Teaching in the spotlight: Learning from global communities

Arts and Humanities Programme, 3 July

Keynote speaker
Christine Jarvis, University of Huddersfield

Parallel Session 1: 11:20 –12:20
AH1.1: Universal Voices: Creating a children's community choir with undergraduate students
AH1.2: Academic mask: The presentation of self
AH1.3: 'Make 'em laugh!': The use of anecdotal stories and laughter in the classroom: A teaching perspective
AH1.4: Resources and structures to develop global communities of learning facilitators
AH1.5: Musical 'Quality'? A question for the TEF
AH1.6: Retention and employability: Not to be separated
AH1.7: Rethinking Global Perspectives in Creative Education: The role of international collaborative projects and online activities

Parallel Session 2, Ignite: 13:20 –14:20
AH2: Taking Digital Shape: Building students' online presence to forge global connections
AH2: Using video problems for problem questions
AH2: Using cultural diversity as an asset in the development of design curriculum
AH2: Whose studio is it anyway?
AH2: Two in one
AH2: An exploration of the potential of the Tibetan craftsmanship UAL workshop at Dzongsar: A collaborative educational experience for enhancing learning around craftsmanship and sustainability in fashion HE
Parallel Session 3, 14:30 – 15:40

AH3.1a: Diversification and excellence: Embracing new learner types in HE Arts education
AH3.1b: Musicians' health education: Course design and evaluation
AH3.1c: Transforming the assessment of songs
AH3.2a: Digital creativity and design pedagogy
AH3.2b: Work-integrated learning for the creative industries: Mapping industry engagement
AH3.2c: Global Festivals of Learning: Observations and student self-assessment of learning gains
AH3.3a: Global Englishes and the ubiquitous Smartphone
AH3.3b: Fostering agency in student writing
AH3.3c: Writing without boundaries: Global writing communities
AH3.4a: Eat together, work together: Supporting international student experience in Art and Design
AH3.4b: A Sense of Place: Edinburgh-Shanghai Design collaboration
AH3.4c: Lessons learned teaching a British model of Design History and Theory in China
AH3.5a: Research on online courses in multicultural backgrounds
AH3.5b: The benefits of international cultural exchange in the HE context: A Scottish-Asturian case study
AH3.5c: Crossing Borders: A(n) (international) journey from Film Theory to filmmaking
AH3.6a: The benefits of collaborative learning and teaching in a global HE environment
AH3.6b: Educating for Global Competencies: What potential skills will become significantly important for success in the globalized world and how can teachers assist students to enhance these skills?
AH3.6c: Empowering peer-to-peer learning communities in the global online classroom
AH3.7a: The Roots Project: Student sustainability, wellbeing and global citizenship
AH3.7b: "Think Aloud" teaching
AH3.7c: Exploring cultural heritage in Dance education in Trinidad and Tobago

Poster presentations, 15:40 –16:10

Using standardised client to teach interviewing skills to Law students
Creative Citizens? Incorporating citizenship into Creative and Professional Writing curriculum
'Let's just talk about this...'
Fostering enhanced self-efficacy and deeper self-evaluation skills
Augmented Reality Trail as a tool to engage students in learning
Parallel Session 4, 16:10 – 17:20

AH4.2a: Robots, Washing Machines, Marx and Education: The importance of undergraduate researching to the learning context in the contemporary milieu
AH4.2b: For the Love of ...: Collaborative learning and teaching working with international designers
AH4.2c: Whole-of-program educational transformation: Expanding the horizons of teaching and learning in Monash University's Arts Faculty
AH4.3a: Is our curriculum too white? Don't BAME me!
AH4.3b: HomeroKentra: Female voices reading the Iliad
AH4.3c: Gender equity in the academy
AH4.4a: What are the key challenges that students from Dalian, China experience in adapting to UK HE? How can the impact of these challenges be reduced?
AH4.4b: Teaching Cultural Translation: Transcending the allegedly impossible
AH4.4c: Teaching western literature in an oriental class
AH4.5a: ‘It was part of why I went for the course – specialisms feel like a no-brainer’: Four student viewpoints that challenge the UK film industry and government assumptions
AH4.5b: The shared wonder of film: Teaching Film Studies to create national and international-level impact and public engagement opportunities
AH4.5c: Considering the impact of pre-recorded lectures upon student attendance and attainment on a Media Theory course at undergraduate level
AH4.6a: De-centricring the self through concepts of citizenship in creative and professional writing practice
AH4.6b: Learning through engagement beyond the classroom
AH4.6c: Banknotes and community in the classroom
AH4.7a: Using a feedback journal to improve student engagement and learning
AH4.7b: Anxious Thresholds: Independent learning, self-efficacy and ‘positive education’ for students in transition
AH4.7c: Using online software to enhance feedback, interactivity and greater student participation

Networking BBQ, drinks reception and exhibitions
Christine took up the post of PVC Teaching and Learning in 2015. She began her career working in community education with unemployed young people and went on to teach a wide range of subjects and students in further and adult education. She worked for Huddersfield Technical College as Access to HE co-ordinator, and she taught literature to mature students for Leeds University’s extra mural department. In 1992 she moved to the University of Huddersfield, eventually becoming Head of Department. Before returning to Huddersfield as Dean of Education and Professional Development in 2006, she was Head of Education and Humanities at Sheffield Hallam University, where she taught Renaissance and Eighteenth Century Literature. In 2010, she was awarded a National Teaching Fellowship by the Higher Education Academy for her contribution to teaching and learning.

She did undergraduate and postgraduate degrees in English and European Literature at the University of Warwick, a Graduate Certificate in Education at the University of Leicester, and completed her PhD at the University of Leeds. She was awarded a National Teaching Fellowship in 2010.

Her research interests are interdisciplinary, combining literary studies, cultural studies and education. She has written about the impact of literature on students’ world views, about children’s and young adult fiction, film and television, and about the representation of education in popular culture. She recently completed a chapter popular fictions as critical adult education for an edited collection on Adult and Lifelong Education and Learning. With Prof. Kevin Orr, she is co-editor of the journal Studies in the Education of Adults.

As PVC she is responsible for the University's Teaching and Learning Strategy, for working with Schools and Services to secure an excellent student experience and working with registry to ensure the quality of the University's provision.

Externally she is a member of the Education and Training Foundation's Expert Panel on Professional Standards and Workforce Development, chairs their expert panel developing advanced teacher status, is chair of the Dewsbury Learning Trust, a board member of Go Higher West Yorkshire and a board member of Kirklees College Corporation.

Christine believes that all learners regardless of background or ability deserve the best educational experience. She also believes that imaginative and creative work should play an important part in education at all levels and that their contribution to intellectual and affective development is profound.
Parallel Session 1: 11:20 –12:20

AH1.1: Universal Voices: Creating a children's community choir with undergraduate students

Dr Rebecca Berkley, University of Reading

Workshop

Universal Voices is a new, non-auditioned, free choir for children aged 7-12 at the Institute of Education, University of Reading, directed by Dr Rebecca Berkley, and a team of home and international music education students. It is a unique project in UK University Education departments. This session discusses how this project enables these trainee teachers to develop their professional skills as choral educators. The session aims to:

- Demonstrate how trainee teachers develop professional skills of choral pedagogy by working with Universal Voices
- Review the value of this project as an example of work experience for trainee music teachers

AH1.2: Academic mask: The presentation of self

Bríd Andrews and Dr Gill Green, University of Bolton

Workshop

This workshop will explore the work undertaken by staff and students from across the university on the impact of studying specific groups of students from Bangladesh on post-graduate courses at the UoB. The purpose of this project is to understand better the cultural differences between Western models of self-presentation. The study will use D.I.E. methods to practically explore these questions and the workshop hopes to give delegates an experience of some of the types of activity participants involved in the project encountered. The project will focus on developing better informed strategies for working with non-British students.

AH1.3: ‘Make ‘em laugh!’: The use of anecdotal stories and laughter in the classroom: A teaching perspective

Neil Dougan and Dr Sarah Telfer, University of Bolton

Workshop

A greater understanding of the use of personal anecdotes and humour as a teaching and learning tool and its’ possible impact on our students in terms of retention, outcomes and learning gain. Exposure to entertainment and engagement techniques that may be customised to create greater engagement in the lecture theatre and classroom. Participants will have a clearer understanding of how to use anecdotes and humour while delivering written and/or verbal subject content.
AH1.4: Resources and structures to develop global communities of learning facilitators

Professor Sandra Jones, Dr Ngan Collins and Dr Nattavud Pimpa, RMIT University

Workshop

Co-designing and co-creating experiences aimed at increasing student learning in, and through, global experiences requires change at the institutional level to support collaboration between academics, support staff and practitioners located globally. This workshop will use examples of designing global learning opportunities that link students transnationally to engage participants in identifying the structures, resource and staff development needed to establish effective design and development teams of academics, support staff and industry practitioners as effective global communities of learning facilitators.

AH1.5: Musical 'Quality'? A question for the TEF

Dr Christian Kennett, University of Westminster

Interactive breakout session

Through a series of interactive games, delegates will get the chance to face head-on the sort of challenges to delivering inclusive and equitable curriculum design which are especially intractable when music as a subject of study within HE is concerned. These arise from debates about musical 'value' and pedagogical 'quality', but quickly move to wider concerns about demographic over-homogeneity both of staff and students in a subject area wherein, for example, the total cohort of Black British teaching staff across all UK HE music providers remains less than 10.0 FTE.

AH1.6: Retention and employability: Not to be separated

Neil Withnell, Dr Emma Gillaspy and Dr Jaqueline Leigh, University of Salford and Hugh Mannerings, Stuart Norton, Higher Education Academy / Advance HE

Workshop

The aims of the session are to:

• Introduce participants to the HEA framework for student access, retention, attainment and progression in higher education and embedding employability in higher education

• Critically discuss the synergy between the two frameworks and how their application promotes an holistic approach to the student journey from transition to employment

• Provide evidence of the impact of adopting Communities of Practice when applying the frameworks from the perspective of School Health & Society at the University of Salford – collaborations between HEA and school

• Explore strategies for participants to apply the frameworks taking into account their organisations unique culture and context
AH1.7: Rethinking Global Perspectives in Creative Education: The role of international collaborative projects and online activities

Fred Bates, Leeds Arts University

Interactive breakout session

International exchange opportunities provide an essential insight into the global academic and professional context of contemporary art & design practice. Understanding the academic, cultural, political and financial considerations of international student mobility is central to successfully embedding international opportunities and global perspectives in the studio based delivery of art & design education. The session uses recent case studies from Beijing, Singapore and Reykjavik to explore the development of course level initiatives, short term student exchange and the role of online platforms to support inclusive approaches to the internationalisation in creative design curricula.
Parallel Session 2, Ignite: 13:20 –14:20

AH2: Taking Digital Shape: Building students' online presence to forge global connections

Emma Hughes, University of Chichester

Ignite presentation

The ignite presentation will show participants simple ways to offer students - and colleagues - a variety of online publishing forms, enabling connections to be built globally within a discipline, and also facing outwards; the presentation will explain how these can be smoothly integrated within existing academic modules and/or student/colleague support programmes without impacting current assessment methods. How the resulting publications can be used to support future career development will be illustrated, and supplied as models and templates for delegates.

AH2: Using video problems for problem questions

William Seagrим, Cardiff University

Ignite presentation

The objectives are to share, discuss and reflect upon teaching materials that I created in order to enhance student learning by using more engaging and life-like problems. I created a problem question in the format of a video recorded problem question and answer, explained by a ‘talking head’ and provided to students through their Virtual Learning Environment.

In this session, I aim to:

1. discuss the objectives of the project;
2. outline the creation process and the final material (including showing images therefrom);
3. share student feedback; and
4. share reflections on the project and its transferability.
AH2: Using cultural diversity as an asset in the development of design curriculum

Pushpi Bagchi, University of Edinburgh  
*Ignite presentation*

Considering the ongoing internationalisation of the UK’s higher education systems, this session intends to inspire faculty to use cultural diversity as an advantage in facilitating student engagement and learning. By reflecting on transnational design education experiences, this session will showcase successful project collaborations at the Academy of Design in Sri Lanka which used cultural heritage as a point of inspiration in motivating undergraduate design students. The objective is to encourage academics to reflect upon methods that can be implemented to enhance a learning experience when working with heterogeneous student cohorts.

AH2: Whose studio is it anyway?

Katie McKee, Glasgow School of Art  
*Ignite presentation*

From September 2012, the GSA has delivered years 3 and 4 of its BA (Hons) Programmes in Communication Design and Interior Design in Singapore, in partnership with the Singapore Institute of Technology. Between years 3 and 4, our Singapore based students spend 3 weeks in Glasgow attending our Overseas Immersion Programme; an intensive studio based programme working alongside peers based on our Glasgow programmes. This presentation focuses on the core values of the design and implementation of the Overseas Immersion Programme reflecting on what we have learned from the temporal nature of this international studio based learning community.

AH2: Two in one

Martina Bramkamp, Kingston University  
*Ignite presentation*

As a teaching practitioner in the field of visual communication design I have created a bilateral website predominantly with students in mind. On the right hand side it provides information about myself as a practitioner while on the left it focuses on elements of teaching and learning, promoting student work, linking archives and providing different platforms where students can connect globally. I am planning my presentation to highlight some of the challenges and achievements that I encountered during the development, while reflecting on how it can be used as an innovative and engaging tool in the field of higher education.
AH2: An exploration of the potential of the Tibetan craftsmanship UAL workshop at Dzongsar: A collaborative educational experience for enhancing learning around craftsmanship and sustainability in fashion HE

Elisa Palomino, Central Saint Martins College of Art and Design

*Ignite presentation*

In order to provide an inspiring environment to enhance student engagement and test a new learning experience, the author developed a design workshop made with local Maisu craftsmen and UAL Higher education fashion students. The session will describe the conditions necessary for the preservation of this craftsmanship within specific communities and how it can contribute to higher education in sustainable fashion curriculum. We will identify craftsmanship interactions taking place in London and Dzongsar amongst ethnic minorities and Higher education students. It will provide a case study for working across ethnic minorities at community level to foster narratives of social sustainability.
AH3.1a: Diversification and excellence: Embracing new learner types in HE Arts education

Dr Aleksander Szram, Trinity Laban Conservatoire of Music and Dance

Oral presentation

Current music conservatoire training is primarily centred on students between the ages of 18 and 24, and on western classical music and jazz. This session will aim to demonstrate that a more inclusive approach to student type will lead to a greater diversification of student outcome, as called for in the UNESCO Agenda for Sustainable Development 2030. The objective of the session is to show delegates how current tensions in the HE system can make the promotion of greater diversification difficult to navigate. Solutions to these tensions will be proposed.

AH3.1b: Musicians’ health education: Course design and evaluation

Raluca Matei, Royal Northern College of Music

Oral presentation

Background The Health Promotion in Schools of Music (HPSM) project recommended health courses for music students. Aims To design and evaluate a six month health education programme for students at the Royal Northern College of Music (RNCM), in Manchester. Methods Pre-post self-report data on health behaviours and attitudes were analysed via the Wilcoxon Signed-Rank Test. Semi-structured interviews were thematically analysed. Results Statistically significant increases were found for perceived knowledge of most topics. Students reported behavioural changes and appreciated the intimate nature of sessions. Conclusions A health education programme among music students was associated with improved perceived knowledge of health-related topics.

AH3.1c: Transforming the assessment of songs

Matt Donald, Nexus Institute of Creative Arts

Oral presentation

We all know the challenge of attributing value to a piece of creative work; creativity is subjective.

So how can we, the educators of these subjective fields, remove the limitation of delivering curriculum exclusively from our own experience or opinion? Can frameworks exist to better serve the assessment of a student’s creative output or would a framework render it less creative?

In this short presentation we will explore the world of popular music song writing and how drawing on the wider community of existing creatives can help us understand the processes our students are undergoing and ultimately lead to a more authentic method of assessment.
AH3.2a: Digital creativity and design pedagogy
Chantelle Morton, Ravensbourne
Oral presentation

As Higher Education becomes more competitive and student profiles evolve, advancements in digital technology are impacting on the future of creative degree courses at an accelerated rate. This paper considers the influences currently affecting creative thinking and the delivery of design pedagogy in digital learning environments and suggests the future of Higher Education is at a pivotal moment. This study provides an auto-ethnographical view of the current landscape and acknowledges the complexities of the many factors, each one evolving, yet intrinsically linked, to provide insight, analysis and vision for future design pedagogy.

AH3.2b: Work-integrated learning for the creative industries: Mapping industry engagement
Dr Christy Collis, Queensland University of Technology
Oral presentation

Understanding the nature of creative industries (CI) labour, careers, and sectoral dynamics is foundational to designing CI curricula with an employability emphasis. This research draws on a substantial dataset—information about over 2500 work-integrated learning internship providers for QUT Creative Industries students over the last five years—in order to generate an industry-focussed map of the ecosystem of early-career work and university-industry curricular engagement.

AH3.2c: Global Festivals of Learning: Observations and student self-assessment of learning gains
Dr Milena Bobeva, Dr Dean Hristov and Dr Sonal Minocha, Bournemouth University
Oral presentation

This session explores the impact of Bournemouth University's innovative model for public engagement on student participants. The Global Festivals of Learning designed to facilitate students learning, mobility and global outlook. They take place over a period of 5 to 7 days at the premises of partner institutions in different countries and harness the power of experiential and practical learning about working in a global context. The results from a mixed-methods study of student experiences and learning gains from this immersive experience will be discussed, illustrating the transformative power of such events on the students and the wider global community.
AH3.3a: Global Englishes and the ubiquitous Smartphone

Dr Sam Meekings, Northwestern University in Qatar

Oral presentation

Today classrooms across the globe are filled with students who are wedded to their Smartphones. Instead of banning them, this presentation will discuss how they can be used as an integral part of classes focused on student-led research and writing. It will focus on my current project of utilising mobile and social media apps in undergraduate literature and writing courses, in order to reconceptualise the process and reception of writing. Consideration will also be given to the problems inherent in using social media platforms for academic learning, and some of the common issues faced by ESL students in such classes.

AH3.3b: Fostering agency in student writing

Jonathan Worley, St Mary's University College Belfast

Oral presentation

In this session, Jonathan and Matthew, both Americans, will contrast their experiences of teaching academic writing at undergraduate institutions in America with undergraduate institutions in Northern Ireland, focusing upon the issue of student agency. While American pedagogy on writing has stressed the importance of creativity, independence and making choices, the test culture in the UK has discouraged students from venturing into these areas. An exploration how St Mary's students initially view themselves as writers is followed by an exemplification of the strategies used to encourage them to write with greater freedom and personal insight.

AH3.3c: Writing without boundaries: Global writing communities

Dr James Cole, Arts University Bournemouth

Oral presentation

Writing Without Boundaries is an ongoing project designed to encourage students and participants from across the globe to engage with creative ways of writing about the places in which they live and work. Writing about place can intersect with numerous contexts (societal, cultural, geographical, political, amongst others) and Creative Writing as a discipline is well-placed to develop online global communities designed to inspire and share stories. This paper will explore the development and pedagogical motivations underpinning the project, its successes and challenges so far, and look to how other institutions could embed similar technology-enhanced projects into learning and teaching experiences.
AH3.4a: Eat together, work together: Supporting international student experience in Art and Design

Dr Harriet Riches, Cambridge School of Visual and Performing Arts

Oral presentation

As an independent specialist college, CSVPA has students from 40 nations, with over 70% of students from overseas. We learn from our global partners all over the world: but what can we learn from our global community inside the classroom? This presentation introduces an induction activity from MA Art & Design: the ‘Sharing Breakfast’. Designed to establish cohort identity, the activity's invitation to share food—and our experience of eating it—establishes a critical space in which to share experiences, language and disciplinary perspectives in order to build their own global community of practice in which to learn.

AH3.4b: A Sense of Place: Edinburgh-Shanghai Design collaboration

Collette Paterson, Edinburgh College of Art

Oral presentation

Keen reflection on a personal and international sense of place was explored in an international design collaboration between students based in Shanghai and Edinburgh. This session will reflect on a project where undergraduates worked together to develop and create textiles, garments and narratives on an international platform. It will explore the exchange of personal, material and making stories shared between the international collaborators. Unexpected connections, sensitivities, aspirations, observations and challenges are addressed across the two contexts, where communication and discussion were central to the flow of ideas and potential for innovation on a truly international platform.

AH3.4c: Lessons learned teaching a British model of Design History and Theory in China

Dr Amber Roberts, Birmingham City University

Oral presentation

Trans-National Education Partnerships have grown exponentially over the past ten years particularly between the UK and China. Yet the implementation of quality assurance standards between the UK and China remain a fuzzy topic for those without first-hand experience. This paper will present the results of teaching a British model of Design History and Theory module to 86 students in Wuhan, China highlighting key lessons learned. The paper aims to shed light on the difficulties of implementing broad-brush academic standards across cultures, with varied levels of resources, staffing and student expectation in the design disciplines.
AH3.5a: Research on online courses in multicultural backgrounds

Liu Guoping, Beijing Union University

Oral presentation

This paper explores the impact of an online course on the cross-cultural communicative competence of the students. The results showed that transnational online courses created a real cross-cultural communication scenario for students, which significantly improved the overall level of intercultural sensitivity in students' communicative confidence, communicative pleasure and cross-cultural effectiveness.

AH3.5b: The benefits of international cultural exchange in the HE context: A Scottish-Asturian case study

Simon Bradley, University of the Highlands and Islands

Oral presentation

Albastur Cultural Exchange is an ongoing research project with the remit to explore and investigate the Scottish and Asturian (N.Spain) Celtic music traditions and forge strong cultural links between them. The project is based on field trips involving staff and students from the University of the Highlands and Islands who collaborated with professional practitioners from both locations. This session reports and reflects on the added value that can come from assimilation through immersion and the benefits of international cultural exchange for both staff and student.

AH3.5c: Crossing Borders: A(n) (international) journey from Film Theory to filmmaking

Dr Eylem Atakav, University of East Anglia

Oral presentation

In 2016 I completed Growing Up Married, a documentary about forced marriage in Turkey. This transnational project allowed me to learn the process of making meaningful links between film theory and filmmaking practice. I decided to use this knowledge in supporting students who are encouraged to use audio-visual artefacts as a respond to theoretical questions. The film, made in collaboration with my students, had impact on policy in the UK. I'd like to share this empirical case-study by reflecting on this journey in crossing borders: between one nation to another; between academia and policymaking; and between film theory and practice.
AH3.6a: The benefits of collaborative learning and teaching in a global HE environment

Annie McCartney, University of South Wales

Oral presentation

The aim of this session is to investigate how embracing a collaborative teaching and learning focus can transcend the physical classroom and deliver an equality of learning for all students however and wherever they chose to learn. Central to the success of a collaborative approach is the acceptance of reciprocal obligations by both lecturer and student to support each other and the wider student cohort. This session will focus on the student accountability to themselves and their peers when learning in a collaborative environment and a willingness to see themselves as partners in the fulfilment of their own learning experience.

AH3.6b: Educating for Global Competencies: What potential skills will become significantly important for success in the globalized world and how can teachers assist students to enhance these skills?

Preeti Jaiswal, University of Bahrain

Oral presentation

What skills will be globally recognized in multicultural world? How can students learn and practice 21 century competencies? Is it good to incorporate experiential learning sessions in work-readiness within curriculum? What is the impact on learning teaching process? This session, firstly discusses measures to enhance students’ global awareness, communication skills and interaction with technology in interconnected society. Secondly, it highlights how students nurture skills to gain competency as global workforce. The session concludes by demonstrating positive results of empowerment with global skills on students and teachers.

AH3.6c: Empowering peer-to-peer learning communities in the global online classroom

Rachel Younger, Edinburgh Napier University

Oral presentation

This case study will illustrate how distance learners based around the globe can practically benefit from peer-to-peer exchange with fellow students from a diverse range of cultural contexts. Collaboration on cross-platform media projects with peers based around the world as well as immersion in unfamiliar cultural contexts during overseas journalistic production further promotes an educational culture of knowledge sharing rather than knowledge export. A range of hands-on curriculum design features and learning technologies that can enhance the community aspect of learning and foster cross-cultural learning will be discussed during this session.
AH3.7a: The Roots Project: Student sustainability, wellbeing and global citizenship

Kath Abiker and Antonia Linehan, Canterbury Christ Church University

Oral presentation

The session will overview the project in line with strategy concerned with embedding sustainability and global citizenship and will discuss the connotations relevant to student wellbeing. It will relay the process and discuss challenges around delivering the student led project at a school and institutional level. Findings will be presented around the impact of the project on students and staff and steps to further embed the project in 17/18 will be provided. There will be an half hour workshop and questions on the use of student engagement to maximise impact on student outcomes relevant to global citizenship.

AH3.7b: "Think Aloud" teaching

Dr Christopher Jones, Manchester Metropolitan University

Oral presentation

This presentation will provide delegates with an overview of the first year of a research project investigating “think aloud” teaching. Most research into “think aloud” so far has focussed on language study / language learning, but this project explores the viability of extending this style of teaching into a broader range of disciplines. In brief, “think aloud” teaching is where the tutor completes a task live in front of students, who will be privy to the thoughts and decisions of the tutor as they are spoken aloud.

AH3.7c: Exploring cultural heritage in Dance education in Trinidad and Tobago

Dr Sally Crawford, University of the West Indies

Oral presentation

The student body at the University of the West Indies, St Augustine campus is incredibly diverse. The Dance Unit is comprised of students ages 18 to 54 and from a variety of socio-economic, cultural, and religious backgrounds. Developing an HE Dance curriculum that trains certified teachers to deliver educational material focused on cultural heritage presents challenges due to the diversity in both the student body and general population. This paper explores how to facilitate open exploration of movement in the studio to enable students to creatively incorporate and promote cultural awareness through dance in their teaching practice.
Using standardised client to teach interviewing skills to Law students

Tamsin Nelso, Northumbria University

Training to be a lawyer requires, amongst other things, certain professional skills. One of these skills is how to interview a client. Interviewing, however, is a difficult area to teach, and assess, since interviews often rely on the dynamic between client and lawyer. One way of teaching interviewing skills is to use standardised clients, training a layperson to portray a specific set of facts in a particular way and then give feedback to the student on their interviewing skill. This poster will look at the student experience of using this standardised client model as a teaching, learning and assessment strategy.

Creative Citizens? Incorporating citizenship into Creative and Professional Writing curriculum

Dr Glen Thomas and Ms Kelly Palmer, Queensland University of Technology

This poster presents new work in curriculum design in creative and professional writing. The poster addresses how a writing curriculum can ensure that learners are able to meet the institution's objectives for graduates “to apply socially responsible and ethical judgements to industry, community and professional practices”. In essence, then, learners need a grounding in citizenship in various forms: as communication practitioners, as members of a professional community, and as participants in social and democratic debates. The poster illustrates the curriculum design challenges and solutions to these myriad requirements.

'Let's just talk about this...'

Dr Clare Lawrence, Bishop Grosseteste University

The poster will deliver feedback from this year’s cohort of English trainees on the use of discussion to promote learning. There has been a focus in their teaching throughout this year on the advantages (and pitfalls) of using non-writing, talk-based elements in their lessons. Trainees reflect, as their year comes to a close, on their own learning at HE level and the place that discussion has had in that learning, and also consider what they have learned as teachers through the discussions they have prompted from their pupils at school.
Fostering enhanced self-efficacy and deeper self-evaluation skills

Carol Allison, University of Bolton

By HE6, students should have developed a higher level of self-efficacy and be capable of assessing their own success in terms of both the learning outcomes (LO's) and assessment criteria (AC's) and the ability to identify if their design solution addresses the academic requirements. Reflection and self-criticism are important skills for practicing designers and whilst tutor feedback is exceptionally important in academic terms, over reliance can be counter-productive to the development of mature self-aware creative professionals.

Augmented Reality Trail as a tool to engage students in learning

Joanna Samuel, Canterbury Christ Church University

Technology is constantly advancing with augmented reality becoming a useful tool in education worldwide. The research focuses on the potential for augmented reality and specifically on an augmented reality trail based on sustainability placed around the university campus. The aim of the trail was to make the students more aware of sustainable issues whilst immersing them in new technologies helping them to become global citizens. The research questions how effective the trail was in engaging students in learning about sustainability issues. The poster presentation is designed to be experiential and interactive, with embedded augmented reality for delegates to experience.

Developing a holistic industry relevant environment using the ‘Production Office’ teaching model

Liam Wells, Norwich University of the Arts

This poster presentation will explore the ‘Production Office’ teaching model employed on the BA (Hons) Film and Moving Image Production course at Norwich University of the Arts since 2016, which aim to develop a holistic industry relevant environment in which students learn a range of craft based subjects including direction, production design, cinematography and producing, through hands-on connected learning and teaching methods.
AH4.2a: Robots, Washing Machines, Marx and Education: The importance of undergraduate researching to the learning context in the contemporary milieu

Dr David Rose, Newcastle University

Oral presentation

The context of this paper began with a reflection on previous research funded by the HEA Subject Centre and the continuing success of undergraduate research in courses in philosophy given the impact of major changes since then, such as accelerated globalisation and emergence of a fee culture in HE. It will claim that the development of undergraduate research courses offers a new optimistic re-imagining of the roles of teachers, students and the emergence of new and cross disciplinary knowledge production responsive to societal and individual concerns.

AH4.2b: For the Love of ...: Collaborative learning and teaching working with international designers

Dr Kirsten Hardie, Arts University Bournemouth

Oral presentation

This session assesses the value and impact of students and staff working collaboratively with international designers. It presents a case study: the consideration of an extra-curricular research project undertaken by Graphic Design undergraduates working with international designers in the creative co-curatorship of a unique exhibition: ‘For the Love of Graphics’. The presentation examines how students navigated, managed and advanced their learning, and ultimately developed their professional skills, knowledge and competencies, through their examination and presentation of the work of their international professional heroes.
AH4.2c: Whole-of-program educational transformation: Expanding the horizons of teaching and learning in Monash University’s Arts Faculty

Josephine Hook, Monash University
Oral presentation

Monash University’s Arts Faculty has transformed its approach to education by implementing a model of constructive alignment to map the learning pathway that students navigate through our programs. The results of this mapping enabled us to prioritise for enhancement the points at which students should develop, practice and be assessed on the knowledge and skills necessary for their disciplinary profession and in line with education frameworks. We are exceeding University targets to enhance the learning experience of our students by implementing mainstreamed, tailored innovation at scale. In this session, we examine the pedagogical work undertaken in our Bachelor of Arts, with thirty majors and ten thousand students, to demonstrate the success – and the challenges – of our approach.

AH4.3a: Is our curriculum too white? Don't BAME me!

Professor Kurt Barling, Middlesex University
Oral presentation

In this session I will explore ways of combining a professional practice ethos and theory approach to engage minority students in a more inclusive curriculum experience. The curriculum is too white and does not encourage validation of the minority student's own life experience. There are teaching & learning strategies which make the curriculum more diverse accessible and inclusive which can validate diverse pre-university cultural experiences, making university a more valuable part of the transition to working life.

AH4.3b: Homerokentra: Female voices reading the Iliad

Dr Antony Makrinos, University College London
Oral presentation

The Summer School in Homer 2017 which took place at the Greek and Latin Department, UCL held host to female readings of Homer’s Iliad by producing a film which celebrated the universality of Homer’s epics through the reading of selected Homeric passages by 14 women who read in their original languages in their countries. The event was entitled Homerokentra: Female Voices Reading the Iliad and demonstrated how diverse female readings of the Iliad contribute to student and public engagement. The presentation highlights the ways in which the film improved student learning experience in a high-quality teaching environment.
AH4.3c: Gender equity in the academy

Dr Gail Crimmins, University of the Sunshine Coast
Oral presentation

As universities play a unique role as generators of new knowledge and social formations, gender equity ought to be a central concern of universities. Indeed, as ‘you have to see it to be it’ universities have a mandate to support female students to envision themselves in leadership roles in the organisations into which they will enter as graduands. This session will demonstrate how activating for gender equity at universities has a significant influence and more specifically, consider what academics and academies can do to enact its civic and community responsibility to developing fair and just citizenship, and models of organisation.

AH4.4a: What are the key challenges that students from Dalian, China experience in adapting to UK HE? How can the impact of these challenges be reduced?

Daniel Hobson, Southampton University
Oral presentation

Transnational education offers both cultural and economic benefits to Universities, research evidences that more needs to be done to be an inclusive cultural campus. This presentation will look at data collected on the student experience of progressing from China into UK HE. The data highlights challenges that can be broken down into three parts: Language and communication, Study skills and integration. Drawing upon a staff workshops, student focus groups, questionnaires, literature and teaching experience the presentation will suggest teaching strategies and methodologies to support the progression of Chinese student into UK HE.

AH4.4b: Teaching Cultural Translation: Transcending the allegedly impossible

Klaus Mundt, University of Nottingham
Oral presentation

This talk introduces a pedagogy for cultural translation that is rooted in the Pedagogical Imperative and combines Mediated Learning Experience, Positive Psychology and the New Confucian notion of confluence as driving force. The approach proposed is collaborative, supportive and heuristic, with the aim of providing transferable tools to trainee translators that they can apply in academic and professional settings. Primary data will be presented to illustrate how trainee translators develop the ability to overcome significant challenges, and to argue that cultural translation is not at all impossible and can indeed be learned and taught.
AH4.4c: Teaching western literature in an oriental class

Dr Huda Al-Matrafi, Taif university

Oral presentation

Teaching Western Literature in an Oriental (Arab) class is a challenging job. Teachers in this field face many challenges and obstacles in such classroom. This paper introduces and investigates such challenges and obstacles. In addition, it explores if such learning environment helps bridge between opposed worlds and create what Homi Bhabha calls a space "in-between" or expands the gaps between them? It also investigates if teachers can help Arab learners look outside their own wall or not. The findings of the discussion of this paper helps conclude with what type of theory learning is best used in such classes.

AH4.5a: ‘It was part of why I went for the course – specialisms feel like a no-brainer’: Four student viewpoints that challenge the UK film industry and government assumptions

Marzenna Hiles, University of Chichester

Oral presentation

The BFI (2017) and UK Government (BIS 2009) promote teaching specialist industry skills as part of a growing employability discourse. Yet some HEIs favour North American Liberal Arts degrees as the antidote to an over specialised curriculum. The tension between providing a more specialist versus generalist education deserves further exploration. This paper presents findings from a study into a film production course that teaches specialist skills through a cohort specialism organisational pedagogy. Eliciting students' subjective views on their course experience provided unexpected results that challenge our understanding of student needs.

AH4.5b: The shared wonder of film: Teaching Film Studies to create national and international-level impact and public engagement opportunities

Dr Eylem Atakav, University of East Anglia

Oral presentation

This paper argues that teaching is inspirational when it has a positive impact on policy and social and cultural life, within and outside a university, and at national and international levels. Focusing on two empirical case studies this paper aims to critically reflect upon the ways in which the discipline of Film Studies uses active learning strategies to create national and international level impact and public engagement opportunities for students. The paper will detail the following learning and teaching journeys while offering colleagues ways in which they may engage with the Parliament and non-academic communities while using these connections for the benefit of students.
AH4.5c: Considering the impact of pre-recorded lectures upon student attendance and attainment on a Media Theory course at undergraduate level

Professor Marcus Leaning, University of Winchester

Oral presentation

This paper examines the impact upon student attendance, attainment and engagement of pre recording lectures and making them available prior to the formal teaching session. Lectures were pre recorded and made available to students. The lecture was then given as normal. Student attendance and attainment for this module was then contrasted with the scores for previous years when no such recording were available. It was found that there was no impact upon attendance, that mean scores were comparable but the positive correlation between attendance and scores disappeared. Student engagement was measured through module feedback forms. Results indicate that attendance and attainment were not directly affected but the correlation between attendance and attainment was changed. Engagement.

AH4.6a: De-centring the self through concepts of citizenship in creative and professional writing practice

Kelly Palmer and Dr Glen Thomas, Queensland University of Technology

Oral presentation

This oral presentation challenges individualistic and Romantic practices within the creative and professional writing curriculum. Rather, we present a model of socially engaged writing practices that de-centre the author that privileges cultural diversity as a foundation of global citizenship. The presentation will incorporate writing exercises for delegates to invite discussion on the nature of self-reflection and cultural engagement.

AH4.6b: Learning through engagement beyond the classroom

Ilse Renaudie, University of East Anglia

Oral presentation

This paper aims to present language and communication studies module initiatives that bring together university students and the wider community, by allowing targeted projects with beneficiaries in mind to be carried out by students from the start of their degree.
AH4.6c: Banknotes and community in the classroom

Dr David Greenslade, Cardiff Metropolitan University

Oral presentation

I hope to demonstrate a method of establishing in-depth cohesion even in the most international of cohorts. Once, faced with a group of twenty students comprising at least twelve nationalities, it became important to regard the group as a forum rather than a unit as regards learning and teaching. Less assertive students were showing signs of avoidance while the more extroverted were not reflecting on undeveloped skills such as pace, research and mutual accommodation. Global banknote cash offers an opportunity for question and answer while language progresses under the umbrella of pride, curiosity and presentation.

AH4.7a: Using a feedback journal to improve student engagement and learning

Dr Joanne Berry, Swansea University

Oral presentation

The aim of this session is to discuss the impact that a pilot ‘Feedback Journal’, in which students recorded the feedback from each module they studied, had on the engagement and development of students at Swansea University. The journal was designed to help students reflect on their academic journey, and to provide their Academic Mentors with tools to stimulate specific and detailed discussion about how each individual student could improve their academic performance. The session will address the intended and unintended consequences of this initiative, and staff and student responses to it.

AH4.7b: Anxious Thresholds: Independent learning, self-efficacy and ‘positive education’ for students in transition

Dr Graeme Pedlingham, University of Sussex

Oral presentation

Against a context of reported increases in student anxiety, this session aims to explore the role of teaching and learning within whole university approaches to student wellbeing. It focuses on new undergraduate experiences of transitions into HE, and specifically on independent learning and self-efficacy as particular sites of anxiety. It suggests that independent learning can usefully be seen as a ‘threshold concept’ in itself, instituting a shift in learner perspective and self-definition. By exploring international examples of ‘positive education’ in practice, this session will discuss strategies for supporting this transition, and making anxiety productive when crossing the independent learning threshold.
AH4.7c: Using online software to enhance feedback, interactivity and greater student participation

Dr Nicoleta Gaciu, Oxford Brookes University

Oral presentation

The paper will discuss the use of two online software, Linoit and Padlet, which were integrated on Moodle to enable interactivity, instant feedback between lecturers and students, and foster greater student participation to create and share knowledge. The discussion will centre on the following aspects: the rationale of selection and integration of Linoit and Padlet on Moodle and their features and benefits across different disciplines and with large and small groups of undergraduate and postgraduate students.
Networking BBQ and drinks reception

18:00 – 21:00

The first evening of the conference will host a networking BBQ and drinks reception for all delegates to meet and discuss the day’s events. This is an informal event for you to maintain relationships with your current networks, establish links to new ones and enjoy some food and drink in an informal setting.

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