Learning & Professional Development

Keele Annual Teaching Symposium 15th June 2016

Creativity in Higher Education

#KeeleTS16

Keele University

Creativity

Education

Learning

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KEYNOTES

## Keynote 1 - Sarah Dyer (University of Exeter)

Building Appreciative Partnerships

I developed the notion of appreciative partnership as a way of building and sustaining creative and collaborative teaching and learning. An appreciative partnership is informed by the principles of appreciative inquiry, that flourishing and productive change are created by valuing each person's idea of what works and what is important. I will be discussing the process of designing and using resources to support appreciate partnership in higher education. I will reflect on what I have learnt about how and why to nurture creativity.

Keynote 2 - Paul Kleiman (Ciel Associates)

Creativity: choices, challenges (and a bit of chaos)

Creativity in higher education is a seriously funny business. On the one hand we expect our students to conform to the formalities of the university and yet – often – we secretly hope they will practise wild, if subtle rebellion. We require them to be versed in inherited theoretical vocabularies, but we also need them to energise us with some previously unseen thing. This keynote will explore some of the choices that need to be made and the challenges that need to be confronted if there is a genuine commitment to enabling and enhancing creativity in the curriculum.
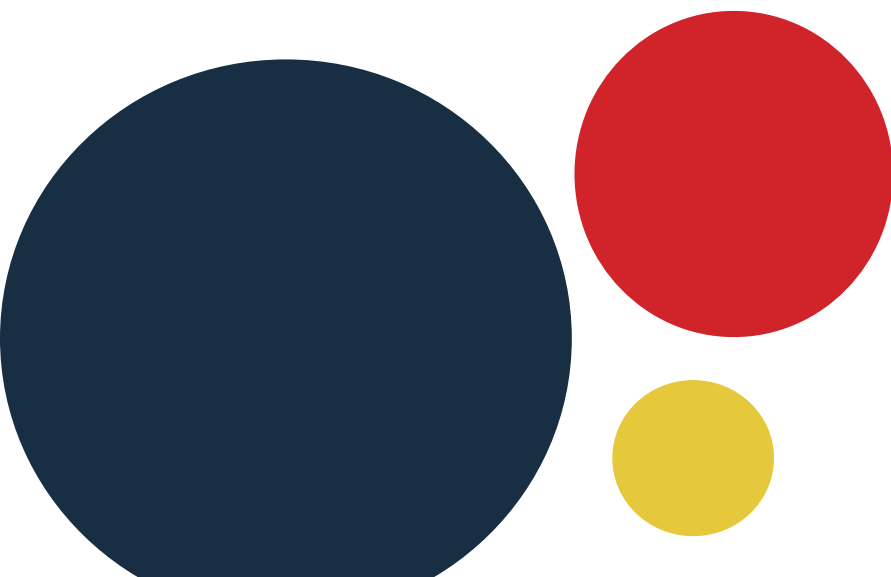
ABSTRACTS

**Katie Maddock
(School of Pharmacy)**

Dancing to a different tune: creativity in assessment

The first year of the MPharm degree course is a single 120-credit module integrating science and practice. At the end of the year all first year students are required to undertake a synoptic assessment, allowing students to demonstrate that they have formed the desired key linkages and integration of knowledge. Students form self-selected groups of four and choose a drug to work upon. The assessment comprises two elements: a report and a group viva voce examination. The report can be submitted in any format – students are encouraged to be creative and imaginative. The submission must comprehensively address: the production of the drug entity; pharmacology; clinical uses in humans. The viva voce is used to examine each student's contribution to the task and their deeper understanding of the subject matter and is a pass/fail assessment. The assessment occurs at the end of formal teaching with a two week period in which to complete the work. In 2010/11 it was evaluated using a questionnaire comprising six statements (rated using a five-point Likert scale) and two free text questions.

Since the inception of the synoptic assessment submissions have been extremely varied and have included: a filmed dramatic saga, a crime report, and a Star Wars spoof. 88 students completed the questionnaire, a response rate of 95%. There was strong agreement that there was sufficient time to complete the task (mean Likert score = 4.1) and that the task allowed them to consolidate their learning (mean Likert score = 3.8). The students were also asked to state what they liked most and least about the task. The students liked working as a group, expressing their knowledge creatively/imaginatively, learning about a new drug in depth, and linking different areas of knowledge together. They disliked the viva voce as they found it stressful.

**Kate Baker
(School of Life Sciences)**

Personal development planning for International Postgraduate Students (PIPS)

Personal Development Planning (PDP) is a process whereby students are encouraged to reflect on aspects of their own learning and to plan for personal, educational and career development, i.e. to learn self-analysis and transferable skills which will be advantageous in their future employability. Whilst there has recently been considerable focus on PDP for undergraduate and research postgraduate students, very little research has been undertaken addressing the PDP and development needs of taught postgraduate students (Baker et al., 2014). These are a varied set of students of different ages, backgrounds and cultures, and around half of them are from outside the UK. These differences highlight the necessity to present a programme of PDP which is highly tailored to these students, to allow them to achieve their goals and realise the benefits of PDP. After considerable research (Baker, 2010a; Baker, 2010b) into taught postgraduate students' and their teachers' perceptions of PDP, resources targeted to this group were developed, and are currently in use throughout Scotland. The session aims to present an overview of the 'PDP for International Postgraduate Students' (PIPS) project research and outcomes, the learning from this project, and to showcase the developed taught postgraduate PDP resources.

**Pete Lonsdale & Julie Green
(School of Nursing & Midwifery)**

Using virtual reality headsets and immersive, point-of-view videos to enhance nursing students' awareness of children's perceptions of hospital admissions

There has been considerable interest in the potential use of virtual reality headsets for education following the introduction of several low-cost development kits from Google, Sony, Oculus Rift, and others. Seeking to build on work focused on the creation of a "virtual ward" in the KAVE virtual environment based at the School of Pharmacy, we purchased (via a Teaching Innovation award) five Oculus Rift virtual reality headsets and set about exploring how we could use these to move the Virtual Ward out of the physical KAVE environment and make this simulation more widely available to more groups of students. We found that that there were significant technical and resourcing barriers that led to slow progress on this work, and so we began exploring other ways in which we could use the virtual reality headsets to support innovative, engaging learning activities. Most recently, we have seen significant interest in the use of immersive, point-of-view, and 360˚ videos to provide rich, semi-interactive experiences.

We have been exploring the potential educational affordances of these video-based activities through a series of discussions with teaching and clinical staff, and we are developing new resources that will be made available through the Oculus Rift virtual reality headsets. We will report on the development of an immersive, "point-of-view" video that puts Nursing students in the place of a child who is being admitted into hospital. This resource features first-person, immersive video that shows the child's point of view as they lie in a fixed position on a hospital bed and are moved between different areas. Our aims are to highlight aspects of good and bad practice and to raise students' awareness of what it is like for children to be brought in to unfamiliar surroundings in a stressful situation.

Rob Stannard
(School of Social Science & Public Policy)

Away from somewhere and towards somewhere else

Martin Heidegger described poeisis, (the act of making) as a 'bringing-forth', using this term in its widest sense. Heidegger talked of the creative act as a 'threshold occasion': a moment of ecstasis when something moves away from its standing as one thing to become another. The teaching and development of writing in the academy, however, so often focusses on functional aspects of writing and especially on its products, on final outcomes, and on writing as assessment. Because of this, there is an emphasis on genre and form, and on the surface features and conventions of writing. Little attention is given to the process of writing or to the notion of developing thought through it or to the role of the imagination in academic work. In this presentation, I will argue that the writer, and the writing itself, is always in media res, in the middle of things, in the process of becoming. Drawing on the ideas of Pope (2004), who sees every invention is an intervention, an incursion into what already exists that changes it in some way, Czikszentmihalyi (1996) who sees creativity as 'flow' and Bohm (1998) who sees creativity as 'dialogue' and 'participation,' I will seek to illustrate how poetic and narrative writing activities can be used to raise consciousness of the writing process itself and how imaginative writing can be used to facilitate and develop ideas.

In particular, I will be drawing on practical work with students on PGCE, MRes, and undergraduate courses, using Craft's (2001) three types of creative activity:
• Combinational – new ways with old ideas
• Exploratory – creativity within the rules
• Transformational – changes to the rules of the conceptual space and Turner's (1998) notion of 'narrative imagining', which relies extensively on "parable," our capacity to project one story onto another, to organize the story of a life in terms of the story of a journey.

**Beth McMahon
(School of Medicine - Student)**

All the wards a stage - how can theatre enhance medical education

This talk will be based on my SSC, exploring how theatre may enhance medical education, and put forward a case for more integration of performing arts into medicine by outlining the key advantages found, with the limitations found in my literature review. Theatre training can provide a student with a host of transferrable skills that could have a potential use in the role of medical education. To investigate what ways performance skills can be used, a literature review was carried out to review the reliability of the papers and weigh up the evidence available. The results of this study indicated a number of advantages in the use of drama. Participatory theatre workshops were shown as an especially effective medium in educating practitioners about the treatment of marginalised and minority groups in society. A study by Sheffield University indicated high levels of experience in theatre is associated with an increased first time Objective Structured Clinical Examination (OSCE) score, probably correlated to an easing of 'performance anxiety' with exposure. Training in 'stagecraft', the skills actors use on stage to aid presentation, increased self-efficacy in students in regards to case presentation. Finally, use of an adaptation of Beat Analysis (a script analysis technique) in the observation of consultations may increase a student's response to empathy, aiding their communication skills, and hence lead to a building of rapport with the patient. These results will only be referred to as 'indications', however, as the consistently small sample sizes, lack of replicated studies, and effects of report bias are too large to consider the results as evidence.

Enabling personalised digital enhanced practical skills development

A responsive web based video repository was designed for use in health education for aiding students' learning, revision and development of practical based skills. The development of effective handling skills is essential in physiotherapy education however adequate tutor supervision to enable this remains a key challenge. The video repository offers a solution and was trialled with 27 students using school iPads. The session was evaluated with an online survey with a 93% response rate (n=25). Student feedback was positive with 92% finding the iPads supported their learning in the session, with only 2 students reported that they had difficulty using the iPads. 60% of students expressed that embracing a new technology was either 'not important' or 'irrelevant' to their learning but that the visualisation of practical skills was 'very important' (80%) and 'important' (20%) as the main benefit. Another key finding was that the iPads allowed for independent study which was reported by 48% of students to be 'very important' and 32% as 'important' within a practical session. Additional anecdotal staff feedback suggested that the quality of the skills demonstrated in the practical room was also far more focussed and accurate than without the use of the repository as it meant that those students with genuine difficulties and poor technique could be easily identified and targeted with additional tutor support. Consequently this meant that skills were practised by all students for longer, with greater repetition of more complex and technical sections, although some difficulties were observed due to the iPads not having a case or stand this has now been resolved through the use of wall mounted stands. With the expansion of the video repository and feedback received the iPad's are now used across all years of teaching.

**Yvonne Skipper
(School of Psychology)**

White water writers: a novel way to engage students

White Water Writers gives groups of aspiring authors the chance to write and publish their own full length novel in a week. The participants plan, write and proofread their novel as a team. By the end of the week the book is placed for sale on Amazon. We also host a book signing event where authors are presented with professionally printed copies of their novels at a book signing event attended by friends and family. The project has demonstrable effects on literacy, soft skills such as team work and on psychological variables such as self-esteem. The project has been running at Keele for nearly two years. In that time, Keele students have written a novel as part of the project. This was a challenging but exciting experience for them. They developed a variety of new skills and being a published author was a strong addition to their CVs.

In addition to this I have trained students to deliver the project themselves. They have facilitated eleven diverse groups of young people (looked after children, primary, secondary, children with SEND) to write their own novels. The students have found this a rewarding experience, building their experience of working in schools, actively leading groups of young people and confidence in taking on leadership roles. Many have now gone on to careers in teaching, counselling or further study. In this presentation I will discuss how the project has developed over time and the impact it has had on student learning and aspiration.

Mariangela Palladino
(School of Humanities)

Knitted narratives: arts-based method in the classroom?

This presentation is concerned with Knitted Narratives, a project I realised over several months (2014-15) with a group of migrant women. A patchwork of pieces from knitted wool and printed fabric sewn together on cloth, Knitted Narratives is a representation of different stories, customs, languages, cultures and experiences; it is a visual manifestation of untold histories and unheard voices. The project used knitting and fabric printing as a mode of creative, participatory and inclusive engagement; it brought together women with diverse experiences and pasts. Overcoming language and cultural barriers through active participation in the project, the women involved were able to contribute creatively to the process of artistic production and channel their energies and skills towards a positive task. Knitted Narratives allowed each participant to have a goal, something to look for, a space to be an active maker and creator, to share worries and laughter. Horizontal and collaborative processes allowed sharing of skills, knowledge and customs through knitting. As project's facilitator, I acted as a participant and as a fellow inexperienced knitter, not as an instructor. This atmosphere of mutual exchange, teaching and learning, empowered women and re-shaped power relations. Knitted Narratives was designed as an arts and crafts-based mode of engagement and has been deployed as a research method to engage with vulnerable individuals and to overcome barriers posed by language, culture, trauma. How can this model be brought to the classroom? What lessons could be learnt from this pedagogical approach? Can Knitted Narratives be re-framed as a transferable method for engagement in teaching? The paper poses questions and seeks to stimulate a debate on the ways research methods can influence pedagogy for teaching.

Jamie Pringle
(School of Physical & Geographical Sciences)

Physical sciences educational e-gaming to provide innovative, effective and flexible learning environments

Current HE undergraduates have mostly grown up with computer technologies and gaming Pringle et al. (2014). As such, computer game learning resources might provide an effective complementary learning environment. This presentation briefly details currently utilized physical science e-games in undergraduate teaching, using external as well as Keele-developed egames. Users are immersed in various virtual gaming environments, from being virtual miners in gold placers game, being graduate geophysicists looking for mineshafts in domestic properties and doing virtual Police searches for locating potential burial sites. Project evaluation by Keele UG/PGR students and staff evidence it as an effective complementary learning environment, allowing increased understanding of difficult concepts, rapid learning of new knowledge, appreciation of real-world problems and statistically improved knowledge of forensic search post-gaming. E-games work through internet front-ends allowing consistent experiences, 24/7 access and for users who may not have the opportunity/ equipment availability otherwise.

Claire Rushton
(School of Nursing & Midwifery)

The comorbidity conundrum: a mobile application

The Comorbidity Conundrum is an innovative project that responds to a contemporary and significant gap in international health education curricula. Comorbidity, the experience of living with one or more additional conditions with an index condition, is a global healthcare priority fuelled by the changing population demographic, which presents distinct challenges for the delivery of health education. To meet these challenges, health education requires radical redesign to ensure graduates are equipped with the appropriate skills to face the challenges presented by the comorbid population (OECD, 2011). Current health education models focus on single conditions – evidence suggests that this should now shift in focus to improve the care of those with multiple long term conditions. Inclusion of comorbidity in healthcare curricula requires an integrated approach, embedded within the curriculum pedagogy. The School of Nursing and Midwifery at Keele University has led the development of an 'International Comorbidity Education Framework' (ICEF) to facilitate the inclusion of comorbidity concepts into the current curriculum.

The ICEF was developed using current evidence (American Expert Panel 2012), a large scale international survey of nursing, medical and pharmacy students and workshops with academic representatives and heads of School from Higher Education Institutions (HEIs) in England (Keele), Sweden (Linkoping) (Rushton et al, 2015), Italy (Sienna) and India (Public Health Foundation of India). A mobile application has been developed that provides an aid memoire for students to think about the ICEF comorbidity concepts and for transferring their learning from the educational to the clinical practice setting. The ICEF can be applied to cases that focus on a specific health problem and the app provides an excellent method for students to consider how to plan and deliver care to comorbid patients within a safe environment. Our lightning presentation will showcase the development of the mobile application to date and will feature an opportunity to download the application to explore what it offers health education students across a range of disciplines.

Clare Foster (Keele Management School) & Angela Rhead (Student Support & Development Services)

Creating a united front: the benefits of 'us' in planning and delivering academic practices within the curriculum

We look forward to presenting an account of how a lecturer and a learning developer collaborated on a project to embed academic practice development in the curriculum and increase student engagement with academic journals; an evaluation of its first iteration; and finally, an overview of lessons learned and plans afoot. An initial discussion to explore threshold concepts (continuing 'sticky issues' that challenged students generally) which might be addressed on-programme revealed a key academic 'skill', which, despite apparently good guidance and support in Y1, was proving to be a persistent area of academic weakness for students on the BA Marketing and BA Management Y2 core module 'Understanding the Consumer': sourcing, reading and critically engaging with academic journals. As an alternative to previous iterations, where a learning developer would deliver a large 'one-off' academic practices session with an introduction from the academic lead, we planned a series of five tutorials that would deliver the underpinning academic skills of literature selection and critical analysis, incrementally, embedded in the context of the module concepts and theories, co-taught by ourselves and others on our teams and in partnership with the students themselves through cyclical self-assessment and evaluation. Wingate (2006) outlines a continuing concern in HE regarding the separation of the academic discipline and the academic 'skills' in terms of its learning effectiveness (the term skill objected to because of its tendency to ignore the complexity of academic practices at play within discipline knowledge and the diversity of potential outcomes), arguing also that the inherent deficit model of this separation is problematic for notions of inclusion. In planning and evaluating our suite of tutorials, we have been guided by Hill and Tinker's (2006) seven principles emerging from their research on integrating learning development into the curriculum, which advocates planning and delivery which is: collaborative, holistic, inclusive, reflective, interactive, relevant and timely. We will outline our wins and losses, sharing our thoughts for further developments of the model, but also, the benefits of a collaborative model: a United Front.

Using mind maps to enhance story writing creativity

My final year psychology project investigated the differences in story creativity between adults with and without dyslexia. Previous research has suggested individuals with dyslexia possess greater creativity compared to individuals without dyslexia (Bigozzi, Tarchi, Pinto, & Donfrancesco, 2016; Kapoula et al., 2016). Thus my project used a story writing task to investigate differences in creativity. There is also research suggesting Mind Maps increase creativity and are particularly beneficial for students (Rosciano, 2015, Noonan, 2013; Spencer, Anderson & Ellis 2013). My study also used Mind Mapping and traditional note taking as the two different strategies for use in story planning. This was to see if Mind Maps enhanced story creativity compared to regular note taking. Additionally there is some evidence to suggest Mind Maps are more useful for individuals with dyslexia (Colledge & Hargreaves, 2008; Burton, Barlow, & Barker, 2010). This is because most students with dyslexia have shown to prefer a visual learning style and Mind Maps are visual tools that incorporate visual elements (e.g. colours, pictures, keywords, etc.) which may prove beneficial to individuals with dyslexia and those with a visual learning style. Mind Maps have been suggested for use as an innovative and fun strategy for note taking compared to linear note taking in an educational setting to promote active learning (Siwczuk, 2005). My research findings suggest Mind Maps should be promoted as an alternative note taking strategy for higher education students. More over Mind Maps should be promoted for use in the creative writing subject domains where it may prove beneficial in further enhancing creativity on tasks which require it.

LUNCH ACTIVITIES - ELECTRONIC POSTERS

Angela Rhead
(Student Support & Development Services)

'I've written my essay... I just need to find the references to support it now': the stage as a metaphor for developing academic reading practices

Many students struggle to choose appropriate literature, to read it and then, to use it in their own writing; the term 'range' seems to offer an extra puzzle rather than an illuminating description. Saltmarsh & Saltmarsh's (2008) seminar plea, 'Has anyone read the reading?' (p.1) provides the 'provocation' for a change in assessment that responds locally to the problem of flawed reading practices amongst undergraduates but also reflects a general concern about the lack of academic 'skills' students enter university with (Hermida, 2009). The requirement for independent reading, with increasing expectations in terms of criticality, presents further challenges regarding both the process of selection and the purpose of academic reading. Further, the perspectives of both students and staff on the importance of reading lists provided by Brewerton (2014) evidences a discord that illuminates poor selection choices despite apparently clear guidance. Student comments such as "How many references do we have to put in? Ten? Twenty?" are typical of questions voiced in Student Learning sessions. More importantly perhaps, the statement, "I've written my essay... I just need to find the references to support it now..." captures a fundamental misunderstanding of the purpose of academic reading/enquiry itself. I would like to share an emerging strategy for exploring these issues with students that uses visual and verbal metaphor to support improved reading practices, which in turn fosters improved writing practices. The metaphor of the stage supports literature selection that captures the 'scenery' of the discourse plus the specific 'landmarks 'of the topic; its actors provide range. In written work, the importance of representing the relationship between the actors and their on-stage location is explored. Early feedback suggests that this has revealed the relationship between academic reading and writing: reading as the beginning of learning, researching and developing an argument about a topic.

Graeme Jones (School of Physical & Geographical Sciences) in collaboration with Falko Drijfhout, Laura Hancock, Chloe Howe, Stuart McBain & Tess Phillips

Team based learning - Keele teaching innovation project

Team Based Learning (TBL) is described by Sibley (2015) as a 'powerful form of small group learning. Students come to class prepared and then spend the bulk of the class time engaged in activities that help them learn how to use course content to solve problems'. Following the successful trial of TBL in 2014/15, (Jones and Hancock 2015), and with the help of a Keele Teaching Innovation Project we have introduced TBL into a range of Keele courses during 2015/16 from Science Foundation Year, Chemistry and Forensic Science to the Keele MBChB programme. Some subjects have taken a full-on approach to TBL replacing all classes with TBL sessions and providing online resources for the students, whereas others have used a TBL Lite approach in which the TBL sessions provide a framework for problem sessions that support traditional lectures. Here we will present comparative student performance data and questionnaire data gathered across all subjects.

**Chris Little
(Student Support & Development Services)**

Student expectations of the benefits of an extra-curricular undergraduate research conference

This paper will detail an extra-curricular undergraduate research conference piloted at Keele University in the 2015/16 academic year. It will particularly focus on the expectations of undergraduate students with regards to undergraduate research (UR) beyond assessment and the potential it has for significant student engagement in the institution, outside of the programme of study. The conference to be detailed sought to deliver UR for undergraduate students and to empower undergraduate students as independent producers of knowledge. Literature has shown many benefits from participation in UR such as a further development of interpersonal communication skills (Beckman & Hensel, 2009); an opportunity to demonstrate graduate attributes (Caprio, 2014); and afford learners a greater insight into staff research activities (Walkington & Jenkins, 2008). Definitions of UR have often focussed upon student-staff collaborations where students assist in or are the subjects of, research predominantly driven by staff. However, UR is gaining momentum as a field in its own right with more and more undergraduate journals and conferences occurring independently of staff input. This paper will detail pedagogic literature surrounding UR and compare the published benefits of enacting UR for both students and staff with student expectations at Keele. By outlining the conference project, the pedagogical literature informing surrounding UR and a dialogic discussion of the benefits and expectations of UG research, a shared understanding of the benefits of UR with regards to developing an undergraduate research community will be developed.

Jayne Eagles (Student Support & Development Services) in collaboration with Glenn Hussey & Patricia Procter

Universally challenged! A pilot study of gamification in biomedical blood sciences

Gamification and gaming are both in the spotlight, having enjoyed almost exponential development with the pace of technology, but why should we as academics be even vaguely interested? The answer lies in the motivational aspects that games and simulations afford (Plass, et al., 2015) together with their playfulness and "stickiness" (p 273) that addictive quality that creates the desire to return for more. Game designers have a sharp focus on tapping into the "cognitive, affective, motivational and sociocultural theoretical foundations" (p256) to motivate and engage their users: an extremely powerful concept when married with constructivist pedagogy and used to deliver against Intended Learning Outcomes. Business simulations use gaming elements to increase student engagement and deliver improvements in critical thinking skills (Bell & Loon, 2015) as well as developing a student's critical thinking disposition through reflection on actions and their consequences. They create a safe learning environment where risks can be taken and failure can become a positive learning experience. Appropriate scaffolding can be put in place through pre-session advice and guidance on tools and techniques for example, and formative exercises within the simulation itself. The links between the simulation decisions and the assessment criteria can be easily made and authentically aligned (Vos, 2015). A critical factor in the learning process is a facilitated discussion of actions taken and the results that were achieved. This poster presents the findings of a pilot study for the use of SimVenture, a business simulation, within the Project Management & Business Planning Module of the MSc Biomedical Blood Sciences. It illustrates the initial results of taking students through a practical, step-by-step approach to developing a business plan. It was found that the reflective activities of the simulation did have a positive impact on student understanding and confidence in satisfactory completion of the assessment.

Pete Lonsdale (School of Nursing & Midwifery)

Using an interactive video to reinforce the five moments of hand hygiene in nursing students

The Five Moments of Hand Hygiene are an essential piece of learning for Nursing students. However, developing teaching materials has proved to be something of a challenge. Feedback from staff and students indicated that we needed to try something that would offer more engagement, as well as a way for us to measure student learning, all in an accessible, easyto-use format. Following other examples of successful learning resources that have employed game-like mechanisms to encourage student interaction and provide motivation to complete the task, we designed an interactive video that requires students to indicate at specific points in a scenario when hand washing should take place. If they are successful, they are shown the corresponding Moment legend and they score a point. Students are required to achieve the maximum score and the system detects cheats. We have used this resource successfully for the past 2 years to engage students with this material.

LUNCH ACTIVITIES - CONTINUED

Photo Competition

To continue the creativity theme of the Symposium, Keele staff and students were invited to take part in an Images of Learning and Teaching photo competition through submitting a photo plus a tweetable text of up to 117 characters about learning and/ or teaching. All entries will be made available to view with the judging of the competition taking place.

Lego Seriousplay

Lego seriousplay is a tool used to unlock imagination and innovation, fostering creative thinking and team building. Lego describe the method as "a passionate and practical process for building confidence, commitment and insight". The approach is based on research which suggests that hands-on, "minds-on" learning produces a deeper, more meaningful understanding of the world and its possibilities. It is claimed that participants come away with skills to communicate more effectively, to engage their imaginations more readily, and to approach their work with increased confidence, commitment and insight.

FURTHER INFORMATION

Evaluation

Evaluation of the event will be electronically sent out to all registered attendees during the day. We are interested in your thoughts, opinions and feedback and would be grateful if you could take a few minutes to complete the form. This will provide valuable information on how we can improve for our next event. All forms are strictly confidential.

LEARNING & PROFESSIONAL
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