Teaching in the spotlight: Learning from global communities

Sector Priorities Programme, 4 July

Parallel Session 1: 11:20–12:20

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SP1.3: Exploring ePortfolio use with vulnerable communities: The challenge of social media
SP1.4: Complexity as a learning tool
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SP1.13: Exploring interdisciplinary challenge-led learning opportunities for knowledge co-creation
SP1.14: Building bridges and removing barriers: A global classroom approach to internationalising higher education

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SP2.13: Transforming student journeys: Addressing barriers to success and creating new solutions to support disabled and neurodiverse students
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SP3.10c: The influence of the New Right on the concept of quality teaching and learning in universities
SP3.11a: Ako Aronui: Focusing on caring for our people
SP3.11b: What do our students consider to be 'academic support'? Implications for interpreting National Student Survey (NSS) data

SP3.12a: (Unspoken) anxieties about teaching and learning in higher education: Unveiling teaching staff voices

SP3.12b: ‘Try Before You Buy’: An employer perspective of international student mobility in England

SP3.13: Principal Fellow Networking Session

SP3.14a: Career-long professional learning about teaching in a research-intensive university

SP3.14b: Usage of personality bubbles in learning, teaching, assessing and educational research

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Poster presentations, 15:40–16:10

Increasing the levels of interaction among multicultural students using technology

Professionalisation in Academic Development: Exploring learning designer roles in a changing higher education sector

Creating global communities locally using Online International Learning (OIL) projects

Nau Mai, Haere Mai: Welcoming the UKPSF into Auckland University of Technology

Using Edward De Bono’s ‘Six Thinking Hats framework’ to enhance positive learner identities for Japanese students in intercultural discussion groups

Understanding the needs of students with dependants: An investigation into the barriers and experiences prior to and during higher education

Peer feedback provision: The effectiveness of peer feedback and university students’ achievement emotions

Improving student non-attendance and retention in a SNAP (Student Non-Attendance Policy)

Telling tales out of school: Using student narratives to aid transition

Exploring the global community perceptions of the Prevent agenda in higher education

The Transatlantic Dialogue: Discovering measures of student learning gain

Skills and approaches to facilitate excellent teaching in a typical UK higher education classroom in 2020

Parallel Session 4, 16:10–17:20

SP4.1a: Teaching and assessing global leadership

SP4.1b: Using learning analytics to surface the hidden recipience of feedback

SP4.1c: Spinning Seminars: A new spin on structuring and assessing student-led learning spaces

SP4.2a: Learning the local – Understanding the global

SP4.2b: Employability and its impact on staff: A New Zealand case study

SP4.2c: Add some Asia to your degree! The impact of mobility programs in ANU’s College of Asia and the Pacific

SP4.3a: Reimagining university assessment by learning from secondary education

SP4.3b: Can innovative assessment be used to overcome the integration and engagement issues faced by international students entering British higher education for the first time?

SP4.3c: Enhancing engagement in large classes: Becoming a reflective practitioner, making small changes

SP4.4a: Referencing and empowerment: Exploring barriers to agency in the higher education staff/student experience
SP4.4b: 'Do you write as well as you speak?': A dialogic approach to embed academic literacy skills into subject curriculum

SP4.4c: Building bridges for success: Resourcing and connecting students and staff within an Australian trans-disciplinary, whole-of-institution course

SP4.5a: Turn up, tune in, don’t drop out: The relationship between lecture attendance, use of lecture recordings, and achievement at different years of study

SP4.5b: Beyond marketisation: Happiness, resilience and community: Essential elements of the HE experience?

SP4.5c: How we reduced non-attendance (by 54%) and attrition (by 74%) in a SNAP (Student Non-Attendance Policy)

SP4.6a: Are UK domicile students missing out on internationalisation?

SP4.6b: LEGO® Serious Play®: A global solution to challenges facing internationalisation of the HE classroom

SP4.6c: The International Conference of Undergraduate Research (ICUR): Internationalising the student experience

SP4.7a: Benchmarking Technology Enhanced Learning: Applying the ACODE methodology

SP4.7b: Uniting nations through blended learning

SP4.7c: DIGICAT: Digitising student choice through media, review and visualisation

SP4.8a: Responding to the networked student: Theory, practice and the physical environment

SP4.8b: International models and student voice effecting professional programme design for personal and professional capital

SP4.8c: A global comparison of national student surveys: What is the impact of teaching?

SP4.8a: Measuring learning gain in higher education: Student voices on the challenge of meaningful engagement

SP4.9b: Teaching excellence as a tool to better assimilate international students: Lessons learned from Greek students

SP4.9c: Impressions from global teaching: Implications in using mobile interactivity to enhance student engagement

SP4.10a: Leading program-level pedagogical innovations in an Australian university: Exploring through a practice theory lens

SP4.10b: HE learning spaces: From ideation onwards

SP4.11a: Shared Knowledge: Exploring global citizenship in a multicultural classroom

SP4.11b: Why EVERY degree should change the world

SP4.11c: Pedagogies without borders: Strategic adoption of teaching models across contexts, disciplines and cultures

SP4.12a: A sociocultural analysis of a purposeful postgraduate pedagogy

SP4.12b: Does social networking work? Lessons from our global community

SP4.12c: Becoming an authority: Working with international Doctoral students

SP4.13a: How are we ensuring the development of inclusive and effective pedagogical content knowledge to address A5, K1-3 and V3 of the Dimensions of Practice?

SP4.13b: BME male students: Retention and role modelling

SP4.13c: The bright side of assessments

SP4.14a: Practice to strategy: Implementing a locally based framework for teaching recognition and its impact on a university’s strategic direction

SP4.14b: Do we all agree on what excellent (or even good) teaching is?

SP4.14c: Embedding sustainability in universities: US insights informing the UK

Networking drinks, conference dinner and annual debate
Keynote speaker: 
John Gill, Editor, Times Higher Education

Title: Global higher education trends – and why they matter at home

Abstract: Every sector likes to claim it is global. In higher education's case, it happens to be true. Drawing on Times Higher Education's coverage of global issues in academia, insights derived from the data behind the THE World University Rankings, and the experiences shared at THE's World Summit Series, editor John Gill will assess the rapidly changing global landscape and attempt to draw some conclusions about what it means for the UK - and its future prospects as a world-leading system.

Biography:
John Gill has been editor of Times Higher Education since 2012. He joined THE as a reporter in 2007 and was news editor for four years before taking on his current role. John has been closely involved in the development of THE's World University Rankings portfolio over the last eight years, and was called to give evidence to the recent parliamentary inquiry into teaching metrics. He regularly speaks at higher education conferences, including THE’s World Summit Series.

John has overseen year-on-year growth in the popularity of the annual Times Higher Education’s Leadership and Management Awards and THE Awards, which attract record numbers of entries from all corners of the UK. John chairs THE’s panel of judges, comprising some of the most distinguished names from across the UK higher education sector, and personally leads the judging of THE’s University of the Year accolade.
Our Sector Priorities strand focuses on some of the most pressing, cross-disciplinary issues facing teaching professionals in the higher education sector today and aims to provide a platform for the discussion and demonstration of cutting-edge pedagogies to address them: from retention, engagement, assessment, employability and flexible learning to teaching excellence, professional development and leadership.

Parallel Session 1, 11:20–12:20

SP1.1: Heads, tales and pink elephants
Dr Kate Beaven-Marks, HypnoTC: The Hypnotherapy Training Company

Interactive breakout session, White Hall 1

As professionals we have explored theories and gained practical knowledge, skills, and understanding as we apply all that we have learned. Our oral and written language evolves from our experiences, giving us the words to teach, persuade, argue and inform, yet rarely do we learn how to target those actual words for maximum and accurate impact. This innovative and highly interactive workshop, will offer insight into delegates’ own use of language, together with simple yet effective positive and directional language techniques to bypass resistance, enhance comprehension and maximise communication impact and effectiveness whatever the message.

SP1.2: Getting to grips with SCALE-UP: An expert class for active learning practitioners
Michaela Borg, Jane McNeil and Zena Rashid, Nottingham Trent University

Workshop, White Hall 2

SCALE-UP, an active learning approach that combines group activities, peer teaching, and flipped learning, engages students in an enquiry-based approach that utilises a technology-rich, collaborative learning environment. SCALE-UP offers an engaging alternative to traditional lectures and evidences demonstrable benefits for learning. This interactive workshop will serve as an expert class for SCALE-UP. Facilitated using SCALE-UP, participants will learn about the key components of the approach and how they promote active, collaborative and inclusive learning. There will be opportunities to reflect on the experience and to engage in discussion about considerations for the introduction of SCALE-UP to other contexts.

SP1.3: Exploring ePortfolio use with vulnerable communities: The challenge of social media
Professor Christine Brown Wilson, Queen’s University Belfast and Dr Christine Slade, University of Queensland

Workshop, White Hall 3

ePortfolios are increasingly used to promote self-reflection and assess practice across disciplines. Professional undergraduate students may be required to evidence practice when working with vulnerable individuals through the collection and display of information, which has privacy and confidentiality implications. Students are able to use multimedia in ePortfolios to showcase their experience with the potential to share information on social networking platforms. We will use a recent systematic review to support participants in developing best practice guidance in navigating the changing landscape of social media with ePortfolios.

SP1.4: Complexity as a learning tool
Dr Isabel Canto de Loura, Regent’s University London

Workshop, Room 553

The ability to be creative and innovative in the development and delivery of sessions has become one of the key priorities of those actively involved in HE. The easy access to fast and superficial information is potentially the main reason why the attitudes, needs, and (dis)engagement of recent cohorts of students in HE towards the learning process have considerably changed. This workshop explores interdisciplinary complexity as a tool to enact analytical
and critical reasoning, and is an ideal way of recapturing the minds of the students whilst re-affirming the purpose and the value of the teacher’s role.

**SP1.5: Spinning Seminars: A new spin on structuring and assessing student-led learning spaces**  
*Dr Pablo Dalby, University of East Anglia*  
*Interactive breakout session, Room 559*

This session introduces a simple yet dynamic way to create student-led, participatory seminars incorporating innovative forms of assessment. ‘Spinning Seminars’ is a strategy piloted by the session facilitator at the University of East Anglia, but initially inspired by rotational leadership structures he observed during PhD fieldwork with an HE study-abroad programme in Bolivia – operated by a US-based organisation in partnership with selected US universities. Spinning Seminars involves dividing students into rotating sub-groups with specific roles to play in collaboratively facilitating seminars. This enables the development and assessment of multiple skills, helping students become independent, self-directed partners in the learning process.

**SP1.6: The same but different: Exploring staff perspectives of student heterogeneity**  
*Dr Rachel Forsyth and Dr Claire Hamshire, Manchester Metropolitan University and Dr Roisin Kelly-Laubscher, University of Cape Town*  
*Workshop, Room 564*

The challenges faced by ‘widening participation’ students have been well documented in several countries, and yet students from so-called non-traditional backgrounds continue to report considerable challenges in adapting to university life. Researchers in the UK and South Africa have collaborated on a project to explore staff perceptions of student difference. Using the data from this research, they have developed freely available resources which are designed to support the development of the cultural competence needed to help all students to integrate effectively into university life. This workshop will summarise the findings and provide an opportunity to try out the resources.

**SP1.7: Curriculum design with global communities: A shared leadership approach**  
*Professor Sandra Jones, RMIT*  
*Workshop, Room 568*

This workshop will explore the additional complexities involved in designing a curriculum for global student engagement associated with the need to engage broader expertise and cultural knowledge. The workshop will demonstrate how a shared leadership approach can engage diverse experts in a collaborative and collegiate process involving collaboration across the university and wider community. The workshop will engage participants in using a resource to encourage a shared leadership approach to curriculum design with global communities.

**SP1.8: Same difference: The shared transitional anxieties of international students**  
*Dr Chris Little and Chris Hargreaves, Keele University*  
*Workshop, Room 220*

This workshop will explore the reported transitional anxieties of international students. Over three years, data from 580 international students have been gathered at induction via live self-audit sessions, using voting software Mentimeter. This paper will report that, regardless of entry route, students share almost identical transitional anxieties and expectations and these will be shared. Mentimeter will be used to explore the implications for delivering excellent teaching to diverse student bodies, giving practitioners the opportunity to also explore this technology.
SP1.9: The Participation Puzzle: A project to understand how global student issues of socio-economic disadvantage and ethnic background impact upon levels of engagement, academic outcomes and traction in the graduate job market

Tina McKee and Rachel Anne Nir, University of Central Lancashire

Interactive breakout session, Room 227

The aims and objectives of this interactive workshop are to introduce the Participation Puzzle Teaching and Learning Project; generate discussion around the drivers behind the project e.g. poor attendance and preparation for/participation in classes; explain the methodology which was co-designed with students; generate discussion around emerging findings; and generate discussion on initial ideas for interventions.

SP1.10: Pathways to Fellowship: Roads less travelled

Dr Jennie Mills, Sara Hattersley, Jessica Humphreys and Dr William Rupp, University of Warwick

Interactive breakout session, Room 229

In 2016 The University of Warwick redesigned its three HEA accredited programmes to offer supported routes to Fellowship which were no longer tied to academic credit. Since their introduction interest, demand, participation, engagement and participant success have increased. We will share travellers’ tales, the perils of the road, and joys of discovery. Drawing upon techniques inspired by open space learning, metaphorical thinking, and forum theatre we invite delegates to retrace our steps on this road less travelled, and explore how it may make all the difference.

SP1.11: Going online: Designing an online course that is fit for purpose for students and academics in the global context

Dr Dawn Morley, Southampton Solent University and Dr Helen Carmichael, University of Southampton

Workshop, Room 231

This workshop presents an online module that, due to its socio-constructivist design, built students’ knowledge and sense of independent enquiry as the module progressed. Its facilitation by pedagogic experts, working alongside subject specialists, afforded a smart design for learning and academic time. The workshop guides participants through the design stages for their own online modules. With a real curriculum dilemma in mind, participants will be facilitated in discussing with peers how their ethos, limitations and learning outcomes for their module can instigate effective and creative elearning.

SP1.12: Unbundling higher education: Lessons from research in UK and South Africa and ways ahead

Professor Neil Morris and Dr Mariya Ivancheva, University of Leeds

Workshop, Room 371

Drawing on our research in South Africa and the UK within the ESRC-funded project "The Unbundled University: Researching emerging models in an unequal landscape" this workshop focuses on the relationship between public universities and alternative providers. The project examines the policies and practices that are shaped by and shape the increasing marketisation, digitalisation and unbundling in HE in both countries. Outlining some of our key findings, we will engage participants in a discussion on the shifting ‘public’/‘private’ divide in HE and its impact on widening access and participation in teaching and learning at UK universities.

SP1.13: Exploring interdisciplinary challenge-led learning opportunities for knowledge co-creation

Professor Jess Power, Staffordshire University

Interactive breakout session, Room 373
Embedding interdisciplinarity into the undergraduate experience is not without its challenges. The practical arguments and value to learning is strong, supported by policy makers, funding councils and professional bodies. The aim of this session is to present interdisciplinary, challenge-led learning as a new mode of knowledge production to build intellectual capacity, knowledge co-creation and to develop learning communities. Delegates will engage in critical reflection of embedding interdisciplinarity into the student experience and consider the frameworks to develop learning communities, professional networks, attributes and skills.

SP1.14: Building bridges and removing barriers: A global classroom approach to internationalising higher education

Dr Natascha Radclyffe-Thomas, University of the Arts London

Workshop, Room 375

This interactive workshop explores the context of delivering a creative education to internationally diverse cohorts, raising awareness of the challenges and offering solutions on designing cross-cultural collaborations. Many teachers want to teach with awareness of the global context, yet often our classrooms reflect and replicate cultural norms. This session introduces several international education projects and uses questions and provocations around the practice of internationalising the HE classroom to prompt debate opportunities; explore perceptions of a global classroom; and develop proposals for future good practice.
Parallel Session 2, 13:20–14:20

SP2.1: What is social mobility in our HEI and how are we making it happen?

Dave Perkin, Bangor University, Catherine Camps and Clare Kell, University of South Wale, Michael Draper, SAILS, Swansea University, Jo Hendy, Cardiff Metropolitan University, Phil Jones, NPTC Group of Colleges, Joan O’Mahony, Advance HE, Joanne Owen, Grŵp Llandrillo Menai, Jane Thomas, SALT, Swansea University and Caroline Usei, University of Wales Trinity St David

Forum, White Hall 1

Delegates to the conference are invited to this collaborative presentation from universities and colleges in Wales. We will be discussing what social mobility means to our HEIs and the different ways we work to ensure that HE has an impact on the life chances of our students.

SP2.2: Insights for employability: The impact of careers registration for the sector

Fiona Cobb and Dr Bob Gilworth, The Careers Group (University of London)

Workshop, White Hall 2

In this workshop we will disseminate findings from the ongoing HEFCE-funded Careers Registration Learning Gain pilot project. We have analysed careers registration data collected from more than 308,000 students across 11 partner institutions, including responses on career planning and employability enhancing experience. This interactive session will encourage participation and thinking about best practice uses of careers registration data both strategically and operationally, and implications for the TEF and Graduate Outcomes. We will explore how careers professionals and academics can work together using careers registration data to inform and enhance institutional employability support for their student populations.

SP2.3: Networking space

White Hall 3

A space for networking with colleagues or getting some quiet time away from the main conference programme.

SP2.4: Engaging students to change the world

Dr Sarah Hayes and Chris Wilson, Aston University

Workshop, Room 553

Focusing on the tangential and the surprising in curriculum-based research, this workshop highlights key insights from a commissioned project developing guidance for the HE sector to promote understanding of, and engagement with, parliamentary systems and processes in the UK. Considering the wider pedagogic value of situating university learning in applied, real-world contexts, as well as overviewing a framework for engagement between all university disciplines and parliamentary systems and processes, the session explores the repositioning of ‘discipline’ in current HE reform, the consequent challenge of interdisciplinarity, the value of ‘knowledge exchange’, and the definition of research and teaching ‘excellence’.

SP2.5: Curriculum co-creation: A transformative strategy to address differential student outcomes

Dr Annie Hughes, Kamal Mohamed and Christina Michener, Kingston University

Workshop, Room 559

While academics remain the principal gatekeepers of curricula in HE, there is a growing recognition of the role that students can play in its co-creation and how, in turn, this contributes to teaching excellence (McCulloch, 2009; Willis
and Gregory, 2016). Through a ‘learning by doing’ approach, this participatory workshop considers the role that curriculum co-creation can play in creating more inclusive curricula which are relevant, meaningful and accessible to our increasingly diverse student body. Subsequently, it considers the place of co-creation as a transformative strategy which can contribute to addressing pervasive sector attainment gaps and differential student outcomes.

**SP2.6: Student engagement with active blended learning (ABL): How to ensure the dog doesn’t eat their homework**

*Dr Rachel Maunder, Dr Roz Collings and Dr Katere Pourseied, University of Northampton*

*Workshop, Room 564*

This workshop aims to explore strategies to engage students with ABL. A key feature of ABL is the expectation for students to undertake work outside of class, and be actively involved in face-to-face and online learning. Despite a wealth of pedagogical theory and research supporting this approach, anxieties about student non-engagement remain. During the workshop, participants will review examples of ABL activities and discuss features that may promote or discourage engagement. The emphasis will be on looking at things from the learners’ perspective, and using participants’ own experiences as learners to identify good practice in ABL design.

**SP2.7: Addressing the differential outcomes experienced by Black Asian and Minority Ethnic (BAME) students and those from low socio-economic backgrounds by opening the dialogue on inclusive teaching and learning environments through a capacity-based co-production model**

*Lewis Toumazou and Tia Kelly, University of Manchester, Alex Mormor and Celeste Delbrey, University of Birmingham and Beth Bradshaw and Hassan Mobarak, Manchester Metropolitan University Students Union*

*Interactive breakout session, Room 568*

This session aims to encourage participants to open a dialogue on what they consider to be inclusive teaching and learning environments, and inclusive assessment and feedback practices. Participants will be able to gain insight from Diversity and Inclusion Student Ambassadors and explore some of the potential issues faced by Black Asian and Minority Ethnic (BAME) students and those from low socio-economic backgrounds. It will provide an opportunity for participants to triangulate and explore these topics with Ambassadors and each other and identify opportunities and barriers to these practices. There will also be an opportunity to reflect on their own practices and those of their organisation and to identify specific actions they can take forward.

**SP2.8: Using codesign workshops for strengthening student identity verification in assessment design: A response to contract cheating**

*Dr Christine Slade, Institute for Teaching and Learning Innovation, The University of Queensland*

*Workshop, Room 220*

Assessment is at the centre of the contract cheating dilemma. Universities need to know that students enrolled in undertaking a course actually write or deliver their own assessment responses. This workshop aims to facilitate participants to improve the verification of a student's identity in completing assessment tasks other than exams. Objectives include building sector understanding about robust assessment responses to contract cheating activity; facilitating creative and collaborative design options in this assessment process; and modelling a replicable model of codesign workshopping others can facilitate in their own institution.
SP2.9: The Collaborative Agreement Challenge: International collaboration and the GDPR
Cheryl Reynolds, University of Huddersfield
Workshop, Room 227
In May 2018, the new General Data Protection Regulation (GDPR) will harmonise data protection law across the EU. Aiming to ‘give citizens back control of their data’, it imposes stricter rules on those hosting and sharing such data, introducing the need to rigorously ‘plan for privacy’ from the outset. Of vital importance to any project that shares data with EU partners, this workshop explores the challenges, both legal and ethical for collaborative research across international boundaries. It will equip participants with an understanding of the key requirements of the GDPR so that they can avoid lengthy legal negotiations and plan for privacy.

SP2.10: ‘Reflection by stealth’: Placing student reflection at the interface of tutoring and employability training
Dr Emma Taylor, University of Exeter Medical School
Interactive breakout session, Room 229
Preparation for graduate employment requires the student to reflect upon their development of numerous academic and personal skills sought by employers. However, formal assessment of reflection is notoriously difficult and students frequently neglect this aspect of education, only noting (or valuing) acquisition of academic knowledge. We are currently developing the tutoring programme in BSc Medical Sciences to incorporate more formal evaluation, discussion and recording of transferable skills, alongside more effective signposting to skill-development resources, to promote success for all students. This session will involve an interactive demonstration of our approach to aligning student tutoring to tangible evidence of employability skills.

SP2.11: Advancing research-based education and student-staff partnerships in different cultural settings
Dr Vincent Tong, University College London
Interactive breakout session, Room 231
Research-based education (RBE) and students as partners (SAP) have attracted significant attention among academics and HEIs around the world. The aim of this interactive session is to explore the challenges and opportunities, across different cultural settings, in how undergraduate and taught postgraduate students can become valued members of research communities, and how they can be actively engaged in shaping their learning with teachers. The key objectives of this session are to encourage participants to reflect on intercultural issues in learning and teaching; and identify effective ways to bring RBE and SAP together.

SP2.12: A zombie performance pedagogy: #zombiesinHE
Stella Jones-Devitt and Liz Austen, Sheffield Hallam University and Tony Wall, University of Chester
Interactive breakout session, Room 371
We want to define and embody what the process of becoming a zombie feels like in an HE context. This involves providing a narrative account of a lecturer becoming one of the undead within 28 days, due to the stultifying nature of what is required to survive and thrive within the present Academy. Our aim is to enable audience engagement in an experimental zombie-related performance pedagogy event. Many outcomes are completely unknown; however, the audience will be invited to participate (i.e. to ‘taste the experience’) by following #zombiesinHE to see what unfolds within the subsequent 28 weeks, post-event.
SP2.13: Transforming student journeys: Addressing barriers to success and creating new solutions to support disabled and neurodiverse students

Dr Tim Coughlan and Kate Lister, The Open University and Atif Choudhury, Diversity and Ability (DnA)

Workshop, Room 373

In this workshop we will explore what it takes to really achieve equitable experiences in education. We will look at the journeys students go on in order to access and succeed in HE; and the processes, activities and contexts that can pose barriers. We will draw on recent research and our combined knowledge, from the disabled-led social enterprise ‘Diversity and Ability’ and The Open University, to identify major issues that should be tackled. We will provide a space to share practice, discuss potential solutions, and create understanding of where we need to respond in our organisations and as a sector.
This session aims to address Advance HE’s priority of creating ‘positive outcomes for all students’ by focusing on strategies and interventions for Alternative Providers (APs) in their widening participation remit. Students studying at APs tend to be from BME backgrounds and it can be argued that the curriculum should be contextualised to fully engage learners, thus tackling the attainment gap, retention and progression issues. The objectives of the session will be to examine the profile of learner in APs; develop an umbrella framework of inclusive and contextually embedded curriculum; and construct interventions and strategies to tackle APs’ strategic issues of retention, progression and attainment.
Parallel Session 3, 14:30–15:40

SP3.1a: Using WISE Feedback: Mediating HEA as an influential agent in an Australasian Commonwealth setting

Dr Ian Davis, Queensland University of Technology

Oral presentation, White Hall 1

Advance HE’s (formerly HEA) presence and influence has continued to gain strength in Australasia. Thanks to the work of HEIs across Australia and New Zealand, aligned with a growing interest from the Asia-Pacific region, HEA Fellowships are increasingly recognised as the standard by which teaching and learning can be judged. This however has surfaced concerns relating to Advance HE and its intentions. These concerns mirror the collective cultural anxieties of commonwealth nations in relation to what are perceived as external colonising agendas. At QUT we now have 500+ fellows. Central to this rapid expansion has been the mobilisation of a large number of reviewers and mentors. We have employed a new theoretical framework known as WISE Feedback which mediates how reviewers communicate with applicants. This focus on how reviewers construct and deliver feedback has mitigated professional power dynamics between what can be seen as the expert-novice relationship. This perceived power dynamic accumulates a different tenor when acted out in a previously colonised environment. As Advance HE continues to develop global partnerships we argue that adopting WISE principles will facilitate the building of transparent, constructive and productive relationships.

SP3.1b: Whose values? Using the UKPSF to deliver effective staff development programmes in international contexts

Clare McCullagh and Angela Buckingham, University of Reading

Oral presentation, White Hall 1

Drawing directly from experience of academic staff development in international settings, this presentation shares insights and lessons learned from the University of Reading, including ways in which the UK Professional Standards Framework, in particular the Professional Values, can underpin staff development programmes across international contexts to develop a shared language and understanding about teaching and supporting learning and that professional values and academic identity are not fixed for academic developers or programme participants; the learning and shift in perspectives works both ways. This session will be of interest to all colleagues involved in international provision in HE.

SP3.1c: The UKPSF: Enabling engagement with academic CPD and the scholarship of teaching and learning among international staff

Jacalyn Cawkwell, University of Nottingham and Dr James Walker, University of Nottingham, Ningbo Campus

Oral presentation, White Hall 1

Effective engagement of staff with the UKPSF remains a key focus for internal recognition schemes to ensure successful demonstration of professional practice. The diverse backgrounds of staff add a further challenge to engaging and continuing with professional development and scholarship of teaching and learning beyond recognition. This session will share outcomes from a small-scale qualitative research study exploring international staff experience of claiming fellowship of the HEA. Initial findings indicate different levels of understanding of the context and objectives of the UKHE sector, the UKPSF, and associated CPD activities, suggesting changes in institutional responses in preparing staff for teaching recognition.

SP3.2a: Measuring learning gain for employability: International lessons

Professor Christina Hughes, Sheffield Hallam University and Dr Heiki Behle, University of Warwick
How is learning gain being measured for employability nationally and internationally? And what lessons can be learnt? This paper explores these questions through a consideration of international research in this area. Drawing on the work of the LEGACY programme (www.legacy.ac.uk), international research will be used to contextualise the UK’s current efforts to measure learning gain. The paper concludes with how critical practices for learning gain are being developed in a range of UK universities.

**SP3.2b: Getting outside the classroom to improve my teaching**  
**Dr Stephen Robertson, Edinburgh Napier University**  
**Workshop, White Hall 2**

In September I spent 10 days at the Kellogg School of Management in the US which was an opportunity to reflect on my teaching by watching others. On my return I found myself reflecting on an earlier trip to a German football club. Both have state-of-the-art facilities, the latest technology, a clear philosophy linked to organisational culture and recruit those who will flourish in that environment. This session will seek to explore these ideas from a teaching perspective rather than an organisational one. Delegates will be encouraged to discuss, in small groups how one of the four facets highlighted: buildings, technology, philosophy or people can be applied to teaching practice. Views will be shared with the wider group to draw some conclusions and identify next steps including potential collaborations.

**SP3.2c: Going global – or staying at home? A data-driven approach to understanding why students do not engage in employability initiatives**  
**Kate Watkins, John Balfour, Dr Aysha Divan and Dr Gina Koutsopoulou, University of Leeds**  
**Oral presentation, White Hall 2**

Despite evidence that employability focussed initiatives, such as study abroad, or professional industry placements, have positive effects on attainment and graduate employment, a University of Leeds survey of eligible undergraduate students revealed that only around 10% participated. This session reveals analysis of institution-wide data over five years investigating why students do not engage with these opportunities, exploring how characteristics on entry (socio-economic background, entry quality, gender and ethnicity) map against participation (or not) in defined employability initiatives, academic attainment and employment outcomes.

**SP3.3a: Assessments: The purpose versus the perception**  
**Harriet Lowe, University of Greenwich**  
**Oral presentation, White Hall 3**

Assessments are incorporated in the creation of courses with a specific intention to benefit the student, but, an unanswered question remains: Is the intention of the assessment understood by the students completing the assignment? This research questions whether understanding the intent of the task increases engagement, effort and subsequently final score. Creating the connection between lecturer intent and student perception will be discussed in relation to the current study and the session will conclude with a learner-centered teaching approach in designing and giving assignments, urging HE professionals to consider the benefits of this.

**SP3.3b: What’s holding us up? The challenges facing institutions moving from offline to online marking across the HE sector**  
**Dr Emma Mayhew, University of Reading**  
**Oral presentation, White Hall 3**

This session will explore the adoption of online submission, feedback and grading across the sector over the past ten years. It outlines the significant benefits to the student and staff assessment experiences driving sector-wide change. Although beneficial, institutions face significant challenges. This session draws on an extensive literature to outline
complexities surrounding change design, stakeholder management, policy, process, and technical integration. Although some providers have been left in a sector-leading position, this session will outline how institution-wide adoption represents a significant and immediate challenge.
SP3.3c: Introducing programme level assessment in your institution

Dr Amanda Harvey, Dr David Tree and Professor Mariann Rand-Weaver, Brunel University

Oral presentation, White Hall 3

A modular approach to teaching does not facilitate broad synoptic in-depth learning and students often adopt an in-silo approach to learning and assessment. At Brunel we have successfully adopted integrated programme assessment (IPA) to reduce the compartmentalised approach to learning adopted by students on modular programmes and to reduce the assessment load for both staff and students. During the presentation we will launch a toolkit that will enable other institutions to be able to take steps towards introducing IPA on their own programmes.

SP3.4a: Ensuring greater comparability of degree standards: The External Examining project

Dr Geoff Stoakes, Advance HE

Oral presentation, Room 553

How do we ensure that there is greater comparability of the standards of undergraduate degrees awarded across an increasingly diverse HE sector? Advance HE (formerly the Higher Education Academy) has devised and piloted with HE providers a generic professional development programme for external examiners. It is also engaged with subject associations and professional bodies to pilot activities to calibrate standards at a subject level. This session provides an update on progress on the project managed by the Office for Students on behalf of the four nations.

SP3.4b: Academic staff perspectives on internationalisation

Lorraine Mighty, University of Birmingham

Oral presentation, Room 553

Student and staff populations within UK HEIs have become increasingly diverse over the past 25 years. While internationalisation is now a widely researched field within HE, there appears to be limited enquiry on the extent to which this increasingly internationalised context is influencing how academics perceive their role and approach their research and/or teaching practice within HE. In this presentation I will share the initial findings from my PhD research which aims to explore, interpret and report on the perspectives of academic staff, on the influence of internationalisation on their role and work.

SP3.4c: International collaboration: The benefits to the internationalisation home curriculum

David Egan, Sheffield Hallam University

Oral presentation, Room 553

The aim of this session is share the experience of more than 10 years’ collaboration with SHAPE in Hong Kong delivering Top-up programme level 6. The focus is to share how the experience of delivering the same programme of study to students on the home programme in the UK and the overseas programme in Hong Kong has led to a number of interesting innovations and how the knowledge gained in teaching the programme in Hong Kong has enhanced the home programme particularly in terms of internationalisation of the curriculum.

SP3.5a: Digital Literacy: Maximising curriculum innovation and enhancing the student experience

Carole Sutton and Emma Purnell, University of Plymouth

Oral presentation, Room 559

Digital capabilities are essential skills for those teaching, learning and working in a global 21st Century. This paper will report on a Plymouth University project that built upon the JISC Digital Capabilities Framework (2017) to create a novel, accessible resource for teachers and learners to self-assess and develop their digital capabilities in a number of
digital domains, and to assess digital capabilities in curriculum design. This session is intended for teachers, learners, educational developers, learning technologists and staff involved in developing institutional strategy in relation to digital capabilities.

**SP3.5b: The ICZ institutional curriculum framework: Implementing a principled, realistic, enhancement-led approach to programme development**

*Dr Sean Walton, Amina Helal and John Dermo, University of Salford*

*Oral presentation, Room 559*

This session provides a reflective account of a 2017-18 institutional curriculum enhancement initiative at the University of Salford, known as "the ICZ Ready Curriculum". Every university programme was benchmarked against a set of globally acknowledged curriculum design principles, and programme teams engaged with a series of developmental enhancement workshops facilitated by academic developers. The emphasis of the session is on drawing out key lessons learned, allowing participants to discuss the impact and outcomes and apply these to their own context.

**SP3.5c: Designing Education: An RP-UK transnational partnership**

*Jennifer Bain and Dr Juliet Sprake, Goldsmiths, University of London*

*Oral presentation, Room 559*

As part of a transnational education initiative working in partnership with Miriam College in the Republic of the Philippines, this presentation charts the development of a complimentary postgraduate Certificate and Masters programme in Designing Education. The aim of the presentation is to share an experience of collaborative working in the international academic community that supports partners to bring a plurality of identities, cultures and experiences to enrich and enhance learning and teaching. Drawing on a series of transnational workshops, the presentation offers insights into diverse considerations for internationalisation, such as quality assurance, social justice and interpreting the UK-FHEQ in international contexts.

**SP3.6a: Performance in the classroom is key to learner satisfaction and achievement: What can teachers do to make a difference?**

*Andrew Corcoran, Aston Business School*

*Oral presentation, Room 564*

Demonstrating added value is at the centre of HE's relationship with its stakeholders. The two most common measures at a module level are achievement (i.e. grade point average) and satisfaction (i.e. student satisfaction surveys). Can the two be connected or are they mutually exclusive? If they are connected, what classroom behaviours can teachers adopt to maximise both satisfaction and achievement? It is found that clear and enthusiastic delivery and involving students in the story by having a clear understanding of the learning goals and showing their progress towards them can boost both satisfaction and achievement.

**SP3.6b: Stress triggers and anxiety in students of Modern Languages**

*Dr Elizabeth Jones and Dr Emma Staniland, University of Leicester*

*Oral presentation, Room 564*

Student mental health is a pressing national concern, as evidenced by recent media debates and growing scholarly interest. This session will report the results of a research project carried out among Modern Languages undergraduate students in 2016, an under-researched group, which investigated stress triggers and anxiety. The particular disciplinary requirements, involving compulsory periods of study abroad, will be placed in the context of more widely noticeable
student anxiety around transitions and belonging. Placing the spotlight on a lesser studied aspect of teaching and learning in a global context, we will finish by examining strategies for mitigating student stress.
SP3.6c: Optimising challenges for positive educational change: Active components of outdoor adventure programming for building resilient learners in higher education

Dr John Allan, Leeds Beckett University

Oral presentation, Room 564

Declining resilience is recognised as a key reason for the growing mental health problems and drop-out of university inductees. This can be exacerbated by universities failing to facilitate a positive first year experience. Under the premise of optimising student integration into HE, Outdoor Adventure (OA) residential programming has improved students’ resilience. Beyond seeking to establish resilience effects through OA, this session addresses how any such effects may have resulted, based upon optimal exposure to distinct programme experience. This understanding could help new students self-sustain their engagement in HE at a crucial period of their academic development.

SP3.7: Networking space

Room 568

A space for networking with colleagues or getting some quiet time away from the main conference programme.

SP3.8a: Sink or swim: Exploring the hybrid role, practices and identities of Graduate Teaching Assistants (GTAs) at the University of Wolverhampton and the power of pedagogic transference

Julie Hughes, University of Wolverhampton

Oral presentation, Room 220

This session will explore the University of Wolverhampton’s unique Graduate Teaching Assistant scheme. This two-year GTA role which is only open to recent alumni, unlike other schemes, focuses upon the development of teachers and their teaching rather than upon PhD study. The objectives of the session are to: outline the hybrid approach taken to the creation of the GTA role; consider how individuals, their students and communities experience the hybrid role; examine how GTA narratives may challenge institutional transcripts (Scott 1990, p.xiii); and suggest how GTA teaching practices might result in pedagogic transference and impact in a TEF landscape.

SP3.8b: Excellence through international collaboration: Working with the International Federation of National Teaching Fellows

Dr Kirsten Hardie, Arts University Bournemouth

Oral presentation, Room 220

The session aims to explore how staff, students and organisations can work collaboratively internationally to enhance and advance excellence in learning and teaching. It discusses the work of the International Federation of National Teaching Fellows as a new global community dedicated to teaching and learning excellence. The session considers - and importantly, offers - opportunities for delegates to work with IFNTF colleagues internationally. It aims to bounce and map ideas for potential new projects and initiatives, where international collaboration is key, and where activities may impact on student learning and the teaching profession.
SP3.8c: Time for TEA: A University Alliance perspective on promoting, supporting and developing teaching excellence

Dr Graham Holden, Sheffield Hallam University / University Alliance

Oral presentation, Room 220

The University Alliance (UA) is a group of universities with a common mission acting as anchor institutions in their cities and regions, working with employers to co-design and co-deliver highly relevant professional and technical education. Teaching and learning in this context is characterised by student-centric experiential learning, team-work and real-world problem-solving supported by co- and extra-curricular activities designed to increase social capital and employability. This session will outline the activities of the Teaching Excellence Alliance (TEA) Programme, established in February 2017, to enhance and profile teaching excellence in an Alliance context – particularly highlighting the themes “industry-engaged” and “success for all”.

SP3.9a: Using reading and listening circles with international learning communities

Christine Lee and Elizabeth Allen, University of Bristol

Oral presentation, Room 227

This talk outlines how international students have worked collaboratively to learn from each other on undergraduate and Foundation courses using Reading and Listening Circles. The process requires students to analyse texts from different perspectives, or ‘roles’, such as ‘content’, ‘meaning’ or ‘context’. By taking on a single role and then sharing their analysis with others holding different roles, students improve their ability to critically engage with texts through peer teaching. This encourages deep learning, as evidenced through students’ redrafted coursework, and develops a range of skills such as research, collaboration and reflexivity.

SP3.9b: Peer Doctoral Mentoring: Creating a diverse social learning community

Lauren Clark, Fiona Victory and Bridie Woods, UCL Institute of Education

Oral presentation, Room 227

This paper explores a doctoral peer mentoring scheme we set up at our institution to support students entering doctoral study. Drawing on Communities of Practice (Wenger, 2010), we describe how the mentor programme facilitates the production of a social learning space and contributes to the development of learner identity. We focus on the relationship between the informal, flexible nature of the mentoring scheme and the institutional support provided by the university. Creating a diverse social learning community not only fills a gap left by institutional provision, it also challenges the roles of staff and students in supporting doctoral study.

SP3.9c: Peer feedback via mobile devices: Is it useful? Is it trustworthy? Is it safe?

Dr Min Yang, Education University of Hong Kong

Oral presentation, Room 227

This paper reports focus group findings from the first phase of a two-phase teaching development grant (TDG) project at a university in Hong Kong. The students joining the focus groups were enrolled in a course of a higher diploma programme in early childhood education. They were guided by their teacher to conduct peer feedback during a session of oral presentations on group projects. The peer feedback practice involved students writing feedback comments for peer groups on iPads or mobile phones and uploaded the peer feedback to a free e-learning platform called ‘Padlet’. The focus groups revealed some findings that reinforced existing evidence as well as new findings.

SP3.10a: Shared interdisciplinary and multicultural learning from global communities

Dr Bob Gilmour and Dr Caroline Gallagher, Glasgow Caledonian University

Oral presentation, Room 229

This innovative partnership brings together academia and industry from Scotland, Finland and the Netherlands to develop and share excellence in learning environments in a multidisciplinary and intercultural setting. Teams of students, having researched issues and potential solutions for the “Renewables Sector” have been brought together to participate in an industry informed 10 day intensive study period in Finland. The objectives of this session are to compare and contrast the main learning activities of the project; disseminate the key findings of years 1 & 2 of the project; and to highlight predicted impacts of the activities on student learning and teaching excellence.

SP3.10b: Into the Image World: Creating global communities of practice

Dr Steph Cosgrove and Jesse Alexander, Falmouth University
Oral presentation, Room 229

This presentation reflects on the experiences of a wholly online MA Photography, from both staff and student perspectives. It will practically outline the challenges and successes in creating and maintaining this global community of practice from both pedagogic and technological perspectives. Sontag describes photographs as ‘packaging the world’, of making it smaller (1977:4), whilst Manovich (2017) comments on its global nature and reach. It is therefore ironic that formal photographic education has, so far, remained relatively dependent on fixed locations and face-to-face delivery models as opposed to the adaptive, flexible and inclusive model that the online environment can encourage.

SP3.10c: The influence of the New Right on the concept of quality teaching and learning in universities

Dr Silvia McCormack, La Trobe University, Melbourne
Oral presentation, Room 229

The aim of this session is to analyse and discuss the ways in which neoliberalism and neo-conservatism (together referred to as the ‘new right’) have influenced our understandings and expectations of quality teaching and learning in the tertiary context. While these forces have resulted in an increased interest in teaching quality in the tertiary sector, notions of quality teaching and student expectations of the teaching experience have changed as a result of these forces and continue to change significantly. The analysis draws on the 3-P learning system model developed by Biggs. The focus is on the presage stage composed of the teaching context and the student expectations.

SP3.11a: Ako Aronui: Focusing on caring for our people

Nell Buissink, John Davies, Piki Diamond, Julia Hallas, Jaye McIsaac, Mark Northover, and Emily Whitehead, Auckland University of Technology
Oral presentation, Room 231

In imagining how the HEA Fellowship framework would best suit AUT’s regional and cultural context, underpinning Māori world views have become the core areas of focus. Recognising Aotearoa New Zealand’s bicultural origins, but also supporting our multicultural world, the concept of manaaki (mindful support) emerged as the central value for both students and academics. We describe the process of mapping the UKPSF (the credential central to Fellowship) to a core set of principles or values for the fellowship categories. A pilot programme enabled a refinement of these values, which drive the university’s newly accredited fellowship pathway.

SP3.11b: What do our students consider to be 'academic support'? Implications for interpreting National Student Survey (NSS) data

Dr Andrew Pye, University of Exeter
Oral presentation, Room 231

When our students complete the National Student Survey (NSS) what do they think ‘academic support’ is? When answering: ‘I have been able to contact staff when I needed to’ what do they mean? Do they only consider ‘academic staff’ teaching them on their course, or do they consider the professional services teams, careers advisors and other ‘staff’ available to them? This session will present students’ views (from questionnaire data and focus groups) on what they understand to be ‘academic support’, as well as their views on academic tutoring, peer support and the future provision of academic support through digital platforms.

SP3.12a: (Unspoken) anxieties about teaching and learning in higher education: Unveiling teaching staff voices

Dr Ana Baptista, Queen Mary University of London
Oral presentation, Room 371

How do teaching staff feel and experience HE teaching and learning? What are their anxieties and joys related to the pedagogical process? Could a reflective practice - that also recognises the role of emotions in the pedagogical process
lead to their sustainable development and transformation? These questions are the trigger to this presentation, where the main objective is to unveil unspoken anxieties shared by HE teaching staff. We will present a categorisation of anxieties related to HE teaching and learning, and will reflect on the implications for enhancing HE teaching practices and experiences.

SP3.12b: ‘Try Before You Buy’: An employer perspective of international student mobility in England

Dr Matthew Sutherland and Dr Prabash Edirisingha, Northumbria University and Dr David Thompson, University of Wolverhampton
Oral presentation, Room 371

The aim of this paper is to better understand the barriers impacting international student mobility, particularly from an employer’s perspective. Drawing from semi-structured interviews, we identify perceptual discourses of employers of international students as well as of British universities. We discuss how these prevailing employer discourses influence international student mobility by identifying barriers that inhibit their employability and recognising mediation strategies that employers adopt to overcome these barriers.

SP3.13: Principal Fellow Networking Session

Sally Bradley, Advance HE Forum, Room 373

A chance for Principal Fellows of the HEA to meet to discuss issues on teaching and learning.

SP3.14a: Career-long professional learning about teaching in a research-intensive university

Sarah King, Higher Education Futures Institute, University of Birmingham
Oral presentation, Room 375

The renewed spotlight on teaching in HE has led many institutions to review the teaching qualifications held by academic staff and set new performance indicators. Yet, the focus on achieving qualifications could distract the sector from the importance of career-long professional development for academics who teach. This session will report on the development of the ‘Higher Education Futures institute’ (HEFi) at the University of Birmingham to address this issue. Activities include introducing “MicroCPD” for all staff, and developing an awards and recognition framework underpinned by the UKPSF and the Universitas 21 Framework for Conceptualising 21st Century Teaching.

SP3.14b: Usage of personality bubbles in learning, teaching, assessing and educational research

Ram Kallapiran, UK College of Business and Computing
Oral presentation, Room 375

Buzzwords like learning gain, teaching excellence, research, employability, and value for money are doing the rounds in UK HE which is traversing a crucial turn now. Quintessentially all regulations look at how ‘learners are engaged as partners’ in every station of their journey. The aim of this paper is to introduce an original and unique concept called ‘Personality Bubbles in learning, teaching, assessing and educational research’ to HE colleagues for wider dialogue. The session’s three objectives are: to highlight HEI perspectives on learning gain and teaching excellence; introduce the Personality Bubbles concept; and to share methods of its use in practical contexts.

SP3.14c: Teaching-generated research

Portia Ungley, Kingston University
Oral presentation, Room 375

This session outlines a critical thinking solution to the series of pressures under which current undergraduate and postgraduate teaching exists; increasing demands on academic time, rising student expectations and TEF
hyperawareness (NSS and student experience matrices). Using an adaptive model, this session shows how students can have access to academics’ cutting-edge research, while simultaneously allowing research to develop within the teaching structure. This allows for both staff and students to benefit from the generative atmosphere of a new piece of research. Furthermore it allows for a collegiality of research which can be difficult to create under the above pressures.
Increasing the levels of interaction among multicultural students using technology
Dr Samantha Buxton-Robbins, Swansea University
This session will have elements of presentation but at its core it is interactive and participatory show casing two apps/software, GoConqr and Slido. These apps are freely available online and have been found to not only increase the interaction level of our multicultural students but also increase staff engagement within these modules as the software is easy to use. The objective of this session is to give everyone an overview of the two apps and then get everyone involved in activities showcasing how easy they are to integrate within the teaching environment.

Professionalisation in Academic Development: Exploring learning designer roles in a changing higher education sector
Dr Christine Slade, The University of Queensland
This poster presents a visually attractive snapshot of current learning (educational) designer practices across Australian universities. The recruitment, employment and retention of suitable learning designers by universities is challenging across the sector. Little research to date sheds light on the scope and expectations of these roles. This project fills this gap by providing findings about the types of roles undertaken and employment conditions, the relevant skills, knowledge, education and professional background of learning designers, challenges and enables in these roles, career progression and areas for future attention.

Creating global communities locally using Online International Learning (OIL) projects
Amrita Narang, CU Coventry, Coventry University
The session is a poster presentation on Online International Learning Project using Big Blue Button and Skype platforms as a cost and time effective way to embed Internationalisation within a module. The poster highlights the aim, rationale, learning design and delivery of the online interactions between students in Coventry and Denmark. The key reflection from the project augments the importance of digital fluency but equally focuses on the complimentary and enriching experience of face to face interactions for reflective learning and enhanced student experience.

Nau Mai, Haere Mai: Welcoming the UKPSF into Auckland University of Technology
Nell Buissink, John Davies, Piki Diamond, Julia Hallas, Jaye McIsaac, Mark Northover and Emily Whitehead, Auckland University of Technology
The pōwhiri, is a Māori welcoming ritual with an objective to make visitors one with the host. We adopted this ritual for the arrival of the UKPSF into our Aotearoa New Zealand university to establish a free and open negotiation to ensure a culturally relevant and responsive approach. We will illustrate how the pōwhiri protocols mapped the journey which AUT, the UKPSF, and the HEA undertook, from which the inception of Ako Aronui was birthed. Adopting pōwhiri protocols allowed AUT to determine and lead how we would engage with the UKPSF in a way that was mutually beneficial.

Using Edward De Bono’s ‘Six Thinking Hats framework’ to enhance positive learner identities for Japanese students in intercultural discussion groups
Tudor Parsons and Andrew Kerrigan, University of York
The poster presentation will explain how to use a well-known discussion framework, ‘Six Thinking Hats’, to enhance the discussion experiences of Japanese students in intercultural discussion groups, so enhancing their positive learner identities. Participants will learn how the framework can be embedded within a course programme in order to enhance the discussion process for all students.

Understanding the needs of students with dependants: An investigation into the barriers and experiences prior to and during higher education

Leila Walters and Dr Samuel Pollard, University of Exeter Medical School

It has been estimated that students with dependents could make up to as much as 8% of full time UG places; further increasing with part time study. Despite this, data and marketing towards this demographic of students is generally not well represented across the HE sector. The aim of this study was to begin to understand the needs of students with dependents using an online survey. The authors have proposed a number of recommendations that HE institutes could review and implement on a local level based on data and comments made by students and a review of the literature.

Peer feedback provision: The effectiveness of peer feedback and university students’ achievement emotions

Dr Min Yang, Education University of Hong Kong

In this study, we investigated the relationship between peer feedback and achievement emotions among 53 students who were from two classes of an elective general education course. Peer feedback was implemented as an essential element of task-based learning activities. Results showed an important role of the effectiveness of peer feedback in affecting students’ achievement emotions. Implications are discussed in relation to literature and to teachers’ practice in the HE classroom.

Improving student non-attendance and retention in a SNAP (Student Non-Attendance Policy)

Mark Poulter, Ulster University

This will be a poster reporting the results of a 15-semester-long ABA study (across 7.5 years) relating to attendance monitoring. Two different Student Non-Attendance Policies (SNAPs) were compared. The Physio SNAP was used for 5 semesters, then a standard SNAP (of a type found in many institutions), then the Physio SNAP again. Results were dramatic and sustained: non-attendance fell by 54% and attrition fell by 74%. The Physio SNAP will be described along with the innovative, excel-based tool that helps make attendance monitoring and follow-up so easy: the SAAMP (Semi-Automated Attendance Monitoring Package).

Telling tales out of school: Using student narratives to aid transition

Dr Emily Nordmann, University of Aberdeen

Much has been written about the transition to and from university, however, there has been a reduced focus on internal transitions within the degree process (e.g., moving from 2nd to 3rd year). This project used mixed-methods to identify difficulties encountered during internal transition points and to provide support resources based upon student narratives of these transition experiences. This poster will detail the results of thematic analyses used to explore themes relating to transition, with sub-group analyses for each year of study as well as mature students, international, and joint-honours, in addition to quantitative analysis on self-reported ratings of transition success.

Exploring the global community perceptions of the Prevent agenda in higher education

Susan Bray, Coventry University
This poster demonstrates how the Government Prevent agenda may be delivered in an innovative way, despite restrictions on content, to both academic and professional services staff. This qualitative study involved 11 in-depth interviews which were conducted during 2016 – 2017 from a cross section of staff at Coventry University Group. Overriding themes and feedback from a number of sessions during the study all pointed towards substantial support for the scheme, in contrast to negative media coverage. This study demonstrates how innovative delivery may generate constructive and informative dialogue, leading to effective implementation and adoption of the Government’s initiative.

The Transatlantic Dialogue: Discovering measures of student learning gain
Rebecca Randles, Liverpool John Moores University
Assessments of student outcomes are common practice in higher education. With the teaching excellence framework (TEF) coming into practice, discussion around potentially valuable metrics such as learning gain has come to light. Learning Gain in England is still at the early stages whilst the United states have a much more established learning gain culture. By examining their already utilised metrics, we can consider what can be learnt from them.

The Academic Resilience Scale (ARS-30)
Dr Simon Cassidy, University of Salford
Resilience is a psychological construct observed in some individuals that accounts for success despite adversity. Academic resilience reflects an increased likelihood of educational success despite adversity. Despite the relevance of resilience in educational contexts and to student wellbeing and achievement, few options for standardised construct measurement exist. The Academic Resilience Scale (ARS-30) represents a new multidimensional measure of academic resilience in higher education contexts. It is suggested that the tool based, on adaptive responses, aligns more closely with the conceptualisation of resilience and provides a valid construct measure of academic resilience relevant for research and practice in undergraduate populations.

Barriers to student success: Closing the attainment gap
Helen Howard, University of Derby
The HEFCE Catalyst fund provides a clear sector priority to ensuring ‘good’ attainment by HE students in England and to reduce areas where gaps of achievement have been identified within students based on their characteristics. Difference in attainment have been identified at three institutions (Derby, Southampton Solent, UWL) and an institutional driver has been identified to explore and develop activities to reduce these gaps for students by BME, gender, disability and socio-economic background as a starting point. Under the lead of University of Derby, we will share our experiences and knowledge with the sector to provide and encourage change.

Into the Image World: Creating global communities of practice
Dr Steph Cosgrove and Jesse Alexander, Falmouth University
This presentation reflects on the experiences of a wholly online MA Photography, from both staff and student perspectives. It will practically outline the challenges and successes in creating and maintaining this global community of practice from both pedagogic and technological perspectives. Sontag describes photographs as ‘packaging the world’, of making it smaller (1977:4), whilst Manovich (2017) comments on its global nature and reach. It is therefore ironic that formal photographic education has, so far, remained relatively dependent on fixed locations and face-to-face delivery models as opposed to the adaptive, flexible and inclusive model that the online environment can encourage.
Parallel Session 4, 16:10–17:20

SP4.1a: Teaching and assessing global leadership
Dr Michael Flavin, King's College London
Oral presentation, White Hall 1

King's College London created the Principal's Global Leadership Award (PGLA) in 2015-16, comprising an opportunity for 20, second year undergraduates to study leadership, based on interactive case studies led by tutors with significant experience of high-profile leadership. A postgraduate version of the PGLA was launched in 2017-18. The PGLA applies innovative pedagogies, drawing on its global cohort and its focus on global leadership. The session discusses how the modules were conceived, designed, enacted and evaluated. The experience of delivering leadership modules has use value for other HEIs considering providing similar opportunities.

SP4.1b: Using learning analytics to surface the hidden recipience of feedback
Dr Naomi Winstone, University of Surrey
Oral presentation, White Hall 1

This session aims to introduce delegates to the potential for digital tools and learning analytics to enhance the assessment and feedback process in HE. In partnership with students, we have developed a VLE-embedded feedback portfolio which uses student-facing analytics to track engagement with feedback, and supports students to synthesise comments from multiple assignments, access tools and resources to support skill development, and develop action plans. Evidence for the efficacy of the approach will be presented, and potential uses of learning analytics in assessment and feedback will be discussed.

SP4.1c: Spinning Seminars: A new spin on structuring and assessing student-led learning spaces
Dr Pablo Dalby, University of East Anglia
Oral presentation, White Hall 1

This session introduces a simple yet dynamic way to create student-led, participatory seminars incorporating innovative forms of assessment. ‘Spinning Seminars’ is a strategy piloted by the session facilitator at the University of East Anglia, but initially inspired by rotational leadership structures he observed during PhD fieldwork with an HE study-abroad programme in Bolivia – operated by a US-based organisation in partnership with selected US universities. Spinning Seminars involves dividing students into rotating sub-groups with specific roles to play in collaboratively facilitating seminars. This enables the development and assessment of multiple skills, helping students become independent, self-directed partners in the learning process.

SP4.2a: Learning the local – Understanding the global
Leo Africano, Amy Brown and Boris Pajkovic, Newcastle College
Oral presentation, White Hall 2

This workshop aims to share three strategies implemented in Newcastle College, as an HE in FE provider, to respond to vocational and academic needs in the current internationalised classroom. Through the exploration of case studies, participants will be able to discuss curriculum design to respond to local needs, e.g. through employer engagement and the use of placements (our MBA); developing a Work Ready Guarantee programme to commit resources to tailor the support for learners to be industry ready by the end of the Degree (level 4 HE students); and adopting technology to develop inclusive and accessible online learning programmes (online learning: NCG Direct).

SP4.2b: Employability and its impact on staff: A New Zealand case study
Narissa Lewis, The University of Auckland
Oral presentation, White Hall 2

Findings from focus groups (n=~100) and interviews (n=20) with staff from several NZ tertiary institutions identified factors that enable or hinder embedded employability development. Participants cited three main barriers: lack of strategic direction, support and guidance; lack of understanding and awareness; and lack of resourcing and capability. This presentation describes the impact employability has on staff and a simple model to embed employability teaching will be offered. The model provides a framework to identify small but impactful teaching practices that promote graduates’ capabilities for successful lives and careers.

SP4.2c: Add some Asia to your degree! The impact of mobility programs in ANU’s College of Asia and the Pacific

Associate Professor Carol Hayes and Jennah Robichaud, The Australian National University
Oral presentation, White Hall 2

With 170 partners around the world and teaching 16 Asian/Pacific languages, the ANU College of Asia and the Pacific plays a leadership role in Asian language and studies teaching nationally and globally. We run around 25 programs per year across Asia and the Pacific and guarantee funding support in all mobility offerings. Our paper will present the Australian perspective and recent developments in the Australian sector. With a focus on undergraduate programs, we will then explore ANU’s innovative approaches and the reasons behind our international mobility success story, with a view to sharing best practice.

SP4.3a: Reimagining university assessment by learning from secondary education

Dr Samantha Pugh, University of Leeds
Oral presentation, White Hall 3

A current issue that is often highlighted by academics is a modular approach to learning and the connection between the assessments (usually modular) and the programme learning outcomes (PLOs) are often not explicit. A-level reforms mean that from 2018, all students will experience synoptic, final examinations at A-level. This presents a golden opportunity for universities to rethink their programme structures and assessment strategies. My research has focused on the relationship between PLOs and assessment design. Through semi-structured interviews with academics, I have reimagined programme assessment for a given degree programme, across a range of disciplines.

SP4.3b: Can innovative assessment be used to overcome the integration and engagement issues faced by international students entering British higher education for the first time?

Rebecca Bushell, University of South Wales
Oral presentation, White Hall 3

This research outlines an innovative assessment that was designed as part of an immersive learning project for level 6 direct entrant students, predominately international, Chinese students. The assessment improved integration by building a sense of community, and developing self-confidence by providing continuous feedback on the assessment to reassure students and guide them on how to improve their performance. The assessment used online discussion boards, placing students outside their comfort zone which enabled them to overcome the social pressures around culture and to develop the employability skills, confidence and resilience needed to effectively engage in the module.

SP4.3c: Enhancing engagement in large classes: Becoming a reflective practitioner, making small changes

Dr Desireé Cranfield, Swansea University
Oral presentation, White Hall 3

This research outlines an innovative assessment that was designed as part of an immersive learning project for level 6 direct entrant students, predominately international, Chinese students. The assessment improved integration by building a sense of community, and developing self-confidence by providing continuous feedback on the assessment to reassure students and guide them on how to improve their performance. The assessment used online discussion boards, placing students outside their comfort zone which enabled them to overcome the social pressures around culture and to develop the employability skills, confidence and resilience needed to effectively engage in the module.
This session aims to present a case study showing the journey of a lecturer becoming a reflective practitioner to improve student satisfaction scores, by making incremental changes to teaching practices, in particular of large classes. Some of these changes include the use of technology to enhance the student experience within large classes, reflecting on teaching practices not only at the end of the term, but midway, and by using different teaching strategies to enhance engagement within large classes. The higher education National Student Satisfaction survey scores as well as individual university scores for student satisfaction and experience have become important factors in student choice of HEIs. We are duty bound to ensure that our students’ learning experience is an impactful one.

**SP4.4a: Referencing and empowerment: Exploring barriers to agency in the higher education staff/student experience**  
*Karen Gravett, University of Surrey*  
*Oral presentation, Room 553*

This session will present the results of a study investigating lecture attendance and lecture recordings across four years of an undergraduate degree. For first year students, attendance and recording use were positive predictors of performance although only high GPA students’ use of recordings helped overcome the impact of low attendance. For second year students, attendance and recording use were positively correlated with, but no longer predictive of, achievement. There was no relationship for honours students. We suggest focusing on improving lecture attendance through monitoring whilst also providing recordings for supplementary use.

**SP4.4b: ‘Do you write as well as you speak?’: A dialogic approach to embed academic literacy skills into subject curriculum**  
*Dr Tiffany Chiu, Imperial College London and Dr Olga Rodriguez-Falcon, University of East London*  
*Oral presentation, Room 553*

This presentation will discuss the implementation and evaluation of a dialogic approach to embedding academic literacy skills into the subject curriculum. This is to address a growing concern over student transferable academic skills for employability in higher education. We will provide examples of the application of a writing technique based on dialogic pedagogy and speaking-writing relationships, devised to foster the development of student academic voice. Our evaluation suggests that this intervention contributes positively to the enhancement of students’ academic literacy skills. Participants will also be prompted to consider how it might be beneficial and adaptable to their own contexts.

**SP4.4c: Building bridges for success: Resourcing and connecting students and staff within an Australian trans-disciplinary, whole-of-institution course**  
*Janet Turley, University of the Sunshine Coast*  
*Oral presentation, Room 553*

This session overviews an Australian University institutional response to widening participation and increased student diversity by implementing a holistic, whole-of-institution, multiple-campus course to provide commencing students with the tools and knowledge needed to succeed at university and beyond. This mandatory face-to-face course is grounded in the discipline of communication but designed to enable students to apply communication concepts and theory to their specific field. The course systematically embeds inter-departmental student support initiatives into curriculum and integrates a professional development program for casual teaching staff. These strategies develop staff and student social capital and facilitate belonging to the wider University community.

**SP4.5a: Turn up, tune in, don’t drop out: The relationship between lecture attendance, use of lecture recordings, and achievement at different years of study**  
*Dr Emily Nordmann, University of Aberdeen*
This session will present the results of a study investigating lecture attendance and lecture recordings across four years of an undergraduate degree. For first year students, attendance and recording use were positive predictors of performance although only high GPA students’ use of recordings helped overcome the impact of low attendance. For second year students, attendance and recording use were positively correlated with, but no longer predictive of, achievement. There was no relationship for honours student. We suggest focusing on improving lecture attendance through monitoring whilst also providing recordings for supplementary use.

**SP4.5b: Beyond marketisation: Happiness, resilience and community: Essential elements of the HE experience?**

**Farrukh Akhtar, Kingston University**

Recent changes within the UK, including the HE Bill, increased marketisation and consumerism are changing what it means to learn and to teach within HE. However, this is by no means a universal trend. This presentation considers global student and parental perceptions and expectations of HE and the results of a ten-week project on happiness, resilience and community within a UK HEI. Despite the challenge of consumerism, is there still potential for UK universities to be transformative spaces that cultivate happiness and resilience; and that contribute to a sense of belonging and community?

**SP4.5c: How we reduced non-attendance (by 54%) and attrition (by 74%) in a SNAP (Student Non-Attendance Policy)**

**Mark Poulter, Ulster University**

This session aims to show the importance of employing the correct type of ‘SNAP’ (Student Non-Attendance Policy) if one wants to see improvements in both classroom attendance and retention. Results will be presented of a 15-semester-long ABA study comparing the attendance and retention figures obtained whilst using two different SNAPs. Results showed a 54% reduction in non-attendance and a 74% reduction in attrition when the ‘Physio SNAP’ was reintroduced compared to a ‘Standard SNAP’ (of a type one could expect to find in use in many institutions). The SAAMP, a tool which makes effective attendance monitoring easy will also be described.

**SP4.6a: Are UK domicile students missing out on internationalisation?**

**Dr Philip Warwick, Durham University**

This presentation aims to turn the deficit model of international students on its head. It is my contention that in the UK it is not the international students who have a problem with internationalisation, it is the home students who are missing out on the benefits of internationalisation who have a problem. We need more of our home domiciled students to understand the benefits of working with their international colleagues, to aspire to be a little more like them in their attitude to their studies and to take advantage of the opportunity to develop social networks with international peers as they study.

**SP4.6b: LEGO® Serious Play®: A global solution to challenges facing internationalisation of the HE classroom**

**Dr Katy Savage and Suzanna Faulkner, University of Strathclyde**

This session will inform delegates of the outcomes of a research project examining how LEGO® Serious Play® (LSP) can be used to enhance the engagement and experience of international students in group work activities within each of the four faculties within the University of Strathclyde. Delegates will learn about the methodology of LEGO® Serious
Play® and how it can be used and applied in the HE classroom to support international students in group work experiences. During this oral presentation delegates will learn the outcomes of our research project and also participate in a short demonstration of the LEGO® Serious Play® method so that they can begin to explore how the method could be applied to their own context and classroom.
SP4.6c: The International Conference of Undergraduate Research (ICUR): Internationalising the student experience

Emma Barker and Caroline Gibson, University of Warwick

Oral presentation, Room 564

The International Conference of Undergraduate Research is an initiative of the Monash-Warwick Alliance that gives undergraduates a meaningful global experience without leaving their home institutions. ICUR has helped more than 1000 students to look beyond their own experience to see the complexities and interconnectedness of the wider world, challenging participants to examine their research from an international and interdisciplinary perspective. The ICUR team works across time-zones and academic calendars to coordinate a simultaneous 48-hour event on five continents. We continue to develop the ICUR Experience, including launching the Compass mentor programme and Virtual Conference Centre, and embedding its philosophy across the university.

SP4.7a: Benchmarking Technology Enhanced Learning: Applying the ACODE methodology

Vicki Holmes, University of Reading and Dr Mark Nichols, The Open University

Oral presentation, Room 568

Benchmarking in technology enhanced learning (TEL) is an important part of an institution’s ability to mediate quality in their practice. The Australasian Council of Online, Distance and eLearning (ACODE) have facilitated two major Benchmarking Summits using benchmarks which integrate pedagogy with other institutional dimensions. In 2017, the Open University and ACODE facilitated the first UK Benchmarking Summit. After outlining the methodology and benchmarks, this session will share the experiences of two institutions in undertaking self-assessments and participating in the summit. We will discuss the institutional value and impact, and reflect on the overall challenges identified across UK and Australasian participants.

SP4.7b: Uniting nations through blended learning

Tony Byng, University of Leeds

Oral presentation, Room 568

This session will share findings from a recent study of how a class of more than 250 postgraduate Marketing students from a broad range of cultural backgrounds responded positively to the introduction of blended learning techniques, including flipped sessions, lecture capture and mobile application-enabled in-class participation. Through a pragmatic review of the benefits and pitfalls of taking such an approach, the session aims to demonstrate how easy it can be to embrace technology, even in large, international classes. Participants will easily be able to take part with their mobile phones without any preparation needed. Seeing the technique in action should clearly show how simple it can be to embrace technology in the classroom. Don’t forget to bring your mobile phone!

SP4.7c: DIGICAT: Digitising student choice through media, review and visualisation

Paul Davies, Swansea University and Adam Shore, Liverpool John Moores University

Oral presentation, Room 568

Technology changes everything it touches. Technological capability, culture, and student expectation combine forming a perfect storm around educators. Institutions intent on safely navigating their way through new and inevitable waters need to develop new skills and initiatives. One such initiative has been successfully deployed at Swansea University’s School of Management - the Digital Catalogue (or Digicat). Digicat offers students smart module selection and real-time skills mapping which allows them to visualise and manage their learning journey like never before. Delegates are invited to discover and explore how Digicat is improving education, efficiency, experience, engagement and employability at Swansea University.
SP4.8a: Responding to the networked student: Theory, practice and the physical environment
Dr Lisa Harris, University of Exeter, Nicholas Fair, University of Southampton and Federica Oradini, University of Westminster
Oral presentation, Room 220
Most HE students today are inseparable from the network of people, devices, services and information they choose to connect to. Learning, meaning-making, identity and social capital emerge (or don’t) through lifelong interactions with their personal learning network. Yet HEIs are only slowly adapting to this socio-technical reality, potentially affecting NSS and TEF results. We will present ongoing research into the effectiveness of innovative, networked module design, the integration of MOOCs, and the re-engineering of on-campus learning spaces on teaching, learning satisfaction and achievement.

SP4.8b: International models and student voice effecting professional programme design for personal and professional capital
Dr Sophie Cole and Dr Richelle Duffy, Northumbria University
Oral presentation, Room 220
The design and delivery of professional programmes of study within HEIs take place in a constantly shifting landscape. As a result, the transformative impact of higher level education on the student’s professional development is often overlooked. Research examining the value of Master’s level study; identifies a number of key qualities and characteristics which when framed against an international perspective provides a conceptual model for programme design. In addition, the ability of educational programmes to promote the development of professional capital, (combining human, social and decisional capital) and personal capital will be explored within the presentation.

SP4.8c: A global comparison of national student surveys: What is the impact of teaching?
Elizabeth Shepherd, IFF Research
Oral presentation, Room 220
Globally HEIs are increasingly concerned with understanding student experience and focusing on its measurement. This growing international trend is evidenced by the number of nationally implemented and commercially driven metrics designed to measure student satisfaction. Access to this data is beneficial across the HE piste; to students, institutions and governments. This session will provide cross-national analysis of this growing global sector priority, highlighting how teaching-focused activities are measured and the impact of this data, analysing initiatives from the United States/Canada, National Survey of Student Engagement; the Australian Student Experience Survey; and the UK’s National Student Survey.

SP4.9a: Measuring learning gain in higher education: Student voices on the challenge of meaningful engagement
Dr Linda Speight, University of Lincoln
Oral presentation, Room 227
The learning gain agenda seeks to measure the value of higher education to improve quality and accountability in the sector. Collecting meaningful learning gain data requires meaningful engagement from students. This is only possible if students can see a link between the data collection instruments and their own experiences, education and skills development. Based on the results of focus groups, feedback interviews and qualitative survey data from the University of Lincoln, this presentation will explore students’ understanding of learning gain and seeks to comment on the challenge of implementing a universal learning gain metric.
SP4.9b: Teaching excellence as a tool to better assimilate international students: Lessons learned from Greek students

Athina Tsoumaki, Athina Education Consultants and Kosmas-Othon Kosmopoulos, HULT International Business School

Oral presentation, Room 227

This session focuses on lessons learned from Greek students who pursue further studies in the UK. According to UKCISA, Greece is the 5th largest European country sending students to the UK. Real case studies are used to assess how the cultural diversity and the global identity of the students together with their experience have affected their academic progress through HE in the UK. A comparison is attempted between the student learning experience in the two countries and their learning frameworks. The session concludes with recommendations on how teaching excellence can be used as a tool to better assimilate international students.

SP4.9c: Impressions from global teaching: Implications in using mobile interactivity to enhance student engagement

Michael Detyna, King’s College London

Oral presentation, Room 227

As Mann et al (2009) have noted a lack of student engagement in lectures is a significant factor in diminished academic achievement. Following on from a conference presentation in Pretoria, South Africa and drawing on the speaker’s experience teaching in China, the Middle East, and Czech Republic this talk will go over a mechanism for student engagement. Cultural and demographic factors can hamper student lecturer interaction, and the lecture format can sometimes inhibit active learning. This talk will cover a solution implemented at King’s College London to help engage students and help with active learning using mobile devices.

SP4.10a: Leading program-level pedagogical innovations in an Australian university: Exploring through a practice theory lens

Louise Maddock, Centre for Learning Futures, Griffith University

Oral presentation, Room 229

Academic leadership is essential for enabling program-level pedagogical innovations aiming to transform student learning at universities. Influenced by the theory of practice architectures and drawing on case studies from an Australian university, this session explores leadership as leading practices and examines how the practices of leading program-level pedagogical innovations are enabled and constrained in specific sites. The session will also describe how program leading practices are interconnected with other educational practices (learning, teaching and professional learning) and illustrate how changing practices of learning and teaching requires changing leading practices and site-specific cultural-discursive, material-economic and social-political practice architectures.

SP4.10b: HE learning spaces: From ideation onwards

Leanne Rose-Munro, Monash University

Oral presentation, Room 229

From ideation to manifestation an emerging methodological learning space evaluation model is used to inform the construction of a $200M multi-faculty university learning-teaching building. During construction, unique learning space ‘success criteria’ grounded in future-focused student-centred learning principles guide design decision-making. This session covers evidence-based evaluation tools and processes that aim to ensure learning principles can be met in innovative fit-for-purpose spaces; create a learning space platform for students and academics to curate the employability skills gap; and enact a risk-mitigation strategy. Underpinning this innovative approach is a need to evidence the development of learning spaces that spark creativity, student agency, empathy and collaborative practice.
SP4.11a: Shared Knowledge: Exploring global citizenship in a multicultural classroom
Dr Dawn Williams and Kamala Balu, University of Westminster
Oral presentation, Room 231

We will be exploring the concept of global citizenship in 2018, using a multicultural university environment as a global learning community. The presentation draws on the classroom experience of a final year undergraduate module: ‘Cultural Differences and People Management’. This is taken by more than 100 students as a one-semester elective. We will be describing our reflections as practitioners on how the students engaged with the workshops and how we might best promote the sharing of understanding about global citizenship between different cultures. We will be discussing findings from a pilot study in curriculum development and initial evaluation.

SP4.11b: Why EVERY degree should change the world
Dr Victoria Burns, University of Birmingham
Oral presentation, Room 231

What is higher education for? We’ve allowed a narrative to emerge that higher education is an individual good - it's a life-changing experience for the student, and a route to a rewarding well-paid career. However, this overlooks the social good of an educated global population, and the importance of these young people in improving our world. This session will introduce the United Nations Sustainable Development Goals, and make a case for why they should be embedded in every single degree programme in the world. It'll also give you a simple way to start, whatever your discipline.

SP4.11c: Pedagogies without borders: Strategic adoption of teaching models across contexts, disciplines and cultures
Jane McNeil, Nottingham Trent University
Oral presentation, Room 231

This session will consider how institutional teaching development can be achieved by learning from the global HE sector. It will discuss adaptation of a pedagogic model across contexts, disciplines and cultures, through the lens of the SCALE-UP project at Nottingham Trent University. SCALE-UP is an active learning approach pioneered by Robert Beichner at North Carolina State University. In 2013, NTU became the first UK university to pilot SCALE-UP in an institutional, multi-disciplinary project; today, 38% of our programmes use it. The session will summarise why we chose this pedagogy, the benefits found and how we achieved widespread adoption.
SP4.12a: Becoming an author/ity: Working with international Doctoral students

Dr Katherine Taylor, University of Leeds
Oral presentation, Room 371

Increasing numbers of international doctoral students are entering UK universities. Many transition smoothly, but for others 'acclimatisation' issues persist well into their candidature. My work alongside these students indicates that language/writing development facilitates access into their (disciplinary) communities of practice but that they often remain at the periphery, struggling with the identity work of becoming an author/ity. I report here on a project to enhance identity work with PGRs, including initiatives to co-create with students a peer-support network and a series of workshops, alongside work with supervisors.

SP4.12b: Does social networking work? Lessons from our global community

Dr Liz Wilding, University of Reading
Oral presentation, Room 371

This presentation will describe a project investigating the transition of international students at the University of Reading, focusing particularly on interpersonal dynamics as evidenced in their use of social networking and group work. We will share the lessons learned from our own global community of students about their expectations of and engagement with online social networking during their UK studies, and whether they feel this has enhanced their learning – especially in group contexts. Finally, we will suggest how a better understanding of the dynamic nature of social networking – by academics and students – might inform teaching and learning practices.

SP4.12c: An empirical investigation of staff views in applying a classroom response system to increase student engagement and understanding in Economics

Dr Dimitrios Paparas, Harper Adams University
Oral presentation, Room 564

As part of our action research we had interviews and a survey with questionnaires with a small number of tutors that used clickers. We have highlighted in the research gap, that there is a need of researching the staff views about the impact of clickers in Economic courses or in higher education. Most of the previous researchers have focused only on students perceptions. Thus, there is a need for further research and interviews of tutors.

Research Question: Did tutors perceive that the introduction of clickers during their classes was a positive experience?

SP4.13a: How are we ensuring the development of inclusive and effective pedagogical content knowledge to address A5, K1-3 and V3 of the Dimensions of Practice?

Dr John Bostock, Edge Hill University
Oral presentation, Room 373

This presentation considers how, through A5, K1-K3 and V3, a clear and meaningful relationship between what subject content is (K1), how pedagogical content is created (K2) e.g. through CPD (A5) and how it is best communicated to students (K3) could be correlated. Through the specific dimensions we should explore the idiosyncrasies and
challenges that drive innovation across particular cultures, disciplines and institutions in teaching and learning. Fellows of the HEA must evidence a deep conceptual understanding of their chosen discipline and its pedagogies including a capacity to understand and value different cultures and perspectives.

**SP4.13b: BME male students: Retention and role modelling**

*Dr Zahida Shah and Sarah Tarby, Southampton Solent University*

*Oral presentation, Room 373*

This session is intended to share practices of the challenges associated with engaging, retaining and progressing BME male students at a South Coast University and the types of interventions that may support this. The aim of this presentation is to discuss BME male students attending a south coast university, through exploring access to HE for BME male students within Business disciplines; investigating retention and progression rates amongst this cohort; and identifying interventions to support retention and progression. The session will appeal to those who are keen to attract, engage with and retain BME and/or other marginalised groups, by adopting innovative, tailored support which balances institutional requirements and the needs of marginalised groups in HE.

**SP4.13c: The bright side of assessments**

*Dr Isabel Canto de Loura, Regent’s University London*

*Oral presentation, Room 373*

Deep learning should be the core aim of all levels of education. However, most students seem to focus on shallow and speedy learning (often last-minute) aiming merely to ensure that they pass the assessments, rather than on actually being committed to learning and experiencing the joy of processing, reflecting and consolidating new or updated learnings. Since the idea of assessment seems to be the driver for students, then why not turn assessments into the peak of learning? Using reverse-psychology, the model put forward aims to use assessments as an ideal tool to drive deep learning and enhance students’ experience.

**SP4.14a: Practice to strategy: Implementing a locally based framework for teaching recognition and its impact on a university’s strategic direction**

*Nell Buissink, John Davies, Piki Diamond, Julia Hallas, Jaye McIsaac, Mark Northover, and Emily Whitehead, Auckland University of Technology*

*Oral presentation, Room 375*

AUT is one of a number of recently subscribed Advance HE institutions in Australasia, and is the first university in Aotearoa New Zealand to introduce a comprehensive framework for teaching recognition. The Ako Aronui Framework is based on indigenous Maori values and the UKPSF. A key consideration was combining the local context alongside institutional needs. In this case study we show how senior managers view the implications of implementing an innovative, bicultural framework. By sharing our experience we hope to make explicit the process for gaining strategic impact from developing a locally based framework in conjunction with Advance HE.

**SP4.14b: Do we all agree on what excellent (or even good) teaching is?**

*Dr Gillian Rhodes, University of Westminster*

*Oral presentation, Room 375*

The TEF acknowledges that “there is no one broadly accepted definition of teaching excellence” and that metrics of student satisfaction, retention rates and employability are proxies for teaching quality. The HE sector needs to develop an evidence base for what teaching excellence means and where agreements and discrepancies lie between those who have an interest in quality of teaching. Four main groups were interviewed at the University of Westminster, individually or in focus groups: students, academics, senior management and alumni. Recordings were transcribed and evaluated to identify similarities and differences in their views of what makes a good teacher. This session will present
results from the project and encourage a discussion regarding widening the database to generate a large evidence base.

SP4.14c: Embedding sustainability in universities: US insights informing the UK

Professor Eunice Simmons, Nottingham Trent University

Oral presentation, Room 375

Environmental, social and economic sustainability should be important areas of focus for universities claiming to educate the next generation of leaders. Often however, sustainability remains the purlieu of enthusiasts and staff with specialist subject or operational knowledge. This session compares the approach taken by three contrasting North American HEIs to embed sustainability more broadly. Williams College and the universities of Harvard and Cornell all include sustainability as a core part of their ‘brand’ yet take different approaches to integrating it into their business. These insights have informed how Nottingham Trent University is progressing its sustainability agenda across its teaching, research and operational landscapes.
Networking drinks, conference dinner and annual debate

18:00–22:00

Annual Debate 2018: Have your say…

The Annual Debate will take place on day two of the conference following a drinks reception and four-course meal.

Following a successful inaugural year for the Annual Debate, the 2018 conference will welcome back the evening event on 4 July 2018.

Since the success of last year’s lively debate with the motion ‘This house believes that the assessment of teaching excellence is a futile exercise as it is inherently immeasurable’, we have been sourcing ideas for motions for this year, all based around global issues in higher education.

Four speakers will explore and debate the motion and respond to questions from the floor during the 90 minute parliamentary-style debate. Two of the four speakers will debate in favour of the motion for the evening, whilst the opposing team will argue against it. The outcome of the debate will be decided by those in the room.

An experienced host will be managing proceedings, encouraging a lively and engaging exchange. The debate will also provide an opportunity for guests to discuss a crucial learning and teaching issue with our expert panel.

Book your place now