedagogical resource. 'Regenring' involves moving one style of writing into a different genre. In this workshop, I 'regenred' the traditional style of essay writing advice by using visual prompts, designed by Alke Gröppel-Wegener to encourage students to create their own essay-writing advice greeting card. As greeting cards usually carry positive or warm messages the idea was to use this format to help students think more positively and creatively about their own writing and academic

skills development. In conclusion, I will reflect on the discussions this activity prompted and the usefulness of using 'regenring' in teaching and learning.