Teaching in the spotlight: Learning from global communities

Social Sciences Programme, 5 July

Keynote speaker:
Shia Reshef, President of University of the People

Parallel Session 1: 11:20–12:20

SOC1.1: The application of flipped instructional model and team-based learning for Asian classrooms
SOC1.2: Academic writing in a global age: Re-examining our assumptions about ‘good’ academic writing
SOC1.3: More diverse and better informed: Using student insights and working across institutions to improve teaching in international contexts
SOC1.4: VR for taxation
SOC1.5: The ontology of dissertations: Successful supervision
SOC1.6: From the Dojo to the classroom: Using global martial arts practices and principles in higher education
SOC1.7: The Circular Flow: Interactive macroeconomic simulation

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SOC2.1a: BME and international students’ perceptions about teaching
SOC2.1b: Taking the university into the prison: Revelations on the politics and practice of UK higher education
SOC2.1c: Success in transition, enablement and progression: A student support programme supporting students from socially diverse backgrounds in a Russell Group university
SOC2.2a: The use of teaching films in blended and distance learning: What works?
SOC2.2b: Evidence-based teaching: Flipping the classroom
SOC2.2c: Challenges of migrating to an online exam system
SOC2.3a: Don’t feedback in anger: How to enhance student and staff experience of feedback through the use of technology
SOC2.3b: Involving students in their assessments: Reflections and reconsiderations
SOC2.3c: Effects of feedback to enhance student learning: A case study on Education undergraduates
SOC2.4a: How diverse is your reading list? Addressing issues of representation in the sciences and social sciences
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SOC2.5a: Distance travelled: Exploring the impact of a student mentoring scheme on Business School graduates, over six years
SOC2.5b: Stats Mentors: Evaluating the impact
SOC2.5c: ‘Engagement, engagement, engagement’: Key facets to establishing a successful peer-mentoring programme: Lessons from one UK HEI
SOC2.6a: Emerging pluralities in the postgraduate international student experience
SOC2.6b: TEL communities: Bridging the gap between the theory and practice in using virtual learning environments in higher education
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**Parallel Session 4, 16:10–17:20**

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SOC4.6b: Creating, presenting and embedding Student Experience, Learning and Teaching (SELT) workshops

SOC4.6c: Predictors of academic integrity among HE students

SOC4.7a: Embedding sustainability into the curricula

SOC4.7b: Improving employability provision within the curriculum

SOC4.7c: Challenges and opportunities of research methods training in interdisciplinary Social Science programmes: A case study of a Doctoral-level training programme
Title: The Education Revolution: How Online Learning Will Solve the Future of Higher Education

Abstract:
We are facing a looming crisis in higher education. By the year 2025, UNESCO estimates that there will be nearly 100 million qualified applicants seeking seats in universities that do not exist. But the solution is right before us: online learning, in its current and future forms, has the capacity to radically transform higher education, providing opportunities for all qualified students regardless of who they are or where they are. President Shai Reshef will discuss how University of the People—the world’s first non-profit, tuition-free, American accredited online university—is leading this Education Revolution, changing the world one student at a time.

Biography:
Shai Reshef is the President of University of the People (UoPeople)—the world’s first tuition-free, non-profit, accredited online academic institution dedicated to opening access to higher education. Grounded in the belief that knowledge is a key ingredient of world peace, UoPeople provides access to collegiate-level studies to qualified individuals regardless of geographic, financial or societal constraints.

An educational entrepreneur, Reshef has over 25 years of experience in the international education market. From 1989 to 2005, he served as Chairman of the Kidum Group, a for-profit educational services company. Between 2001 and 2004, Reshef also chaired KIT eLearning, the online learning partner of the University of Liverpool and the first online university outside of the United States.

President Reshef has been widely recognized for his work with UoPeople, including being named one of Fast Company’s 100 Most Creative People in Business; selected by OneWorld as one of its ‘People of 2009;’ awarded an Ashoka fellowship; joined UN-GAID as a High-level Adviser; presented at TED; granted an RSA Fellowship; selected by The Huffington Post as the Ultimate Game Changer in Education; nominated as one of Wired Magazine’s 50 People Changing the World; and selected as a Top Global Thinker by Foreign Policy Magazine. Recently, he was awarded the Prince’s Prize for Innovative Philanthropy by Prince Albert II of Monaco.

Reshef’s TED Talk has reached over 5 million viewers.

An expert on the intersection of education and technology, Reshef has spoken internationally at numerous conferences including TED; DLD; TEDxOxbridge; World Economic Forum; EG5 Conference; TEDxKC; Google’s Higher Education Summit; EMV Human Values meeting; The Economist's Annual Human Potential Summit and the Schools for Tomorrow Event for the New York Times. He has lectured at Yale, Harvard, Stanford and Oxford, among others. Reshef holds an M.A. in Chinese Politics from the University of Michigan.
Our Social Sciences strand covers sessions on common issues facing teaching professionals in the Social Sciences sector, as well as focusing on subject-specific matters across the following disciplines: Accounting and Finance, Anthropology, Business and Marketing, Economics, Law, Sport, Leisure and Hospitality, Sociology and Politics.

Parallel Session 1: 11:20–12:20

SOC1.1: The application of flipped instructional model and team-based learning for Asian classrooms

Dr Ho Shelen, Henley Business School, University of Reading Malaysia

Interactive breakout session, White Hall 1

In recent times, the flipped instructional model and TBL have grown in popularity throughout the world with great enthusiasm in the West. Many people who hear about this pedagogical approach say that ‘it just makes sense’. However, does it make sense in the Asian classroom setting? Are there contextual factors that need to be addressed for its effective implementation? There are few reported studies on students’ satisfaction and cultural appropriateness of the new approach in the Asian context. The objective for the presentation is to share findings from an empirical research at the Malaysia campus of University of Reading.

SOC1.2: Academic writing in a global age: Re-examining our assumptions about 'good' academic writing

Dr Anne Wilson and Katie Grant, Royal Literary Fund

Workshop, White Hall 2

Key to learning from other academic communities is a clear understanding of our own. This workshop aims to raise awareness of how ideas about ‘good’ academic writing in UK HE derive from the western tradition and how this impacts on the attainment of our diverse community of students. Two professional writers, who help undergraduates and postgraduates improve their writing, will stimulate discussion by scrutinising some commonly-used terms and examining some commonly-held assumptions. They will draw on the experience of all participants, offer practical advice and encourage future thinking about what globalised academic writing will become.

SOC1.3: More diverse and better informed: Using student insights and working across institutions to improve teaching in international contexts

Dr Tim Herrick and Jasper Shotts, University of Sheffield

Workshop, White Hall 3

International students bring to higher education a range of learning experiences; they are experts in learning, with distinct perspectives on how this fits within student life. We have invited their insights into how teachers’ support for learning might be developed. This session draws on two institutions collaborating to empower students as partners in teaching enhancement, by offering developmental feedback to teaching staff in observation activities. In the workshop delegates will interact with student and staff participants, share experiences of joint work, and build potential for further sharing around international student collaboration.
SOC1.4: VR for taxation
Terry Filer and Dr Marc Holmes, Swansea University

Workshop, Room 553

The aim of the session is to outline the benefits of introducing VR in a taxation class to improve student engagement, learning and for students to gain transferable employability skills. Delegates will learn how students accessed a ‘client’s’ premises through VR to identify allowable assets and maximise the client's capital allowances claim. The session will start with a background as to why VR was introduced on that particular module at Swansea University, how the intervention was set up, collation of feedback from students followed by lessons learned. After the introduction delegates will be provided with an interactive session where they can experience VR for themselves and consider the benefits for introducing the technology in their own teaching modules.

SOC1.5: The ontology of dissertations: Successful supervision
Dr Mark Austin, Oxford Brookes University

Interactive breakout session, Room 559

Dissertations are regarded by students as the most stressful component of their academic careers. The aim of the session therefore is to explore the processes involved in the supervision of students’ dissertations. The objectives are to re-look at the dissertation processes from the perspective of the student experience. This will be facilitated through taking an ontological approach to examining the different stages involved in the completion of dissertation process; here the use of focus group supervision methodology will be introduced. Importantly different ways of supervising will be explored according to differing subject needs. As such this session is ‘interdisciplinary’ seeking to learn from the varied experiences of academics according to their subject specialisms.

SOC1.6: From the Dojo to the classroom: Using global martial arts practices and principles in higher education
Dr George Jennings, Cardiff Metropolitan University

Interactive breakout session, Room 564

The martial arts exist across the world, from French Savate to Russian Sambo. All of them have unique principles of learning and teaching built into their pedagogical strategies. Tied to these are specific practices, such as the roda (circle) of Capoeira to the kata (forms) of Japanese martial arts. Many of these interactive and formulaic approaches to learning can be extracted from the original military and civil settings to a modern education format. This talk will assess research into martial arts pedagogy and will suggest strategies for use in lectures, seminars and demonstrations as based on this body of knowledge.

SOC1.7: The Circular Flow: Interactive macroeconomic simulation
Dr Piotr Jaworski, Edinburgh Napier University

Workshop, Room 568

This workshop attempts to present how the link between theory and real life could be internalised by students through simulation. By undertaking roles of macroeconomic actors participants create macroeconomic environments within which one year of macroeconomic cycle is simulated. Ongoing analysis of events leads to understanding macroeconomic processes within a framework of circular flow. The workshop has a “hands-on” approach allowing the participants to undertake the role of students.
SOC2.1a: BME and international students' perceptions about teaching
Dr Thomas Domboka, Birmingham City University
Oral presentation, White Hall 1

The purpose of this presentation is to share and discuss some preliminary findings and experiences about international students' perceptions about teaching and what the role of the tutor should be. The discussion is from a practitioner's perspective and ongoing research is based on teaching and managing courses with a large contingent of international and BME students; focus group meetings with students from different ethnic and cultural backgrounds; and interviews with academics from overseas academic partnership institutions on their best practices in teaching. The objective is to develop a better understanding of what teaching excellence means from students' perspective and how this should inform our teaching.

SOC2.1b: Taking the university into the prison: Revelations on the politics and practice of UK higher education
Dr Karen Graham, Newman University
Oral presentation, White Hall 1

This session will discuss the experiences of teaching and learning revealed during ‘Learning Together’ Social Sciences modules at HMP Birmingham. The prison, its community and obvious institutional restrictions ironically provided a space of freedom and autonomy from the cultures and expectations of university lecture halls, seminar rooms and VLEs. This caused all participants to re-evaluate and reshape their educational interactions and question what the university is. The session discussion will encourage us to question why students and staff experienced freedom behind the walls and bars of a prison – what can we learn from that?

SOC2.1c: Success in transition, enablement and progression: A student support programme supporting students from socially diverse backgrounds in a Russell Group university
Zoe Ollerenshaw and Joan Upson, University of Sheffield
Oral presentation, White Hall 1

To ensure the best student experience the teaching and learning environment needs to be diverse and inclusive. Not only by the participation of international academics and students but also by ensuring equality of opportunity through a socio-economic diverse student body. Such a diverse student population allows alternative perspectives that can both disrupt and contribute to a diversity of excellence (Ferguson). Yet frequently the student body may not be representative of wider society. This session explores how a Law School within a Russell Group university seeks to support students from backgrounds that might not traditionally enter into HE.

SOC2.2a: The use of teaching films in blended and distance learning: What works?
Dr Tom Harrison, University of Birmingham
Oral presentation, White Hall 2

‘Teaching films’ take a central role in many distance-learning courses. Given the widespread use of such films it is surprising how little research there is about their impact on learning. Received wisdom is that these films are ‘liked’ by students and seen to improve their learning experience; a more important question is: what is their impact on learning and teaching? This session will address this question drawing on primary empirical research conducted with students completing distance-learning programmes in the social sciences at the University of Birmingham.
SOC2.2b: Evidence-based teaching: Flipping the classroom
Dr Michelle Jones and Professor Alma Harris, University of Bath
Oral presentation, White Hall 2

Every day in universities across the globe, more and more courses are being created to embrace blended learning approaches. Classes are now being blended and/or ‘flipped’ in the pursuit of more effective learning and better student outcomes. This session outlines an exploratory study of blended learning in four faculties in a higher education institution (HEI) in Malaysia. The faculties were part of a larger research community examining “Evidence-based teaching: Flipping the Classroom”, with participants from seven institutions from the Association of Pacific Rim Universities (APRU) and the University of Washington. This session will be interactive and will involve participants in discussion, activity and reflection.

SOC2.2c: Challenges of migrating to an online exam system
Joan Upson and Dr Navajyoti Samanta, University of Sheffield
Oral presentation, White Hall 2

At Sheffield Law School we have fully shifted to an online system for assessment of coursework – where the coursework is submitted, vetted, marked and the feedback is provided via online tools. It has obvious advantages like cost effectiveness, easier access to originality checks, easier feedback retrieval, off-site marking, innovative feedback mechanisms etc. We wish to move to the next step and cover exams online as well. In this presentation we shall highlight some of the problems that we have faced in the implementation of online exams ranging from infrastructure to general inertia, and how we overcame them. This presentation should help others who would like to implement a similar system.

SOC2.3a: Don't feedback in anger: How to enhance student and staff experience of feedback through the use of technology
Kate Campbell-Pilling and Gareth Bramley, University of Sheffield
Oral presentation, White Hall 3

This session will begin with a brief explanation of the project, how such electronic marking was effected, and how feedback was embedded into the module. The session will then focus on the mechanics of delivering it such as writing the generic script and the creation of student-specific comments; using the electronic resources to record and deliver the feedback and students’ engagement and comments on the process; disseminating the benefits and challenges of delivering audio feedback and discussing staff reflection and students comments; discussing the topic drawing on delegates’ own experiences of feedback; and finishing by looking to the future and how such audio feedback can be propagated.

SOC2.3b: Involving students in their assessments: Reflections and reconsiderations
Dr Nellie El Enany, The American University in Cairo
Oral presentation, White Hall 3

The idea of this session is based on a case study from a university in Egypt and students’ reflections on their experiences in being involved in ways in which they were assessed. The aim of this session is to engage in a critical discussion on whether students should be involved in the ways in which they are assessed. The objectives are to examine and draw on examples of different types of assessment and the intended learning from these; discuss how assessments may differ across various countries and cultures and private and public universities; and determine the benefits for students, educators and educational institutions of involving students in the ways in which they are assessed.
SOC2.3c: Effects of feedback to enhance student learning: A case study on Education undergraduates

Dr Manzoorul Abedin, University of Cambridge and Canterbury Christ Church University

Oral presentation, White Hall 3

This study aims to understand how Education undergraduates perceive supervision feedback, and the evidence is gathered from a small-scale case study conducted within an action research. Survey, focus group and observational data suggest that students’ primary concern was to receive written feedback on quality and standards in terms of grading of their written work. Alongside this, students have identified a variety of priorities for them to receive feedback, including on the organisation of their writing, importance of written and oral feedback operating together, timely and clear feedback balancing positive and constructive comments and comments that critiqued their work.

SOC2.4a: How diverse is your reading list? Addressing issues of representation in the sciences and social sciences

Dr Karen Schucan Bird, University College London

Oral presentation, Room 553

This session invites you to reflect on the value and meaning of a diverse and inclusive curriculum. We report on student-staff projects that interrogated the composition of reading lists in two different modules: an undergraduate science module and a postgraduate social research methods course. These projects examined the gender, ethnicity and geographical origins of authors on reading lists. This presentation will, firstly, outline the methods and findings of these projects. Secondly, the presentation aims to provoke debate about the value of interrogating the diversity of our curriculum and consider the challenges to such an endeavour.

SOC2.4b: Cross-cultural differences in attitudes to learning

Dr Peter Bibby, School of Psychology, University of Nottingham

Oral presentation, Room 553

In 2015-16 students from China constituted more than 50% of new, non-EU, student enrolments in UK institutions of higher education. It has been argued that Chinese students have a different set of cultural attitudes toward education. The current research reports the results of a survey of British and Chinese students responding to questions with regard to the purpose of learning, what effects their learning behaviour, hào xué xīn, parental attitudes and their learning behaviours. The results indicate systematic differences between British and Chinese in their attitudes to learning that impact on their learning behaviours.

SOC2.4c: International students and students of immigrant background

Dr Eleni Tseligka, Staffordshire University

Oral presentation, Room 553

The focus of this paper is on the teaching needs of international students and students of immigrant background. Based on semi-structured, life interviews of individuals of immigrant background, but without own migratory experience; this paper investigates their narratives and experiences from education in the host state. The purpose of this paper is to investigate ways to improve the student experience for individuals from diverse communities, but also for international students. It explores the themes of student inclusion, engagement and empowerment, within the context of education, but also examines the role of education in social integration and mobility.
SOC2.5a: Distance travelled: Exploring the impact of a student mentoring scheme on Business School graduates, over six years

Dr Jenni Jones, University of Wolverhampton

Oral presentation, Room 559

The aim of this session will be to share what our Business School students have learnt from being mentored in their final year in respect of learning gain, progression outcomes, distance-travelled and the longer-term impact. This mentoring scheme has been running for 6 years with more than 150 British and international students involved. The objectives of the session are to share the insights coming through, to show the impact within the UK and beyond and to inform HEIs about how better to provide support in relation to enhancing the employability of students in their final year at university.

SOC2.5b: Stats Mentors: Evaluating the impact

Dr Rosalyn Collings, University of Northampton

Oral presentation, Room 559

The Stats Mentor project aims to offer peer mentoring bespoke to Psychology and Statistics Anxiety. Evaluation of the pilot intervention was conducted via in-depth qualitative semi-structured interviews post academic year. Initial results indicate internal motivations for becoming a mentor. Mentors concerns related to unreasonable expectations from mentees alongside their own time and confidence. Mentees asked for a mentor to decrease their levels of anxiety and discussed the beneficial impact leading up to the exam. The findings helped secure a second year of funding with evaluation due to occur in March 2018.

SOC2.5c: ‘Engagement, engagement, engagement’: Key facets to establishing a successful peer-mentoring programme: Lessons from one UK HEI

Dr Claire Hennessy and Emma Ball, Liverpool John Moores University

Oral presentation, Room 559

This presentation reports the findings of an evaluation of peer mentoring schemes over seven undergraduate programmes in a UK HEI. It aims to introduce delegates to the differing approaches to peer mentoring and the model chosen to establish within the target programmes. The results of the research indicate the challenges of initially establishing a scheme and the key ‘facets’ required to achieve success. These ‘facets’ involve engagement of three parties; students, academic staff teams who are required to manage and support mentors, and, critically academic management who are required to provide direction and give such a scheme importance and credibility.

SOC2.6a: Emerging pluralities in the postgraduate international student experience

Nerise Johnson, University of Chester

Oral presentation, Room 564

This session aims to extend and contribute to existing conversations on the role of care within a postgraduate context. Bringing together the raw narratives from tutor and international student, it unpacks their experiences identifying a previously unknown plurality in how care is enacted and received. Challenging widely held beliefs that care has no place in a ‘professional’ pedagogic relationship, it illustrates the disconnect in trying to individualise the student experience in the face of pervasive remasculinisation and homogenisation of higher education.
**SOC2.6b: TEL communities: Bridging the gap between the theory and practice in using virtual learning environments in higher education**

*Suzan Orwell, Dr Tania Dias Fonseca and Dr Diogo Casanova, Kingston University*

*Oral presentation, Room 564*

This presentation will highlight the role of a Technology Enhanced Learning (TEL) community in a university-wide Virtual Learning Environment (VLE) roll-out. The community helped to reveal that inconsistent use of the VLE caused dissatisfaction. The community's participation was formally recognised as the ‘Canvas team’ and new course and module ‘templates’ were designed and implemented to ensure consistent use of the VLE. The aim of this presentation is to discuss the role of the TEL community in bridging the gap between the theory and practice, beyond the roll-out and using early student evaluation data analysis.

**SOC2.6c: Voices in the room: Bringing outside communities into the classroom**

*Dr Matt Jenkins, Newcastle University*

*Oral presentation, Room 564*

This paper outlines the ‘Voices in the room’ project, which brought older adults into stage two Geography seminars. The project had two aims: to expand the range of experience present in the seminar room to help students see the relevance of the material they were studying to lived experience; and to encourage interaction between students by having participants who were more confident in their interactions to model and to seed discussion. Taking a vignette approach, this paper considers both the ways in which these aims were partially met, and the things I learnt along the way.

**SOC2.7a: Empowering students for success**

*Noelia Cacheiro Quintas, Newcastle University*

*Oral presentation, Room 568*

This session aims to provoke thought: What do we know about what our students know? Scholars need to be empowered with all the necessary tools for success. The extended programme consisted of four workshops focusing on several academic, social and cultural aspects of students’ experiences. It aims at piloting a sustainable response to the academic, social and cultural issues constantly emerging in UK’s multicultural community of students. Issues with the potential to block the development of our HEIs’ policies on internationalisation and diversity, and decelerate students’ progress towards their personal best.

**SOC2.7b: Meditative inquiry for global futures: Towards an integration of meditation in higher education pedagogy**

*Gabriella Buttarazzi, University of Nottingham Ningbo China*

*Oral presentation, Room 568*

This conference paper firstly emphasises the place that meditation and other contemplative practices have in higher education pedagogy by drawing briefly upon previous education research findings across disciplines, cultures and higher education institutions. It then details the progress, development and student experiences of the credit-bearing university module 'Mind-work', a module integrating two main meditative practices for the purposes of preparing students for a global future that is largely uncertain, unpredictable and unknown to us all.
Identifying elements that can enhance the student learning experience and academic performance is an ongoing aim in higher education. In two studies, psychometric questionnaires measuring mindfulness, positive and negative affect, perceived stress, self-criticism and resiliency were explored to potentially predict student satisfaction and performance. Students who scored higher in mindfulness, positive affect and resiliency reported higher levels of satisfaction. Contrary, negative affect and perceived stress significantly predicted lower levels of satisfaction. In the second study, we found similar associations with students who performed academically higher, and mindfulness appeared to be the strongest predictor. Implications for higher education, introduction to potential tools and practical applications are presented through current interventions.
Parallel Session 3, 14:30–15:40

SOC3.1a: What factors influence student satisfaction with module quality?
Dr Dylan Sutherland and Dr Philip Warwick, Durham University

Oral presentation, White Hall 1

Intensifying market competition between business schools and the introduction of a Teaching Excellence Framework in the UK means that understanding the determinants of student satisfaction with the quality of teaching is a key issue for UK business schools. This paper explores the determinants of overall student satisfaction with their teaching. Using module evaluation questionnaire for 563 modules, we are able to identify some of the factors that drive overall student satisfaction. By isolating data for postgraduate and undergraduate students we hope to throw some light on whether there are any international dimensions to the findings.

SOC3.1b: Not another digital tool: University business students’ perceptions of ‘Video Scribes’ in relation to retention, engagement and learning
Dr Shohail Choudhury, London College UCK

Oral presentation, White Hall 1

‘Video scribing’ or whiteboard animation is one of the newest educational tools that has created huge interest among educators. Although a good number of researchers focused on the design and technical developments of the tool, only a few studies attempted to test its suitability in specific disciplines or subjects. This paper presents results found in an experimental study to test benefits of this format in the Business discipline. This student perceptions investigation carried out in a BA (Hons) Business course identifies that whiteboards animations have a positive effect on retention, engagement, and learning.

SOC3.1c: Module choices by Chinese students on postgraduate Business degrees
Dr Martin Jones, University of Dundee

Oral presentation, White Hall 1

Recent years have seen significant increases in the number of Chinese students studying in the UK. For Business and Management degree programmes, in particular, China has become the single largest driver of enrolment growth. This session will analyse enrolment data collected from taught postgraduate Business courses to identify if substantive differences exist between Chinese and non-Chinese students in making module choices. The results will be used to inform future curriculum development and teaching practices and will have implications for the positioning of UK higher education institutions in the fiercely competitive Chinese market.

SOC3.2a: The student voice in employability within tertiary Business and Management education
Vicki Harvey, University of Salford

Oral presentation, White Hall 2

Employability is a critical part of the public policy rationale of global higher education today. However, the rapidly changing landscape of HE risks a narrowing focus towards outcomes rather than inputs. Missing from the debate surrounding employability skills is the undergraduate voice. This could impact upon social arrangements, economic structures and on people’s opportunity to flourish in work and life. Placing the student at the centre of this study, phenomenographic methods have been applied to capture various dimensions of opinion. The aim is to find improvements in employability frameworks that meet the needs of both students and wider stakeholders.
SOC3.2b: Student-selected multimedia learning

Professor Alice Lee, University of Hong Kong and Dr Devin Lin, Southwest University of Political Science and Law

Oral presentation, White Hall 2

This presentation focuses on a series of experiments by two legal educators conducted in the fall semester of the academic year 2017-18 in two different law schools, one in a common law jurisdiction and the other civil law, where law students were asked to present a given topic in law with multimedia elements. The presentation includes highlights of the student performance with feedback by the presenters and by the audience. This is followed by a discussion on how student-selected multimedia presentation contributes to the overall effectiveness in their study of the subjects.

SOC3.2c: Preparing Law students for practice: Promoting mooting in a global community setting by Middlesex University Dubai

Samantha Roberts, Middlesex University, Dubai

Oral presentation, White Hall 2

This session focuses on the unique position of the Middlesex University Dubai as the only UK Qualifying Law Degree provider in the region and the use of mooting as a tool of clinical pedagogy in legal education. It focuses on promoting mooting in a global community as a provider of common law studies in a region predominantly based on civil law legal systems. The session will consider the role of mooting in bridging the gap between academia and practice in a globalised world and the unique experience of hosting the first shipping arbitration moot in the region.

SOC3.3a: Questioning personal tutoring in higher education: A cross-departmental study into the role of the personal academic tutor at the University of Cumbria

Dr Katie Willocks, University of Cumbria

Oral presentation, White Hall 3

Personal tutoring (PT) is a multifaceted practice (Gidman et al, 2000; Thomas, 2006) that is key to student and university success as it promotes retention and progression (Warne & McAndrew, 2008). Despite its value, PT is threatened by other competing priorities (Berg & Seeber, 2016). While literature recognises the value of PT, there is little known of perceptions of the role or associated practice. This initiated a study across two departments at our university exploring perceptions and practice of PT through semi-structured interviews with staff. We report key research findings and recommendations for practice and policy.

SOC3.3b: Showing, not telling: Modelling student feedback to improve attainment and satisfaction

William McGuire, Glasgow University

Oral presentation, White Hall 3

This session reports on a small-scale project with MEd students to improve attainment and satisfaction. One key message to emerge was the need for support with assessment literacy as it cannot be assumed that assessors can shift from an instructional feedback model to a descriptive form unsupported. Central to this transition is the composition of that support; and this forms the focus of this study in which a pilot group of staff and students was established to determine the type of feedback required for students, and the support needed by markers, by working through three sample scripts to create guidelines on how to ‘model’ feedback for students. If this model of feedback were to be adopted, there would be implications for CPD in order to amplify its use.
SOC3.3c: Using video to support differentiated learning

Susan Hardman, Brunel University

Oral presentation, White Hall 3

Accounting is a procedural activity which involves skills acquisition and appreciation of technical language. It involves little critical thinking or problem solving at an introductory level and yet many students on Business programmes find the subject difficult. Poor student engagement is a serious problem for a subject that is sequential, so ways to support students who fall behind have to be found. At Brunel we have been experimenting with audio-visual software, to provide short skills-based, instructional videos. Accessible 24/7 on Blackboard, the tutor can give help to the student in an efficient way. The popularity of the videos has been overwhelming.

SOC3.4: Assessment Design

Professor Carol Evans, University of Southampton

Workshop, Room 553

Bringing together specialists in Assessment and Feedback, this session will look at current issues within Assessment and Feedback, with a focus on embedding good practice into the curriculum.

SOC3.5a: Positioning academic mobility in a developing context: Overseas trained academics’ facts of existence

Rumana Hossain, University of Leeds

Oral presentation, Room 559

This paper, part of my PhD project, is a manifestation of the post-study abroad experience of academics who have studied in various Western countries. Participants of this qualitative study are from various public and private universities of Bangladesh. The multiple narratives gathered depict topical facts of existence of the returnee academics. As millions of foreign currency are spent each year to provide scholarships and funding to the aspiring scholars to turn them into global citizens, the diverging rhetoric of the academics raises questions whether the study abroad experience was worth the time and money.

SOC3.5b: Encouraging global perspectives: The challenges of developing a common module for first year undergraduates

Robert Johnson, Regent’s University London

Oral presentation, Room 559

This presentation will describe the development and implementation of a university-wide common module designed to bring students from different disciplines together; instil a culture of acceptance and collaboration, as well as community spirit; and establish a debate around shared values. The challenges of such an initiative will be discussed and the resulting emergent and experimental results of the project will be detailed. A number of principles for establishing such initiatives will be highlighted through the presentation.

SOC3.5c: Reflective practice in an online global learning community

Professor Ellen Roberts, University of York

Oral presentation, Room 559

This session will explore the experience of integrating the development of skills in reflective practice into wholly online professional development postgraduate programmes for a global community of public policy and management specialists. While reflective practice is very well-established in fields such as Nursing and Social Work, its potential to contribute in other professional fields has received comparatively less attention. Research with alumni of these programmes into the benefits of simultaneous work and study (Brooks and Roberts 2015) identified the need to embed into these programmes the concept of reflective practice. The session will report on a project designed to achieve this, within a diverse, global learning community.
SOC3.6a: 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?

SOC3.6b: Using threshold concepts to teach Economic Sociology

Dr Kathryn Wheeler, University of Essex

Oral presentation, Room 564

Threshold concepts ‘bind a subject together, being fundamental to ways of thinking and practising in [a] discipline’ (Land et al, 2005: 54). This paper reflects upon the use of a central ‘threshold’ concept within a postgraduate course on consumption, political economy and sustainability. ‘PDEC’ refers to four interconnected economic processes (Production, Distribution, Exchange and Consumption) which together constitute economies (Harvey, 2007; Polanyi, 1957). It was used to ‘constructively align’ teaching and learning objectives with assessment (Biggs & Tang, 2007). This session considers the possibilities and problems of using PDEC as an integrative module design feature within economic sociology courses.

SOC3.7a: Exploring the translation of knowledge in China

Dr Peter Lamb, University of Nottingham, Ningbo China

Oral presentation, Room 568

This session presents an overview of a pedagogic innovation, ‘Pedagogy as Translation’ (PaT), which is grounded in the critique of the relevance of Western management knowledge in the Chinese context by academics, educators, Chinese and international students. The presentation will demonstrate how PaT enables students to translate Western management knowledge for the Chinese context, and beyond. It will also outline the development of a visual metaphor learning tool for knowledge translation across cultures and will report on the efficacy of the pedagogy from both the educator and student perspective.

SOC3.7b: Developing critical thinking skills in the UK and the US: What can we learn from each other?

Hilary Wason, Kingston University and Dr Melodi Guilbault, New Jersey Institute of Technology

Oral presentation, Room 568

Critical thinking skills are essential for both academic achievement and future professional employment in both the UK and the US. University education should empower students to proactively participate in their studies and develop effective skills for lifelong learning. However, students need support to demonstrate a truly critical approach in their work, for attainment in assessment and employability success. The objective of this session is to discuss how the authors are collaboratively developing innovative curricula to embed the attainment of critical thinking skills within Business disciplines at Kingston Business School and the New Jersey Institute of Technology’s Tuchman School of Management.
This paper addresses the way in which emerging transnational scientific and disciplinary communities re-invent the relationship between learning and teaching on the one hand, and research on the other. In so doing, such fields enhance the solidification of a new field of inquiry and learning that draws systematically on complex global communities. Such communities contribute to developing teaching and learning best practice, offering students platforms of excellence and innovative learning. Drawing on a number of case studies from the interdisciplinary field of Business and Human Rights, the paper highlights the emergent interaction between the classroom and the global networks of expertise.
Poster presentations, 15:40–16:10

WeChat, TED talks and financial education
Dr Xiaowen Gao, University of Greenwich

We explore the application of a combination of WeChat and TED Talks to create a blended learning environment to fully engage with students. Students are connected with the real world of financial markets via selected TED Talks. In addition, the design also allows students to interact with each other and with the instructor. There are not many blended learning courses offer the opportunity of cooperative learning. In our course design, in our design we also explore the application of WeChat to fully engage with learners at individual and group level.

Psychological barriers to student mobility
Christie Marsh, University of Kent

Student mobility is increasingly important for HEIs in the UK due to globalised markets and increased competition for student growth. There are many benefits but also barriers to consider before deciding to study abroad. UK Psychology students were asked about their intentions to study abroad and 18 potential barriers. Of these barriers confidence appeared highly - the sixth most chosen - highlighting this is a positive consequence and a contributing factor in decisions about studying abroad. In a second study, for female participants only, there was a significant positive correlation between confidence and willingness to study abroad.

The use of posters for learning and assessment: Exploring the students’ and markers’ perspectives
Dr Paraskevi Argyriou and Dr Doron Cohen, The University of Manchester

The aim of this session is to discuss the effective implementation of posters as a means of learning and assessment. Specifically, we will focus on the example of how to successfully integrate a poster assignment into the undergraduate psychology programme at The University of Manchester. We will present findings from online questionnaires and interviews designed to explore students’ and markers’ perspectives about the assignment. Findings suggest that students engaged with the poster and that this enhanced their learning experience. However, markers found the application of marking criteria challenging. We will discuss recommendations for improvements in the way posters are used for learning and assessment in Higher Education.

One world, infinite knowledge: Tactics for teaching in a global context
Dr Rob Baker, Sheffield Business School

One world, infinite knowledge: Tactics for teaching in a global context  We present a poster distilling recent teaching practice at Sheffield Business School (‘SBS’).  SBS is one of four faculties of Sheffield Hallam University, a leading applied university with an international reach.  Drawing on seemingly disparate facets ranging from innovations in technology enhanced learning (‘TEL’); the influence of weak-ties (Granovetter 1973) in inter-personal relationships; through to the risk-accepting use of theatrical devices in class, we explore the impact of these tactics on our international and UK student base.

Employer, academic and student perceptions of graduate attributes
Gabi Lipan, The University of Aberdeen

Graduate attribute (GA) frameworks may potentially help close the widely reported skills-gap. However, for implementation strategies to be successful, stakeholders need to have common conceptual frameworks and expectations of GAs. Existing literature on graduate attributes generally focuses on one or two stakeholder groups (e.g. students, employers, academics). This study reports the perceptions of students, academics and employers identifying areas of disagreement or differences in the understanding and expectations of GAs between these groups. Our findings will help support the development of a common GA framework and clarify the expectations of each stakeholder group.
Exploring how a UK-designed teacher training programme, delivered using a blended-learning approach, has enhanced teacher effectiveness and student experience in one university in China

Dr Lynn Machin, Staffordshire University

Using a transformative and diffusion of change framework the aim of the research was to examine how a UK, CPD blended learning programme, enhanced teacher effectiveness and student experience in one University in China. The objectives were to explore how participative teachers implemented innovation and change in their classroom practice and in what ways they adapted and/or localised theory-informed teaching and learning. Further objectives of the research were to discover how new learning been cascaded to colleagues within and beyond the participative University and what, if any, were the real/or perceived changes to organisational culture, teachers’ practice and student experience.

Predicting statistics anxiety among Psychology students

Dr Mark Sergeant, Dr Angela Young and Lindsay Thurston, Nottingham Trent University

Statistics anxiety is a multidimensional construct that can have a debilitative effect on academic performance and impacts student wellbeing (Onwuegbuzie, 2003; Zeidner, 1990). Statistics anxiety is experienced by as many as 80% of graduate students and more than one third of current psychology students struggle with the quantitative methods in their degree (Higher Education Academy, 2014). This poster outlines the findings of a recent research project to identify the specific predictors of statistics anxiety among psychology students.
Parallel Session 4, 16:10–17:20

SOC4.1: Management Educator: Who do we need and how shall we develop educators fit for the future?
Dr Christine Rivers, Surrey Business School, University of Surrey

Workshop, White Hall 1

Management Education is rapidly changing (e.g. apprenticeships, digital learning platforms). But what do these changes mean for the role of management educators e.g. skills required, recruitment? The first credit-bearing postgraduate certificate in Management Education offered by the Centre for Management Learning, Surrey Business School will be used as a case study to address these questions. The presentation will explore the motivations for designing the programme in the first place, highlight the challenges faced during the design phase, explain the pedagogic approach for developing the curriculum and share student experiences and their journey to becoming a Management educator.

SOC4.2a: Wasted space: Integrating information literacy into the curriculum
Dr Lisa Emerson, Massey University

Oral presentation, White Hall 2

Information literacy is central to student learning and to effective transition into higher education. By adopting Seeker and Coonan’s (2013) ANCIL model of information literacy, we have embedded information literacy into a range of first years courses, using teacher-librarian partnerships which integrate the librarian fully into the teaching-learning team. Such partnerships are not without their problems, but we have found a significant change in our students’ approach to both engaging with information and using that information to think creatively and create new knowledge. This presentation outlines the challenges and benefits of integrated teacher-librarian partnerships on student learning and transition.

SOC4.2b: Co-discovery: A student and employer perspective on the value of broadening
Caroline Campbell, Chandni Pandya, Akeisha Brown and Robert Irnazarow, University of Leeds

Oral presentation, White Hall 2

This presentation focuses on a teaching enhancement project which explored how students value language discovery modules as a means to broadening their knowledge, skills and attributes. It maps students’ learning experiences to employer perceptions of the value of Broadening within the Leeds Curriculum. It identifies the graduate attributes which employers value and considers how universities can develop global graduates. Adopting a Developmental Evaluation Approach (Patton 1996, 2008, Saunders 2000, 2012) and using inductive content analysis (e.g. Corbin & Strauss 2015, Patton 2015, Silverman 2014), it was a collaborative enterprise between two staff and three undergraduates in co-constructing and co-delivering the project’s objectives.

SOC4.2c: ‘War is ninety percent information’: A call to arms on enhancing information literacy
Dr Duncan Watson, University of East Anglia, Professor Steve Cook, Swansea University and Dr Rob Webb, Nottingham University

Oral presentation, White Hall 2

Is higher education delivering on information literacy? Our national study would suggest not and that graduates are only marginally more likely to pursue an evidence-based position. Contrary to expectation this does not automatically imply that higher education needs to increase generic learning support. Rather, we demonstrate that an aggregated approach is problematic. Comparing our results with an analysis of freshers with no prior data synthesis training, we reveal how students have already acquired the skill of sifting through online data. Only being confronted with less familiar international analysis can positively challenge student search methods and augment their information literacy skills.
SOC4.3a: Entrepreneurial knowledge transfer: Impacts on the global students' experience

Steve Raven, Coventry University

Oral presentation, White Hall 3

Commercial experience is more than just on-the-job-experience to provide in-class anecdotes. The research takes advantage of a unique set of circumstances. Using auto-ethnographic methodology it identifies entrepreneurial management practice with direct transfer to the global student's experience of the learning process. Summarising the findings of current and forthcoming research publications; High Performance Learning, Employability Inspired Teaching, Benchmarking Student Journeys, Leadership behavioural competences & Mind the Vocational Gap, an intrapreneurial approach to delivering student experience is proposed.

SOC4.3b: Global Professional Accounting Bodies and enhancing employability skills of undergraduate Accounting degree students

Usha Mistry, London School of Business and Management

Oral presentation, White Hall 3

Social networking theory highlights the importance of social structure in terms of connection and how they influence each other. Common modern day social networking includes Facebook, Twitter and LinkedIn, but little research has been carried out evaluating the benefits gained by students in terms of their employability skills in using global professional statutory regulatory accounting bodies’ student membership. This research will evaluate what students gained via engaging and connecting with the wider audience through sharing of blogs, discussion forums, news, articles, webinars, job postings etc. with other students nationally and globally.

SOC4.5c: The role of Business Schools in developing professional accountants of the future

Dr Iwi Ugiagbe-Green, Leeds Beckett University

Oral presentation, White Hall 3

The aim of this session, is to highlight the responsibility that Business Schools have in developing socially responsible, professional accountants of the future. Accountants are integral to the effective stewardship of companies that operate in capital market systems. This requires the efficient use of public resources to create value for a range of stakeholders in society. Accountants of the future need to have a heightened awareness of their professional responsibility to 'protect the public interest.' This is where Business Schools can have an impact. In fostering learning environments of innovation and creativity, both the understanding and development of integrated thinking and its criticality in sustaining effective capital markets, can flourish.

SOC4.5a: The development of Physical Education undergraduate students through key international experiences

Nick Passenger and Dr David Grecic, University of Central Lancashire

Oral presentation, Room 559

This presentation looks at the importance of international trips on the holistic development of undergraduate Physical Education (PE) teachers. Links created with the Qingdao Education and Sport Bureau has led to a cohort of students being taken to China to gain an understanding of how PE is delivered in a different culture. The session will focus on the development of the undergraduate PE student through a variety of cultural experiences and will highlight the differences in approach within the PE field. As well as highlighting the holistic developments on the students, the talk also highlights the feedback from our hosts, the teaching development for the future through this trip and the feedback received from taught lesson, teacher training workshops and general presentations to various teaching bodies.
SOC4.5b: UCLan Sport for Development Project
Cliff Olsson, University of Central Lancashire
Oral presentation, Room 559
The UCLan Sport for Development Project was established in 2009 by Cliff Olsson, a Senior Lecturer in Sports Coaching and Development as part of a campus-based module that was constructed and delivered with 2 NGOs to provide opportunities for UCLan students to work in a live sport for development context. UCLan students from various disciplines that include, Sport, Sexual Health, Physiotherapy, Media and Law, to travel to Kabwe in Zambia, an area blighted by pollution and HIV/AIDS, to support the work of Sport in Action to deliver key life skills messages covering aspects of sexual health, gender equity and maternal health.

SOC4.5c: Habitus and disposition in higher education
Dr Steven Jones, Martyn Edward and Dr Maria Pampaka, The University of Manchester
Oral presentation, Room 559
Drawing upon previous experience in the constructing and validating measures of students’ mathematics dispositions and other measures of students’ experience, this session offers insights into how such variables interact with background variables to shape students’ learning outcomes at university. We present findings from a longitudinal survey of 1000 students, drawing on Bourdieu’s concepts of Habitus and Disposition and will discuss how our results might influence future educational policy and inform the development of learning gain measurements.

SOC4.6a: Imposter syndrome in FE/HE teachers
Theresa Marriott, University of Hull
Oral presentation, Room 564
In this session participants will be engaged through the open discussion and the ability to Tweet me and feedback ongoing thoughts onto a live Padlet (online feedback forum). The research supports professional ideologies and their application as a trainee teacher. This research is innovative as it is PhD research and supports the niche in how teachers view their identities when they work across sectors. The aim is to explore and discuss teacher identities. Participants will discuss findings from research data; discuss Imposter Syndrome; explore how Imposter Syndrome may be impacting on teacher identities; and review implications of Imposter Syndrome on academics/teachers.

SOC4.6b: Creating, presenting and embedding Student Experience, Learning and Teaching (SELT) workshops
Dr Claire Hookham Williams and Wayne Williams, University of Hull
Oral presentation, Room 564
In this session, Associate Deans of Education and Student Experience will present how they have created a practical workshop series for academics around the themes of Student Experience, Learning and Teaching (SELT). They will explain how the idea came to be, how it was realised (together with the unexpected resistance from some colleagues and the equally unexpected embrace from others), how topics were selected, the pitfalls of creating such a series and their hopes for the future of the SELT workshops at the University of Hull.

SOC4.6c: Predictors of academic integrity among HE students
Dr Mark Sergeant, Professor Andy Grayson and Adam Asmal, Nottingham Trent University
Oral presentation, Room 564
Academic integrity, covering issues such as plagiarism, collusion and purchasing custom-written essays, has become a rising concern within higher education. This presentation will explore the findings from two recent studies conducted by the authors, examining the factors that predict student understanding of academic integrity, their likelihood to violate academic integrity principles and their perceptions of custom essay writing websites. The findings from these studies will be discussed with the aim of supporting student development in academic integrity.
SOC4.7a: Embedding sustainability into the curricula
Dr Doron Cohen and Paraskevi Argyriou, The University of Manchester
Oral presentation, Room 568
The aim of this session is to provide a practical example of how sustainability has been embedded into a first year undergraduate Psychology course at The University of Manchester. Moreover, we seek to establish what impact this has had on students’ willingness to engage in sustainability-related activities and how the unit has affected students’ levels of self-efficacy in terms of their own ability to engage in pro-environmental behaviours.

SOC4.7b: Improving employability provision within the curriculum
Dr Vessela Warren and Dr Lynn Nichol, University of Worcester
Oral presentation, Room 568
This presentation reports the initial research findings of a research project that explores the student and employer perspectives on employability. In particular, it will present the identified key skills and the gap between students’ perspectives and employers’ expectations. Understanding this gap offers an opportunity to improve employability provision within and alongside the undergraduate curriculum. The presentation will aim to generate a debate on approaches for enhancing employability. The research was undertaken collaboratively between staff and students as part of a University of Worcester Vacational Research Assistantship Scheme.

SOC4.7c: Challenges and opportunities of research methods training in interdisciplinary Social Science programmes: A case study of a Doctoral-level training programme
Dr Charlotte Haberstroh and Dr Thees Spreckelsen, University of Oxford
Oral presentation, Room 568
With this presentation, we aim to introduce an innovative approach to tackling the challenges of teaching Social Science research methods in global and interdisciplinary contexts. While interdisciplinary departments are exciting learning environments, they represent a challenge for methods teaching. Our objectives are first to highlight the problems innate to the current trend of “one-size-fits-all” methods teaching for postgraduate education and training. Second, we will present one solution in the form of a doctoral level course where students learn to identify and justify their own methodological positions by learning about and comparing the variety of approaches represented in an interdisciplinary group.
Plenary

17:20–17:35

The final session of the Advance HE Teaching & Learning Conference 2018: Teaching in the spotlight: Learning from global communities will be delivered by speaker Dr Ben Brabon, Academic Lead for Social Sciences and Arts and Humanities.

Please join us to discuss the highlights of the conference and the closing thoughts as we approach a new academic year, filled with new challenges and opportunities to inspire teaching excellence.

Book your place now