## HEA Annual Conference 2017  #HEAconf17
Generation TEF: Teaching in the spotlight
Day 3: 6 July 2017 – Social Sciences strand programme

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<th>Session</th>
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<tr>
<td>9.00-9.45</td>
<td>Registration</td>
<td>Refreshments available</td>
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<td>9.45-10.00</td>
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<tr>
<td>10.00-11.00</td>
<td>Welcome</td>
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<tr>
<td>11.00-11.30</td>
<td>Keynotes</td>
<td>Professor Alasdair Blair, Head of Department of Politics and Public Policy (De Montfort University)</td>
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<td>11.30-12.00</td>
<td>Refreshments</td>
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<tr>
<td>SOC1.3</td>
<td>Interactive breakout</td>
<td>“Play to Learn Accounting”: An interactive approach to deliver introductory Accounting modules, Muhammad Al Mahameed (Aston University)</td>
<td>F5</td>
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<tr>
<td>SOC1.4</td>
<td>Oral presentation</td>
<td>What is the impact of a Pedagogic Research (PedRes) Directory in one UK HE institution, Simon Pratt-Adams &amp; Mark Warnes (Anglia Ruskin University)</td>
<td>F6</td>
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<tr>
<td>SOC1.5</td>
<td>Oral presentation</td>
<td>Do students work harder when university costs more? Parama Chaudhury (University College London)</td>
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<td>SOC1.8</td>
<td>Oral presentation</td>
<td>Business simulation effectiveness on postgraduate group learning: Identifying cross-cultural student perspectives, Andrew Robson &amp; Ian Charity (Northumbria University)</td>
<td>H5</td>
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<tr>
<td>SOC1.9</td>
<td>Oral presentation</td>
<td>Make lectures match how we learn: The nonlinear teaching approach, Peng Zhou (Cardiff University)</td>
<td>H6</td>
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<tr>
<td>SOC1.10</td>
<td>Oral presentation</td>
<td>Sports Coaching Students' Learning and Identity Development: A longitudinal study, Joana Fonseca (St Mary's University), Luciana De Martin Silva (Hartpury University Centre &amp; Cardiff Metropolitan University) &amp; Robyn Jones (Cardiff Metropolitan University)</td>
<td>H11</td>
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<td>11.30-12.30</td>
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<tr>
<td>SOC1.1</td>
<td>Interactive breakout</td>
<td>Recreating experiences: Participatory qualitative research to develop student learning and experience, Nicole Brown (University College London)</td>
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<td>SOC1.2</td>
<td>Workshop</td>
<td>Photo-elicitation: A transformative teaching and learning strategy, Narelle Patton (Charles Sturt University)</td>
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<td>SOC1.6</td>
<td>Interactive breakout</td>
<td>Getting students to respond to feedback on coursework: Barriers and potential solutions, including coaching, Peter Ramage (University of Hertfordshire)</td>
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<tr>
<td>Code</td>
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<td>Speaker(s)</td>
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<td>SOC1.7</td>
<td>Workshop</td>
<td>Is coaching the new teaching approach?</td>
<td>Karine Mangion (Regent's University London)</td>
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<td>12.00-12.30</td>
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<tr>
<td>SOC1.3a</td>
<td>Oral presentation</td>
<td>Re-designing professional learning: Introducing personalised, flexible pathways to achieve teaching quality, Jude Williams (Griffith University, Australia)</td>
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<td>SOC1.4a</td>
<td>Oral presentation</td>
<td>Group student-led research projects: Promoting motivation for research methods and self-efficacy for the empirical dissertation, Zoe Handley &amp; Lynda Dunlop (University of York)</td>
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<tr>
<td>SOC1.5a</td>
<td>Oral presentation</td>
<td>Learning Gain and Confidence Gain as metrics for pedagogical effectiveness: An empirical assessment within an active-learning large-class environment, Fabio Riccardo Arico (University of East Anglia)</td>
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<tr>
<td>SOC1.8a</td>
<td>Oral presentation</td>
<td>What determines undergraduate satisfaction in Business Schools? Philip Warwick &amp; Dylan Sutherland (Durham University)</td>
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<tr>
<td>SOC1.9a</td>
<td>Oral presentation</td>
<td>Evaluating the effects of a community of practice on teaching: Findings from a UK university, Gabi Whitthaus (Loughborough University)</td>
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<tr>
<td>SOC1.10a</td>
<td>Oral presentation</td>
<td>Addressing retention and withdrawal through examining the social integration of Sport students through the transition to university, Rick Hayman &amp; Linda Allin (Northumbria University)</td>
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<td>12.30-12.40</td>
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<td>SOC2.3</td>
<td>Oral presentation</td>
<td>Learning and teaching Introduction to Accounting, Amir Michael (Durham University)</td>
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<td>SOC2.4</td>
<td>Oral presentation</td>
<td>Criminology as an augmented reality: A multi-purpose e-learning platform to support student understanding of Applied Criminology, Claire Rhodes &amp; Jenny Weaver (University of Portsmouth)</td>
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<td>SOC2.5</td>
<td>Oral presentation</td>
<td>Feeling able to say it like it is: A case for using focus groups in programme evaluation with international cohorts, Clare McCullagh (University of Reading)</td>
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<td>SOC2.8</td>
<td>Oral presentation</td>
<td>Intervention at London South Bank University, as a tool for addressing student engagement, retention and progression, Chris Shepherd &amp; Risham Chohan (London School of Business and Management)</td>
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<td>SOC2.9</td>
<td>Oral presentation</td>
<td>Augmenting the student experience through digital innovation, Ryan Thomas &amp; Phil Brown (University of St Mark and St John) &amp; Mathew Dowling (Anglia Ruskin University)</td>
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<td>SOC2.10</td>
<td>Oral presentation</td>
<td>It's who you know! The influence of developmental networks on the perceived career success of undergraduates, Myrtle Emmanuel (University of Greenwich)</td>
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<td>12.40-13.40</td>
<td>Workshop</td>
<td>Putting assessment and feedback at the centre of the learning experience, Emmajane Milton (Cardiff University)</td>
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<tr>
<td>12.40-13.40</td>
<td>Interactive</td>
<td>Engaging students in the city: Inter-institution approaches to skills and engaged learning, Christine Willmore &amp; William Clayton (University of Bristol)</td>
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<td>12.40-13.40</td>
<td>Workshop</td>
<td>Creating a reflective journey through performance to new worlds, Angela Vesey &amp; Anne Owen (Nottingham Trent University)</td>
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<td>12.40-13.40</td>
<td>Interactive</td>
<td>Diverse backgrounds, positive outcomes: Meeting the needs of learners on an open access, distance learning Law degree, Anne Wesemann, Emma Jones &amp; Neil Graffin (The Open University)</td>
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<tr>
<td>12.40-13.40</td>
<td>Ignite sessions</td>
<td>• Comedy in the Classroom: Transformative teaching for engaging students and improving learning, Gill Seyfang (University of East Anglia)</td>
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<td>• All for want of data, the learner was lost, Barry Pierce (University of Sheffield)</td>
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<td>• What does a linguistic analysis of TEF tell us about the future nature of teaching in the social sciences? Yvonne Johnson (University of East Anglia)</td>
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<td>• Transforming students, changing the world: the role of contemplative pedagogy in creating and supporting the change makers of the future, Caroline Barratt (University of Essex)</td>
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<td>• Can changes to the structure of module teaching lead to an increase in retention and attainment within undergraduate programmes? Gwyneth Davies &amp; Ann-Marie Gealy (University of Wales Trinity St David)</td>
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<td>• Ear, what's this feedback? Kate Campbell-Pilling, Gareth Bramley &amp; Rachel Cooper (University of Sheffield)</td>
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<td>• Optimising the module evaluation process: An experiment, Parama Chaudhury &amp; Cloda Jenkins (University College London)</td>
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<tr>
<td>13.10-13.40</td>
<td>Oral presentation</td>
<td>Developing socio-emotional intelligence in higher education Academics, Camila Devis-Rozental (Bournemouth University)</td>
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<td>13.10-13.40</td>
<td>Oral presentation</td>
<td>Understanding academic’s readiness to utilise technology-enhanced learning, Lambros Lazarus &amp; David Reynolds (Sheffield Hallam University)</td>
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<td>13.10-13.40</td>
<td>Oral presentation</td>
<td>Utilising problem and scenario based learning to develop transformational leadership qualities and employability attributes in students through undergraduate teaching, Simon Padley &amp; Paul Garner (University of Gloucestershire)</td>
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<tr>
<td>Time</td>
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<tr>
<td>13.40-14.30</td>
<td>Lunch</td>
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<td>14.30-15.00</td>
<td>SOC3.3</td>
<td>Interactive breakout</td>
<td>The contestability of employability: How do we know what it is? Can we help students develop it?</td>
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<td></td>
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<td>Chris Owen (Aston University)</td>
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<td>SOC3.7</td>
<td>Oral presentation</td>
<td>Literary pedagogy: A cross-phase study of reading novels together, John Gordon (University of East Anglia)</td>
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<td>SOC3.8</td>
<td>Oral presentation</td>
<td>Developing critical thinking among tutors: It’s harder than you think! Alex Wright, Raquel Perry &amp; Rob Parker (The Open University)</td>
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<td>Enhancing employability through live business project: Applied teaching approaches for the TEF Generation, Sofie Mallick (University of Hertfordshire)</td>
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<td>Interactive breakout</td>
<td>Create a Concept-Character: A quick and easy student version of Comedy in the Classroom, Gill Seyfang (University of East Anglia)</td>
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<td>14.30-15.30</td>
<td>SOC3.1</td>
<td>Workshop</td>
<td>Responding to stereotypes of the Chinese learner, Barry Pierce (University of Sheffield)</td>
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<td>SOC3.2</td>
<td>Interactive breakout</td>
<td>Students as producers. An active learning session on the use of video as form of assessment, Francesca Zanatta (University of East Anglia)</td>
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<td>SOC3.6</td>
<td>Interactive breakout</td>
<td>Research-based education: Preparing Students to be informed citizens of tomorrow, Parama Chaudhury, Cloda Jenkins, Christian Spielmann &amp; Dunli Li (University College London)</td>
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<td>15.00-15.30</td>
<td>SOC3.3a</td>
<td>Interactive breakout</td>
<td>Pedagogic Research: Who, how and why? Louise Comerford Boyes (University of Bradford)</td>
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<td>SOC3.4a</td>
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<td>What else do students and staff bring with them to the Education seminar room when they “bring their own devices”?: A study of Education staff and student attitudes towards and experiences of learning with technology in a changing technological landscape, Jane Andrews and Mark Jones (University of the West of England)</td>
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<td>SOC3.5a</td>
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<td>The need to belong: A review of research into the experiences of international students, Paul Dickerson &amp; Gina Pauli (University of Roehampton)</td>
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<td>SOC3.7a</td>
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<td>Innovative assessment for employability and professional development, Gwyneth Davies &amp; Ann-Marie Gealy (University of Wales Trinity St David)</td>
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<td>SOC3.8a</td>
<td>Oral presentation</td>
<td>The extent to which grounded theory research was reflected in specific educational research, Elize du Plessis (University of South Africa)</td>
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### SOC3.9a Oral presentation

*Showcasing how The Business Clinic at Newcastle Business School has improved undergraduate employability skills through experiential learning*, Katie Brown, Nigel Coates & Julie Crumbley (Northumbria University)

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<th>15.30-16.00</th>
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<td><em>Students as producers. An action research exploring the implementation of TEL to sustain ongoing, engage learning</em>, Francesca Zanatta (University of East London)</td>
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<td><em>Early years education and care: Embedding employability</em>, Alison Rees Edwards &amp; Ann-Marie Gealy (University of Wales Trinity Saint David)</td>
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### SOC3.10a Oral presentation

*Applying psychological insights to educational technology design: Gamification and retrieval practice in a novel, lecture-based mobile phone quiz app*, Stian Reimers (City University, London)

### 16.00-16.30

#### SOC4.2 Oral presentation

*StudyCircle: Peer education model to promote a restorative student community*, Anna Bussu (Edge Hill University), Carmen Veloria & Carolyn Boyes-Watson (Suffolk University, Boston)

#### SOC4.3 Oral presentation

*The “oven-ready” postgraduate: How “real-world” experiences meet the employability agenda*, Gillian Forster & Andrew Robson (Northumbria University)

#### SOC4.4 Oral presentation

*Pedagogic orientation workshops for Chinese learners*, Barry Pierce (University of Sheffield)

#### SOC4.5 Oral presentation

*Is this for first years too? Research training across the curriculum*, Jo Angouri, Tilly Harrison, Helena Wall, Christina Efthymiadou, Ayten Alibaba & Thomas Underwood (University of Warwick)

#### SOC4.6 Oral presentation

*Study of students’ experience of using video assignment guidance and its influence in their learning and academic achievement*, Harish Jyawali (Greenwich School of Management)

#### SOC4.8 Oral presentation

*Are you sitting comfortably? Then I’ll begin….. Use of audio feedback*, Kate Campbell-Pilling, Gareth Bramley & Rachel Cooper (University of Sheffield)

### 16.00-17.00

#### SOC4.1 Interactive breakout

*Engaging students with computer-based testing*, Zoe Handley (University of York)

### 16.30-17.00

#### SOC4.2a Oral presentation

*Developing students’ professional identity: Challenges and opportunities*, Joana Fonseca (St Mary’s University) & Robyn Jones (Cardiff Metropolitan University)

#### SOC4.3a Oral presentation

*Aligning the curriculum with the needs of employers: Lessons from internships for the teaching of data skills*, Mark Brown & Jackie Carter (University of Manchester)
| SOC4.4a | Oral presentation | Developing inclusive teaching/learning approaches: Engaging international students, Gurmak Singh (University of Wolverhampton) | F6 |
| SOC4.6a | Oral presentation | Growing ergonagogy: The art and science of facilitating learning in Management apprentices, Jude Preston & Karen Caine (Aston University) | H1 |
| SOC4.8a | Oral presentation | Realising excellence in leadership: Transforming teaching and learning in Initial Teacher Education: A values based approach, Derval Carey-Jenkins & Rachel Barrell (University of Worcester) | H5 |
| SOC4.9a | Oral presentation | Bridging the spaces of education and practice through employability, Joy Higgs (Charles Sturt University) | H6 |
| 17.00-17.15 | Plenary | | C2 |