

HEA Annual Conference 2017 #HEAconf17

Generation TEF: Teaching in the spotlight

Full programme – 4-6 July 2017



Arts & Humanities

Day 1
4 July 2017

[Arts and Humanities strand](#)



Health & Social Care

Day 1
4 July 2017

[Health and Social Care strand](#)



Day 2
5 July 2017

[Strategy and Sector Priorities strand](#)



Social Sciences

Day 3
6 July 2017

[Social Sciences strand](#)



STEM

Day 3
6 July 2017

[STEM strand](#)

HEA Annual Conference 2017 #HEAconf17

Generation TEF: Teaching in the spotlight

Day 1: 4 July 2017 – Arts and Humanities strand programme



Session	Type	Details	Room
9.00-9.45			
	Registration	Refreshments available	
9.45-10.00			
	Welcome		C9
10.00-11.00			
	Keynote	Dr Alison James, Head of Learning and Teaching and Acting Director of Academic Quality/Development (University of Winchester) <i>Finding magic despite the metrics</i>	C9
11.00-11.30			
	Refreshments		
11.30-12.00			
AH1.3	Oral presentation	<i>'The Kingdom of Yes': Students involvement in 1st Year curriculum design</i> , Lisa Gaughan (University of Lincoln)	D5
AH1.4	Oral presentation	<i>Out of study experiences: The power of different learning environments to inspire student engagement</i> , Polly Palmer (University of Hertfordshire)	D6
AH1.5	Oral presentation	<i>Teaching excellence: Conceptions and practice in the Humanities and Social Sciences</i> , John Sanders (Open University) & Anna Mountford-Zimbars (Kings College London)	D7
AH1.8	Oral presentation	<i>Digital solutions to student feedback in the Performing Arts</i> , Robert Dean (University of Lincoln)	E5
AH1.9	Oral presentation	<i>Bristol Parkhive: An interdisciplinary approach to employability for Arts, Humanities and Education students in a supercomplex world</i> , Sam Thomson & Alex Franklin (University of the West of England)	E6
11.30-12.30			
AH1.1	Workshop	<i>What factors influence student attendance at formal teaching sessions?</i> Diane Sloan & Helen Manns (Northumbria University)	D1
AH1.2	Interactive breakout	<i>If we are not part of the solution, we are part of the problem: Closing the achievement gap for BAME students on Media degrees and in Media careers</i> , Christa van Raalte (Bournemouth University)	D2

AH1.6	Interactive breakout	<i>Developing employability skills through interdisciplinary industry challenges</i> , Jess Power (University of Huddersfield)	E1
AH1.7	Workshop	<i>The Returned: Strategic development of alumni relations to embed and enhance employability and provide a model for positive student outcomes and learning gain</i> , Ken Fox (Canterbury Christ Church University)	E2
12.00-12.30			
AH1.3a	Oral presentation	<i>VERVE – An arts festival: Authentic learning through integrated projects</i> , Theophila Chua (Ngee Ann Polytechnic)	D5
AH1.4a	Oral presentation	<i>HE students as critical friends: Students’ and tutors’ reflections when engaging in peer-assessment</i> , Kyara Rojas-Bustos (Goldsmiths College)	D6
AH1.5a	Oral presentation	<i>‘Teaching Excellence Framework’ – But whose understanding of ‘excellence’? Research into and reflection upon views among students and academics of what makes for ‘excellent teaching’</i> , Doug Ingram and Peter Watts (University of Nottingham)	D7
AH1.8a	Oral presentation	<i>Using narrative and metaphor in feedback: Exploring students’ responses</i> , Dawn Watkins (University of Leicester)	E5
AH1.9a	Oral presentation	<i>Obligations: Embedding employability through social, ethical and sustainable design</i> , Alice Stevens (Arts University Bournemouth)	E6
12.30-12.40			
	Break		
12.40-13.10			
AH2.3	Oral presentation	<i>The Invisible Coach: Criteria vs evidence in assessing Performing Arts (and other vocational/skill based programmes)</i> , Onur Orkut (Liverpool Institute for Performing Arts)	D5
AH2.4	Oral presentation	<i>Vocational training in Generation TEF</i> , Patsy Gilbert (St Mary's University, Twickenham)	D6
AH2.8	Interactive breakout	<i>‘Doing more with less’: Using primary sources to enhance learning</i> , Heather Coleman & Greta Friggens (University of Portsmouth)	E5
AH2.9	Oral presentation	<i>Feed-forward/feed-back a view of face-to-face marking</i> , Ron O'Donnell (Edinburgh Napier University)	E6
12.40-13.40			
AH2.1	Interactive breakout	<i>Taste and talk: More than beetroot brownies and carrot marmalade: What community historians can teach academics about student engagement</i> , Maggie Andrews & Lesley Spiers (University of Worcester)	D1

AH2.5	Ignite sessions	<ul style="list-style-type: none"> • <i>How Media Futures could inspire your students to a better future</i>, Kate Watkins (University of Leeds) • <i>Student mental health: Some concerns, some observations and some suggestions</i>, David Dennison (University of Central Lancashire) • <i>Journeys beyond Fine Art: Professional practice at UWE Bristol</i>, Sophia Hayes (University of the West of England) • <i>Embedded employability in a field</i>, Gillian Sargent (dBsmusic.co.uk) • <i>From linear thinking to nuanced argument: Transition from sixth form to university</i>, Carolyn Jackson-Brown (Leeds Trinity University) • <i>The Script BU Website: Bridging the gap between academia and professional practice</i>, Philip Mathews (Bournemouth University) 	D7
AH2.6	Workshop	<i>Simulation games, constructive alignment and multimodal approach to teaching and learning in Media</i> , Indrani Lahiri (De Montfort University)	E1
AH2.7	Workshop	<i>Are we assessing what we're teaching and teaching what we're assessing? A case study in Performing Arts Education</i> , Helen Lockey (University of Hong Kong)	E2
13.10-13.40			
AH2.3a	Oral presentation	<i>Visual spaces for enhancing student learning</i> , Narelle Patton (Charles Sturt University)	D5
AH2.4a	Oral presentation	<i>Embedding employability - Encouraging resilience and adaptability in Fashion Design students</i> , Kate Green (University of Central Lancashire)	D6
AH2.8a	Oral presentation	<i>Teaching the teacher: Exploring the challenge of education for sustainable development on practice-based Media courses in HE</i> , Annie East (Bournemouth University)	E5
AH2.9a	Oral presentation	<i>Research informed teaching: A mixed methods approach to assessing perception and practice within a higher education setting</i> , Asad Kamran Ghalib & and Curtis Ziniel (Liverpool Hope University)	E6
13.40-14.30			
	Lunch		
14.30-15.00			
AH3.3	Oral presentation	<i>Add a bit of honey to enhance enterprise and employability</i> , Jess Power (University of Huddersfield)	D5
AH3.4	Oral presentation	<i>Using online tools to retain students</i> , Victoria Neumark Jones (London Metropolitan University)	D6
AH3.8	Oral presentation	<i>Architecture of multiple authorship</i> , Sandra Denicke-Polcher (London Metropolitan University)	E5

AH3.9	Oral presentation	<i>'Be my...'</i> Valentine's exhibition: <i>Be my.... partner': The examination of students and staff working in partnership with external museum staff in the co-creation and co-curatorship of a Valentine's day exhibition,</i> Kirsten Hardie & Gabbi Hass (University of the Arts, Bournemouth)	E6
14.30-15.30			
AH3.2	Interactive breakout	<i>How does experiential learning embed and develop employability skills in an HE setting?</i> Rebecca Dutson, Katie Brown, Nigel Coates & Julie Crumbley (Northumbria University)	D2
AH3.5	Panel session	<i>Embedding employability in HE curriculum design: What can be learned from the student experience towards developing teaching excellence in the context of Arts and Humanities: Music?</i> Liz Mellor (York St John University), Christine Bates (Leeds College of Music) & Karen Burland (Leeds University School of Music)	D7
AH3.6	Interactive breakout	<i>Escape the classroom!</i> Elizabeth Cable (Leeds Trinity University)	E1
AH3.7	Interactive breakout	<i>Overcoming obstacles: Delivering inspirational teaching and learning in prisons,</i> Alexander McLean (African Prisons Project)	E2
15.00-15.30			
AH3.3a	Oral presentation	<i>Assessing the un-assessed: A case study exploring issues around employability and professional practice through active learning activities,</i> Samantha Elliot (Kingston University)	D5
AH3.4a	Oral presentation	<i>Widening participation: Rethinking the role of the HE institution,</i> Sam Thomson & Alex Franklin (University of the West of England)	D6
AH3.8a	Oral presentation	<i>Temperature testing leading to ongoing curriculum evolution in Creative Arts modules,</i> Barbara Brownie, Jayne Smith & Rebecca Thomas (University of Hertfordshire)	E5
AH3.9a	Oral presentation	<i>'The Agency' – The University of Bolton's innovative Creative Hub – Where talent connects with talent,</i> Neil Dougan & Nicola Shaw (University of Bolton)	E6
15.30-16.00			
	Refreshments and poster presentations	<ul style="list-style-type: none"> • <i>The design and delivery of a 21st century writing curriculum,</i> Glen Thomas (Queensland University of Technology) • <i>Drawing on international learning: How can we effectively teach research ethics in an era of impact?</i> Jennifer O'Brien (University of Manchester) • <i>Designing for excellence via inclusion: Challenging preconceptions of heterogeneity in the student population,</i> Joanna Matthan (Newcastle University) • <i>Assessment buddies,</i> Helen Hanson (Doncaster College) • <i>An epistemological renaissance for Learning Gain: Applying the Transcendence of Disciplinarity to practice-based Art and Applied Science,</i> Catherine Hayes, John Fulton, Andrew Livingstone (University of Sunderland) • 	

16.00-16.30			
AH4.3	Oral presentation	<i>Internationalising higher education,</i> Satish Kumar (Queen's University Belfast)	D5
AH4.4	Oral presentation	<i>Student-led tutorials and their implications on learning and teaching: Empirical findings from a mixed methods study,</i> Asad Kamran Ghalib & Curtis Ziniel (Liverpool Hope University)	D6
AH4.6	Interactive breakout	<i>Raspberry Go and Pokemon Pi : Chasing student engagement with social media,</i> Hilary Cunliffe-Charlesworth (Sheffield Hallam University)	E1
AH4.8	Oral presentation	<i>Exploring the causes of undergraduate non-submission at reassessment in a post-1992 school of Business and Law,</i> Elaine Yerby, University East London	E5
AH4.9	Oral presentation	<i>Film Education: Why, what, how and for whom? University tutors' perceptions of film pedagogy in a short course programme for part-time adult learners at a British university,</i> Martine Pierquin (University of Edinburgh)	E6
16.00-17.00			
AH4.1	Workshop	<i>A sense of belonging: How do we as educators diversify our curriculum,</i> Melodie Holliday (Shades of Noir, University of the Arts, London)	D1
AH4.2	Workshop	<i>The TEF is a difficult 'subject' to 'teach': Disarming and developing the scholarly community in becoming TEF ready,</i> Kath Abiker (Canterbury Christ Church University)	D2
AH4.5	Workshop	<i>Diffraction in Art and Art Education: A paradigm shift away from reflection,</i> Alberto Condotta (Birmingham School of Art)	D7
16.30-17.00			
AH4.3a	Oral presentation	<i>Proof reading: Some points!</i> Sue McBean (Ulster University)	D5
AH4.4a	Oral presentation	<i>Bringing alumni and employers to the classroom: The case study of MFL employability week at Northumbria University,</i> Florence Potot (Northumbria University)	D6
AH4.6a	Interactive breakout	<i>Transforming assessment: Creating opportunities for peer assessment through poster presentations,</i> Rocio Perez-Tattam (Swansea University)	E1
AH4.7a	Oral presentation	<i>In field teaching: Assessment lessons from the Himalayas,</i> Jennifer O'Brien (University of Manchester)	E2
AH4.8a	Oral presentation	<i>Legal employability: Clinic, CILEx and training reform: Threats and opportunities for Law Schools,</i> Andrew Unger, Catherine Evans & Alan Russell (London South Bank University)	E5
AH4.9a	Oral presentation	<i>The accented curriculum: How to move beyond the anglophone-biased and received pronunciation (RP) curriculum design,</i> Katerina Loukopoulou (Middlesex University)	E6
17.00-17.15			
	Plenary		C2

HEA Annual Conference 2017
 Generation TEF: Teaching in the spotlight
 Day 1: 4 July 2017 – Health and Social Care strand



Session	Type	Details	Room
9.00-9.45			
	Registration	Refreshments available	
9.45-10.00			
	Welcome		C2
10.00-11.00			
	Keynote	<p>Dr Helen Bevan, OBE, Chief Transformation Officer, Horizon's team (NHS England)</p> <p><i>Leading Change into the Future</i></p>	C2
11.00-11.30			
	Refreshments		
11.30-12.00			
HSC1.3	Oral presentation	<p><i>Reflection in a new light: Updating Gibbs' Reflective Cycle on a Foundation Degree in Healthcare Sciences</i> Claire Emery & Jacqueline Chang (St George's University of London, Kingston University)</p>	F5
HSC1.4	Oral presentation	<p><i>Courting Drama: Implementing a coroner's court simulated learning environment into undergraduate Nursing curriculum</i> Rhonda Beggs (Griffith University, Australia) & Ian McKay (University of East Anglia)</p>	F6
HSC1.5	Oral presentation	<p><i>Using flipped class with in-class real-time interactive software to teach undergraduate pharmacy student's (L6) consultation skills for women's health issues</i>, Ravina Barrett (University of Portsmouth)</p>	F14
HSC1.8	Oral presentation	<p><i>Is pedagogy important to undergraduate Nurse Education in the UK? Findings from a review of pedagogic principles</i> Carolyn Mackintosh-Franklin (University of Manchester)</p>	H5
HSC1.9	Oral presentation	<p><i>Employability: A university-wide responsibility, but to what extent do our programmes develop graduate attributes valued by students and employers?</i> Alison Day (Cardiff University)</p>	H6
HSC1.10	Oral presentation	<p><i>'Let the platform see the learning': ELP and participatory learning</i> Jill Gilthorpe & John Stephens (Northumbria University)</p>	H11
11.30-12.30			
HSC1.6	Interactive breakout	<p><i>Employability: Creating a collaborative framework for success</i>, Mark Jones, Rebecca Vaughan, Denise Thyer & Jodie Croxall (Swansea University)</p>	H1

HSC1.7	Workshop	<i>Staff and student digital capabilities: Creating and assessing real world online learning resources for community audiences</i> Jane Guiller & Larissa Kempenaar (Glasgow Caledonian University)	H2
12.00-12.30			
HSC1.3a	Oral presentation	<i>The development of an online toolkit to assist staff and students' to publish collaboratively,</i> Carolyn Lees & Nicola Morell-Scott (Liverpool John Moores University)	F5
HSC1.4a	Oral presentation	<i>The use of problem based scenarios to facilitate student application of theory to practice in a module setting,</i> Joan Lawrence (Canterbury Christ Church University)	F6
HSC1.5a	Oral presentation	<i>"See what I see" The use of innovative technology to enhance students' communication skills by developing self-awareness during simulated patient care interactions,</i> Matthew Thornton (University of South Wales)	F14
HSC1.8a	Oral presentation	<i>Assessment as learning; a new pedagogical tool in clinical training,</i> Sarah Bateup (Hertfordshire University & Ieso Digital Health)	H5
HSC1.9a	Oral presentation	Increasing employability for health care students: An evaluation of an assignment to develop collaborative research skills Kate Shobbrook (University College London)	H6
HSC1.10a	Oral presentation	<i>Medication safety: learning through group work,</i> Parastou Donyai (University of Reading)	H11
12.30-12.40			
	Break		
12.40-13.10			
HSC2.3	Oral presentation	<i>Flipping wounds: Exploring flipped learning with enquiry based learning,</i> Adele Atkinson (Kingston University)	F5
HSC2.4	Oral presentation	<i>A new national framework and programmes for social work continuing education: Critical reflections on the first phases of implementation in Wales: A case study,</i> Jo Rees & Tracey Maegusuku-Hewett (Swansea University), Wulf Livingstone (Glyndwr University) & Gwenan Prysor (Bangor University)	F6
HSC2.5	Oral presentation	<i>An inter-professional simulated learning opportunity: Becoming better together through doing, reflecting and evaluating,</i> Sarah Bodell, Jacqui McKenna, Kyle Charnley & Rachel Russell (University of Salford)	F14
HSC2.8	Oral presentation	<i>Building the emotional repertoire of student nurses: Experiential engagement strategies within pre-registration Nursing curriculum,</i> Eula Miller (Manchester Metropolitan University)	H5
HSC2.9	Oral presentation	<i>Engaging students through cross faculty internships 'Feel The Fear, But Do It Anyway - Cross Faculty Internships',</i> Nicola Morell-Scott & Carolyn Lees (Liverpool John Moores University)	H6

HSC2.10	Ignite sessions	<ul style="list-style-type: none"> • <i>Students as academics: How can we encourage students to publish their work?</i> Joanne Keeling (University of Central Lancashire) • <i>The strategies to assure students are placed in safe, effective, caring and well led practice learning environments, to support and retain the future nursing workforce,</i> Abbie Fordham Barnes (Birmingham City University), Robert Dudley (University of Worcester) & Paul Jackson (University of Wolverhampton) • <i>Generation TEF and employability – not just about graduate destination,</i> Lisa Taylor (University of East Anglia) 	H11
12.40-13.40			
HSC2.1	Interactive breakout	<i>Courting Drama: Implementing a coroner's court simulated learning environment into undergraduate Nursing curriculum,</i> Rhonda Beggs (Griffith University, Australia) & Ian McKay (University of East Anglia)	F1
HSC2.2	Interactive breakout	<i>'Is there anybody out there?' The importance of presence and 'teacher immediacy' in online learning,</i> Claire Beecroft & Luke Miller (University of Sheffield)	F2
HSC2.6	Workshop	<i>Sand art: Using craft activities to improve pastoral support for postgraduate health and social care students,</i> Harriet Shannon (University College London)	H1
HSC2.7	Workshop	<i>Patient-centred care: Learning to empathise,</i> Parastou Donyai (University of Reading)	H2
13.10-13.40			
HSC2.3a	Oral presentation	<i>Community learning and development practice-based research: Internships, partnerships, critical pedagogy and employment opportunities,</i> Jean McEwan-Short (University of Dundee)	F5
HSC2.4a	Oral presentation	<i>Inclusive research with students and members of the public: How can we best evaluate innovative teaching about ageing?</i> Luisa Wakeling & Ellen Tullo (Newcastle University)	F6
HSC2.5a	Oral presentation	<i>Knocking on a real door: Exploring how home simulated learning environments can promote authentic student learning,</i> Claire Harnett & Erin King (University of Manchester)	F14
HSC2.8a	Oral presentation	<i>Storytelling for teaching: Findings from a meta-ethnography,</i> Amy Wareing (Robert Gordon University)	H5
HSC2.9a	Oral presentation	<i>Making progress? Student engagement through partnerships to improve teaching and learning in a discipline,</i> Jasper Shotts (University of Lincoln)	H6
HSC2.10a	Oral presentation	<i>A day on the farm: The value of fieldtrips in improving student engagement, group cohesion and course satisfaction,</i> Claire Hooks & Frances Galloway (Anglia Ruskin University)	H11
13.40-14.30			
	Lunch		

14.30-15.00			
HSC3.3	Oral presentation	<i>Rubrics and feed forward to improve student attainment,</i> Kaz Stuart & Julie Taylor (Cumbria University)	F5
HSC3.4	Oral presentation	<i>Stand up and be heard (fear of presentations/public speaking workshop),</i> Rob Grieve (University of the West of England)	F6
HSC3.5	Oral presentation	<i>Understanding the experience of independent learning by student nurses: Giving up our love affair with Knowles and adopting a more social constructionist approach to enable a more student centred pedagogy,</i> Nikki Glendening (University of Bournemouth)	F14
HSC3.8	Oral presentation	<i>Undergraduates as co-researchers and peer mentors to build resilience and problem solving skills,</i> Ravina Barrett (University of Portsmouth)	H5
HSC3.9	Oral presentation	<i>Great Expectations: A study to compare and contrast the expectations of students attending a radiotherapy and nursing programme at the University of Liverpool whilst exploring the link to student retention,</i> Catherine Fletcher & Catherine Gorden (University of Liverpool)	H6
HSC3.10	Oral presentation	<i>Does our Teaching the Teachers to Teach module actually teach the teachers to teach?</i> Veronica Hollis, Kathryn Woods-Townsend & Judith Holloway (University of Southampton)	H11
14.30-15.30			
HSC3.1	Workshop	<i>Cracking the TEF Crystal Maze – Embedding a flexible learning strategy to enhance the student experience,</i> Neil Withnell & Emma Gillaspay (University of Salford)	F1
HSC3.2	Workshop	<i>Taking STEP's to enhance practice learning,</i> Natalie Holberry, Pam Hodge & Sinead Mehigan (Middlesex University), Dawn Morley (University of Surrey) & Lynn Quinlivan (University of Hertfordshire)	F2
HSC3.6	Workshop	<i>Leadership: The Teaching Excellence Framework and 'Learning Gain',</i> Ann Wakefield, Carolyn Macintosh-Franklin, Sally Hickson & Jaqueline Cleator (University of Manchester)	H1
HSC3.7	Workshop	<i>Agile Learning in Practice: A recipe for igniting student engagement with learning,</i> Karl Royle & Nicky Dowling (University of Wolverhampton)	H2
15.00-15.30			
HSC3.3a	Oral presentation	<i>Student carers: Supporting their educational success,</i> Fiona Morgan (University of Wolverhampton)	F5
HSC3.4a	Oral presentation	<i>Assessment by discussion,</i> Gavin Jinks (University of Derby)	F6
HSC3.5a	Oral presentation	<i>Academic supervision of Pre-Registration BSc Nursing students: What do they want?</i> David Gallimore (Swansea University)	F14
HSC3.8a	Oral presentation	<i>Preparation for practice: Developing final year Pharmacy students to become a practice-ready workforce using a problem-based learning approach,</i> Gautam Paul & Sue Chan (University of Nottingham)	H5

HSC3.9a	Oral presentation	<i>Co-creating experiences through the use of Arts in Social Work Education</i> , Jo Rees, Suzanne Spooner, Tracey Maegusuku-Hewett & Rosita Wilkins (Swansea University) & Kieron Hatton (University of Portsmouth)	H6
HSC3.10a	Oral presentation	<i>Demonstrating quality in teaching and learning: Sharing learning from a successful application for Fellow of the Higher Education Academy through the University of Liverpool Teaching Recognition and Accreditation Framework</i> , Julie Hanna (University of Liverpool)	H11
15.30-16.00			
	Refreshments and poster presentations	<ul style="list-style-type: none"> • <i>Interprofessional education in Speech and Language therapy: How the evidence meets the views and experiences of students and practice educators in SLT education</i>, Stefanie Anita Bucher (University College London) • <i>A spotlight on teaching when teachers are limited: How online learning can improve teaching quality by redistributing resources</i>, Katie Stripe (Imperial College London) • <i>Creative teaching to develop innovative thinking</i>, Cathy Taylor (Swansea University) • <i>The wider values of co-learning pedagogical approaches in healthcare education</i>, Claire Hooks (Anglia Ruskin University) • <i>Preparing students to train others: A new assessment for speech and language therapy students</i>, Suzanne Jago (University College London) • <i>'Different Worlds, Same Classroom'. The epistemological beliefs and learning approaches of first year dental hygiene students on an undergraduate dental programme</i>, Suzanne Riordan (University of Leeds) • <i>Experiential placements: How to develop and embed throughout the Pharmacy curriculum</i>, Wing Man Lau & Susan Slade (University of Reading) • STEP Poster, Justin McDermott, Julie Moody & Pam Hodge (Middlesex University) • <i>Games with aims</i>, Allison Harris & Gill Harrison (City University, London) 	
16.00-16.30			
HSC4.3	Interactive breakout	<i>Postgraduate writing: What supervisors say</i> , Maureen Finn (University of Manchester)	F5
HSC4.4	Oral presentation	<i>Working with students to create authentic and timely course evaluation: A case study using a structured qualitative approach</i> , Dawn Morley, Naomi Winstone & Ian Kinchin (University of Surrey)	F6
HSC4.5	Oral presentation	<i>Dental students' evaluations of the social and behavioural sciences in dental education: A student-as-co-researcher research project</i> , Patricia Neville, Katarzyna Pilch & Dona Dasna Nalangi (University of Bristol)	F14

HSC4.6	Oral presentation	<i>Developing a fast track flexible programme for students working in the early years education and care sector</i> , Glenda Tinney (University of Wales Trinity Saint David)	H1
HSC4.7	Oral presentation	<i>A comparative historical analysis of Florence Nightingale's letters to William Rathbone during the Bangor typhoid outbreak 1882-1883 – A student engagement through partnership study</i> , John Alcock (Bangor University)	H2
HSC4.8	Oral presentation	<i>Increasing social presence and cognitive presence through module redesign</i> , Kay John (London Metropolitan University)	H5
HSC4.9	Oral presentation	<i>Pharmacy Leadership and Management: A new high fidelity simulation to prepare students for their future practise</i> , Vibhu Solanki & Matthew Boyd (University of Nottingham)	H6
HSC4.10	Oral presentation	<i>Widening access to higher education: Turning revised Recognition of Prior Learning guidance into reality: A case study</i> , Allison Wiseman & Svetlana Reston (University of Surrey)	H11
16.00-17.00			
HSC4.1	Interactive breakout	<i>Progression towards open access environments in the teaching of statistics to non-specialists in medicine and allied health sciences</i> , Margaret MacDougall (University of Edinburgh)	F1
HSC4.2	Workshop	<i>Motivating and engaging students in the flipped classroom through the use of team-based learning</i> , Simon Tweddell (University of Bradford)	F2
16.30-17.00			
HSC4.3a	Oral presentation	<i>How does the use of mobile technologies impact on the educational experiences of postgraduate students?</i> Andrew Hall & Gary Norton (University of Manchester)	F5
HSC4.4a	Oral presentation	<i>Partnership and collaboration: Involving students in service evaluation</i> , Carol Sacchett & Janet Wood (University College London)	F6
HSC4.5a	Oral presentation	<i>Building the team: Educator-strategies for creating student networks and cohesion in a modular blended learning journey</i> , Louise Margaret Blakemore (Imperial College, London)	F14
HSC4.6a	Oral presentation	<i>An action research project on the impact of technologies on the students' attendance, engagement, attention, learning outcomes and perception of learning in economics classes</i> , Dimitrios Pappas (Harper Adams University)	H1
HSC4.7a	Oral presentation	<i>Reflections through the looking glass: The role of observation in enhancing student learning</i> , Patricia Cartney (University of Manchester)	H2
HSC4.8a	Oral presentation	<i>Pedagogy and curriculum development to train an interprofessional health and social care workforce</i> , Molly Hashmi-Greenwood, Aimee France, Julie Walters & Robin Lewis (Sheffield Hallam University)	H5
HSC4.9a	Oral presentation	<i>Building a bright future: 'Remote' learning for telesolutions in practice</i> , John Stephens & Veronica Southern (Northumbria University)	H6

HSC4.10a	Oral presentation	<i>Graduate Perceptions of completing a part time degree in Health and Social Care</i> , Joan Simons & Stephen Leverett (The Open University)	H11
17.00-17.15			
	Plenary		C2

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Generation TEF: Teaching in the spotlight

Day 2: 5 July 2017 – Strategy and Sector Priorities strand



Session	Type	Details	Room
9.00-9.45			
	Registration	Refreshments available	
9.45-10.00			
	Welcome	Professor Stephanie Marshall (Chief Executive, HEA)	C16
10.00-11.00			
	Keynote	Eric Stoller (Higher Education Consultant & Blogger at InsideHigherEd.com)	C16
11.00-11.30			
	Refreshments		
11.30-12.00			
T1.8	Oral presentation	<i>Integrating 'Flipped Learning' to engage students with their own career development,</i> Salome Bolton & Gigi Herbert (Newcastle University)	E5
T1.9	Oral presentation	<i>"Re-engaging students: Could a conversation make a difference?" The power of personal conversations to encourage progression,</i> Joanne Beard & Alison Mortiboy (The Open University)	E6
T1.10	Oral presentation	<i>Squaring the circle? Can demands to satisfy student instrumentality be reconciled to fulfilling learners' academic and intellectual curiosity?</i> Josie Kelly (Aston University Business School)	E7
T1.13	Oral presentation	<i>A tale of two narratives: Student Voice – What lies before us?</i> Valerie Hall (University of Wolverhampton)	F5
T1.14	Oral presentation	<i>"It's just not worth a damn!": Examining the perceived value of a Bachelor degree,</i> Duncan Watson (University of East Anglia) and Robert Webb (Nottingham University Business School)	F6
T1.15	Oral presentation	<i>What does teaching excellence look like? Exploring the concept of the ideal teacher through visual metaphor,</i> Anna Hunter (University of Central Lancashire)	F14
T1.18	Oral presentation	<i>Disaster to delight!</i> Mark Mabey, The London College UCK	H5
T1.19	Oral presentation	<i>The pedagogical benefits of preparing our students for the professional world,</i> Lucinda Maria Becker (University of Reading)	H6
T1.20	Oral presentation	<i>The Liverpool Hope University Communities of Practice Network: Three years of collective sense making and collaborative problem solving,</i> Nick Almond & Penny Haugham (Liverpool Hope University)	H11

11.30-12.30			
T1.1	Workshop	<i>Enterprise challenges in Psychology and beyond: Developing graduate skills and employability through entrepreneurial learning</i> , Patrick Rosenkranz, Alecia Dunn, Amy Fielden & Charlotte Warin (Newcastle University)	D1
T1.2	Workshop	<i>Moving on from Minimum Standards (MoMs): Ensuring impact in the promotion of learning technology</i> , David Barber (Southampton Solent University)	D2
T1.3	Interactive breakout	<i>Transforming assessment: The use of a marking app: From student engagement to feedback</i> , Victoria Jack (University of York)	D5
T1.4	Workshop	<i>Delivering an inclusive higher education: An inclusive curriculum framework from concept to review</i> , Nona McDuff & Annie Hughes (Kingston University)	D6
T1.5	Panel session	<i>Careers Services working in partnership with academics to maximise student engagement, its impact on graduate careers and employability and links to the TEF</i> , Stephen Boyd & Mark Stow (University of Huddersfield) & Bob Gilworth (The Careers Group, University of London)	D7
T1.6	Workshop	<i>'How do the goalposts move next year?' A tool to empower staff to scaffold the emerging employability skills of higher education students?</i> Shirley Bennett & Rachel Maxwell (University of Northampton) & Gareth Neighbour (Birmingham City University)	E1
T1.7	Workshop	<i>From cube to tube: Mapping transition</i> , Mark Sutcliffe & Ruth Matheson (Cardiff Metropolitan University)	E2
T1.11	Workshop	<i>Graduate+ students design their own future</i> , Luke Millard, Jack Hogan & Lesley Taylor (Birmingham City University)	F1
T1.12	Workshop	<i>Breaking down the barriers to Digital Examinations</i> , Simon Kent & Mariann Rand-Weaver (Brunel University London)	F2
T1.16	Workshop	<i>Applying the HEA Employability Framework to the undergraduate Management degree at the University of Leeds: Square pegs and round holes or a perfect fit?</i> Julia Braham (University of Leeds)	H1
T1.17	Workshop	<i>The Teaching Excellence Framework: What are the implications for postgraduate curriculum design?</i> Bridget Middlemas (University of Roehampton)	H2
12.00-12.30			
T1.8a	Oral presentation	<i>Embedding employability in higher education: Royal University for Women perspective</i> , Mona Suri & Parsa Zoqaqi (Royal University for Women, Bahrain)	E5
T1.9a	Oral presentation	<i>Developing pedagogical content knowledge in higher education</i> , John Bostock (Edge Hill University)	E6
T1.10a	Oral presentation	<i>Integrating and evaluating peer review in introductory modules</i> , Annette Duensing & Maria Fernandez-Toro (The Open University)	E7
T1.13a	Oral presentation	<i>Student knowledge in learning and leadership: How an active and collaborative approach can help students articulate the skills they gain throughout higher education</i> , Jamie Morris, Sam Geary & Zahra Moledina (Birmingham City University)	F5

T1.14a	Oral presentation	<i>Does careers education work? Measuring the impact of credit bearing careers education and considering the motivations of students for choosing such learning,</i> Ruth O'Riordan (University of Dundee)	F6
T1.15a	Oral presentation	<i>Is an institutional CPD scheme aligned to the UK PSF and HEA Fellowship an effective tool to influence teaching practice?</i> Kath Botham (Manchester Metropolitan University)	F14
T1.18a	Oral presentation	<i>Thrive: Establishing a university-wide career mentoring community,</i> Tania Lyden & Orla Kennedy (University of Reading)	H5
T1.19a	Oral presentation	<i>Developing digital competence: A cross university project,</i> Liz Aylott & Jude Wilson (BPP University)	H6
T1.20a	Oral presentation	<i>Recognition of teaching and gender: Motivation and impact of recognition schemes on female academics,</i> Hannah Grist, Ros O'Leary & Sabina Fiebig-Lord (University of Gloucestershire)	H11
12.30-12.40			
	Break		
12.40-13.10			
T2.5	Oral presentation	<i>Transforming the role of the student in assessment: Training students to be proactive recipients of feedback,</i> Naomi Winstone (University of Surrey)	D7
T2.9	Oral presentation	<i>Raising the bar: Introducing a revised approach to making judgements on teaching performance of newly appointed lecturers,</i> Marjorie Spiller & Russell Spink (Staffordshire University)	E6
T2.15	Oral presentation	<i>Supporting students from Northern Ireland: Exploring the barriers and enablers for a successful transition to higher education in the UK,</i> Danielle Chavrimootoo & Ruth Doughty (Liverpool John Moores University)	F14
T2.18	Oral presentation	<i>Reacting to collaborative student engagement initiatives: A report from the REACT project,</i> Tom Lowe & Stuart Simms (University of Winchester)	H5
T2.19	Oral presentation	<i>The Social Learning App,</i> Pat Tissington & Jessica Rimoch (Birkbeck, University of London)	H6
T2.20	Oral presentation	<i>The language of assessment: Challenging conventional approaches within the Open University,</i> Isobel Shelton, Laura Hills & Anactoria Clarke (The Open University)	H11
T2.21	Oral presentation	<i>Measuring students' learning and employability gain: Findings from the LEGACY Project,</i> Christina Hughes (Sheffield Hallam University) & Heike Behle (University of Warwick)	C16
12.40-13.40			
T2.1	Workshop	<i>What is digital learning?</i> Alison Purvis, Graham Holden and Helen Rodger (Sheffield Hallam University)	D1
T2.2	Workshop	<i>Leading meaningful curriculum change,</i> Elizabeth McCrum & Nina Brooke (University of Reading)	D2

T2.3	Interactive breakout	<i>Putting technology in the frame: Multiple lenses on evidenced based practice in a university-wide roll out,</i> Linda Price, Stuart Downward, David Lawrence, Barry Avery, Anne Preston, Tania Dias Fonseca, Nora Vyas, Nick Lock, Graham Alsop, Susan Orwell, James Beardsmore & Diogo Casanova (Kingston University)	D5
T2.4	Interactive breakout	<i>Learning analytics: What is it good for?</i> Samantha Ahern and Steve Rowett (University College London)	D6
T2.6	Workshop	<i>How can digital capability promote teaching excellence?: Exploring guidelines for digitally-capable teaching excellence,</i> Liz Austen, Helen Parkin & Stella Jones-Devitt (Sheffield Hallam University)	E1
T2.7	Workshop	<i>Using technology to engage part-time remote learners in Continuing Veterinary Education,</i> Emily Chapman-Waterhouse, Henry Keil & Eleanor Tomsett (Harper Adams University)	E2
T2.8	Workshop	<i>Student engagement in the context of commuter students</i> Hannah Goddard (The Student Engagement Partnership/NUS)	E5
T2.10	Interactive breakout	<i>Student perceptions of teaching excellence: An analysis of teaching awards nomination data,</i> Tanya Lubicz-Nawrocka (University of Edinburgh)	E7
T2.11	Workshop	<i>Online teaching: understanding pedagogy and enhancing teaching and learning,</i> Chris Douce, Anne Walshe & Matthew Walkley (The Open University)	F1
T2.12	Workshop	<i>Mindful mindsets: The missing piece of the partnership puzzle?</i> Lindsay Davies & Udaramati Pope (Nottingham Trent University)	F2
T2.13	Interactive breakout	<i>Immersive technologies from conception to implementation,</i> Stephanie Barker & Steven Williams (Manchester Metropolitan University) & Bryony Olney (University of Sheffield)	F5
T2.14	Interactive breakout	<i>Re-considering learning and teaching strategy via transcultural communication,</i> Paul Roberts & Victoria Jack (University of York)	F6
T2.16	Workshop	<i>The Employability Jigsaw: Refreshing staff engagement in employability,</i> Sharon Gedye & Jane Collings (Plymouth University)	H1
T2.17	Workshop	<i>Preparing tutors for the employability agenda,</i> Guy Townsin & Liz Holford (University of Portsmouth)	H2
13.10-13.40			
T2.5a	Oral presentation	<i>Assessment co-design as a vehicle for pedagogic change and student engagement,</i> Ming Nie (University of Northampton)	D7
T2.9a	Oral presentation	<i>Bangor Summer School: Supportive methods of supplementary work assessment to increase retention, engagement and attainment,</i> Frances Garrad-Cole, Louise Allen-Walker & L-J Stokes (Bangor University)	E6
T2.15a	Oral presentation	<i>Transitioning cohorts: A comparative study of best practice in supporting direct entrant students to make a successful transition from FE college to advanced years in university,</i> Shuna Marr and Debbie Meharg (Edinburgh Napier University)	F14

T2.18a	Oral presentation	<i>Researching, advancing and inspiring student engagement in higher education: The RAISE Network and the Evolution Student Engagement</i> , Tom Lowe (University of Winchester) & Sam Elkington (Higher Education Academy)	H5
T2.19a	Oral presentation	<i>The use of Technology Enhanced Learning (TEL) in delivering an inclusive, accountable and transparent student experience in the age of the consumer student whatever the student's chosen mode of learning</i> , Annie McCartney, Dawn Story & David Lewis (University of South Wales)	H6
T2.20a	Oral presentation	<i>The Marker's Apprentice</i> , Susan Beesley (Nottingham Trent University) & Stephen Nutbrown (University of Nottingham)	H11
T2.21a	Oral presentation	<i>Towards an institutional understanding of employability for the part-time, distance learner</i> , Grace Clifton (The Open University)	C16
13.40-14.30			
	Lunch		
14.30-15.00			
T3.3	Interactive breakout	<i>Peer review of online and blended learning designs: Creating a culture of teacher-researchers</i> , Eileen Kennedy & Diana Laurillard (University College London, Institute of Education)	D5
T3.4	Oral presentation	<i>The Birmingham Digital Student: Student/staff partnership in a Digital Age</i> , Graham Lowe & Jack Hogan (Birmingham City University)	D6
T3.19	Oral presentation	<i>Achieving 96% employability: A generation TEF study @wlv_uni</i> , Roy Broad (University of Wolverhampton)	H6
14.30-15.30			
T3.1	Meeting	<i>Wales - Pedagogies of social mobility meeting</i> , Joan O' Mahony (Higher Education Academy) & Simon Horrocks (Open University) Invitation only	D1
T3.2	Workshop	<i>The bigger picture: Holistic approaches to student retention, transition and attainment at Bangor University</i> , Dave Perkins, Sue Clayton & Fran Garrad-Cole (Bangor University)	D2
T3.5	Summit	<i>Flexible Learning Summit</i> Sam Elkington (Higher Education Academy), Carol Evans (University of Southampton) & Stella Jones-Devitt (Sheffield Hallam University)	D7
T3.7	Workshop	<i>The Liverpool Hope University Communities of Practice Network: An experiential guide to setting up and maintaining a network of communities of practice</i> , Penny Haughan & Nick Almond (Liverpool Hope University)	E2
T3.8	Workshop	<i>Strategies for enhancing learning and teaching focussed continuing professional development</i> , Rachael-Anne Knight & Santanu Vasant (City, University of London)	E5
T3.10	Workshop	<i>Embedding employability - Why?</i> Stuart Norton (Higher Education Academy)	E7
T3.11	Workshop	<i>Team projects for employability and lifelong learning</i> , Janice Whatley & Chrissi Nerantzi (Manchester Metropolitan University)	F1

T3.13	Interactive breakout	<i>Student anxiety about the future: Reasons, behaviours and issues for professional practice</i> , Allison Webb & Eve Stuart (Bishop Grosseteste University)	F5
T3.14	Interactive breakout	<i>Developing the future tutor: Supporting staff to support their students through collaborative pastoral and academic eco-system design</i> , Kerry Gough (Nottingham Trent University)	F6
T3.16	Workshop	<i>Catching up with the Science of Compassion in HE Group Work</i> , Theo Gilbert (University of Hertfordshire)	H1
T3.17	Workshop	<i>The Fairness Project: A collaborative project across three universities equipping students to maximise their employability through tackling inequality and unfair diversity barriers in the legal profession and inspiring them to create a fairer legal profession for the future</i> , Tina McKee & Rachel Nir (University of Central Lancashire), Elisabeth Griffiths & Jill Alexander (Northumbria University) & Tamara Hervey (University of Sheffield)	H2
T3.18	Interactive breakout	<i>Starting the Universal Design for Learning journey</i> , Tony Churchill (De Montfort University)	H5
T3.20	Panel session	<i>An exploration of mindfulness in higher education</i> , Caroline Barratt (University of Essex), Steven Stanley (University of Cardiff) & Siobhan Lynch (University of Southampton)	H11
T3.21	Ignite sessions	<ul style="list-style-type: none"> • <i>Coaching for improvement: Moving towards a supportive teaching observation scheme within higher education</i>, Thomas Legge (Hartpury University Centre) & Luciana De Martin Silva (Hartpury University Centre & Cardiff Metropolitan University) • <i>Personal tutoring: Building a strategy from action research and evidence based practice</i>, Maria Kutar & Nick Dearden (University of Salford) • <i>Making best use of the HEA to transform learning and teaching pedagogies</i> (Ruth Sayers, Bishop Grosseteste University) • <i>Lecturers in the spotlight: Student supported video-mediated reflective practice</i>, Anne Preston (Kingston University) • <i>The effectiveness of TEL interventions on BME attainment gap</i>, Suzan Orwell & James Denholm-Price (Kingston University) 	C16
		<ul style="list-style-type: none"> • <i>From theory to action: A collaborative student staff professional development partnership</i>, Madeline Worsley (University of Portsmouth) • <i>From acorns to oak trees: Recognising, rewarding and sharing innovative, inspiring and excellent practice to enhance student learning</i>, Kerry Whitehouse and Lerverne Barber (University of Worcester) 	C16
15.00-15.30			

T3.3a	Interactive breakout	<i>Supporting student success and employability development through a personalised co-curricular framework: A Kingston University case study</i> , Clarissa Wilks, Lucy Jones, Ula Ojiaku & Aditya Tandon (Kingston University)	D5
T3.4a	Oral presentation	<i>Student engagement through partnership: A case study: A collaborative approach between the careers service and academic staff within the University of Birmingham's College of Life & Environmental Sciences to improve graduate employability through enhanced engagement</i> , Jim Reali (University of Birmingham)	D6
T3.9a	Oral presentation	<i>The Student Journey Project: A student centred approach to institutional change</i> , Huw Swayne (University of South Wales)	E6
T3.19a	Oral presentation	<i>Using the HEA Employability Framework to embed employability attributes in academic curricula</i> , Simon Robson (Northumbria University)	H6
15.30-16.00			
	Refreshments and poster presentations	<ul style="list-style-type: none"> • <i>Do undergraduate students plan to seek employment as a result of attending University? Who are their main advisors?</i> Yvonne Rennison, Fiona McEwan-Short, James Rattenbury & Hannah Holmes (Manchester Metropolitan University) • <i>Benefits and impact of peer assisted learning</i>, Helen Hull (University of Portsmouth) • <i>Embedding employability at an institutional level: University of Suffolk</i>, Suzanne Nolan (University of Suffolk) • <i>An unexpected journey: The students that present at an extra-curricular undergraduate research conference and what they present</i>, Christopher Little (Keele University) • <i>Career mentoring success: Does the social diversity of mentoring pairs matter?</i> Tania Lyden (University of Reading) • <i>Students creating change</i>, Claire Thomson (Bishop Grosseteste University) • <i>What about me?: Supporting staff, supporting students</i>, Katy Savage (Strathclyde University) • <i>Building cross curricular Communities of Practice to support students</i>, Charlotte Stevens (Open University) 	

16.00-16.30			
T4.3	Oral presentation	<i>A multiple choice question methodology that makes confidence assessment an implicit part of the answering process,</i> Paul McDermott (University of East Anglia)	D5
T4.6	Oral presentation	<i>An investigation into the formation of Academic Teaching Identity: Some preliminary findings,</i> Gillian Lazar (Middlesex University)	E1
T4.7	Oral presentation	<i>Supporting students for better retention, resilience and results: A new approach,</i> Jamie Rawsthorne (University of West of England)	E2
T4.8	Oral presentation	<i>Institutional change in assessment practices: How professional do academics need to be?</i> Jessica Evans & Simon Bromley (The Open University)	E5
T4.9	Oral presentation	<i>The effect of a discipline-specific key skills introductory module on the transition into university study,</i> Laurence Protheroe, Thomas Legge & Gareth Knox (Hartpury University Centre)	E6
T4.13	Oral presentation	<i>Teaching and learning as a multi-crew environment: A pilot study,</i> Simon Stevenson (University of Hull) & James Stevenson	F5
T4.14	Oral presentation	<i>Secret agents of change: The increasing importance of the personal tutor in student retention and success,</i> Emily McIntosh (University of Bolton) & David Grey (York St John University)	F6
T4.18	Oral presentation	<i>Strategy into practice: A student partnership approach to transforming one faculty's assessment and feedback practice,</i> Claire Allam & Emily Preston-Jones (University of Sheffield)	H5
T4.19	Oral presentation	<i>Learning gains as a function of learning design in higher education,</i> Jekaterina Rogaten (The Open University)	H6
T4.21	Oral presentation	<i>Removing the elephant from the room: How to use observation to transform teaching,</i> Matt O'Leary & Mark O'Hara (Birmingham City University)	C16
16.00-17.00			
T4.1	Workshop	<i>Preparing the 'TEF Graduate' for 'super-diversity': Autobiographical story-telling and transformative learning - an alternative to 'failed multiculturalism'?</i> Vivian Caruana (Leeds Beckett University)	D1
T4.2	Workshop	<i>NUSTEM: A blueprint for engaging and improving the uptake of STEM by young people, particularly females and other under-represented groups,</i> Rebecca Strachan, Joe Shimwell, Carol Davenport, Annie Padwick, Jonathan Sanderson & Opeyemi Dele-Ajayi (Northumbria University)	D2
T4.5	Summit	<i>Flexible Learning Summit</i> (continued) Sam Elkington (Higher Education Academy), Carol Evans (University of Southampton) & Stella Jones-Devitt (Sheffield Hallam University)	D7
T4.10	Workshop	<i>Embedding employability - Why?</i> (continued) Stuart Norton (Higher Education Academy)	E7
T4.11	Interactive breakout	<i>Diversity Dash! Game-based exploration of student diversity and inclusive curricula,</i> Dawn Theresa Nicholson & Kathryn Botham (Manchester Metropolitan University)	F1

T4.12	Interactive breakout	<i>Student partnership at a distance: The Open University Student Curriculum Design Panel</i> , Elizabeth Ellis, Kate Lister & Katharine Reedy (The Open University)	F2
T4.16	Interactive breakout	<i>Using shared reading to promote a sense of community – between 30,000 students, 10,000 staff and over 400+ miles</i> , Alison Baverstock (Kingston University) & Brian Webster-Henderson (Edinburgh Napier University)	H1
T4.17	Interactive breakout	<i>Disruptive learning through playful realities</i> , Matthew Thorpe, Steve Williams, Osman Javaid & Christopher Meadows (Manchester Metropolitan University)	H2
16.30-17.00			
T4.3a	Oral presentation	<i>Flowering in the desert: Growing employability at Bahrain Polytechnic</i> , Ema Janahi & Oonagh McGirr (Bahrain Polytechnic)	D5
T4.7a	Oral presentation	<i>Embedding academic process and skills at London South Bank University</i> , Lesley Roberts (London South Bank University)	E2
T4.8a	Oral presentation	<i>An innovative and highly effective transferable strategy to analyse and eradicate high fail rate modules</i> , Barry Beggs & Elaine Clafferty (Glasgow Caledonian University)	E5
T4.9a	Oral presentation	<i>“...If the college don’t push it forward, how are people going to get to know each other, you just don’t...”</i> , Helen Pokomy (University of Westminster) & Debbie Holley (Bournemouth University)	E6
T4.14a	Oral presentation	<i>Can innovative teaching techniques effectively improve engagement, retention, progression and performance?</i> Rebecca Bushell (University of South Wales)	F6
T4.18a	Oral presentation	<i>When do we ask students how best they learn?</i> Jane Bartholomew (Nottingham Trent University)	H5
T4.19a	Oral presentation	<i>Capturing (self-determined) learning gain using personality measures and core trait self-evaluation: A new “learner profile matrix” approach</i> , Colm Fearon, Stefanos Nachmias & Nicky Leatherbarrow (Canterbury Christ Church University) & Heather McLaughlin (Coventry University)	H6
T4.21a	Oral presentation	<i>The Programme Director and the TEF: How do we train the former to survive the latter?</i> Ruth Massie (Cranfield University)	C16
17.00-17.15			
	Plenary		C16

HEA Annual Conference 2017 #HEAconf17

Generation TEF: Teaching in the spotlight

Day 3: 6 July 2017 – Social Sciences strand programme



Session	Type	Details	Room
9.00-9.45			
	Registration	Refreshments available	
9.45-10.00			
	Welcome		C2
10.00-11.00			
	Keynote	Professor Alasdair Blair, Head of Department of Politics and Public Policy (De Montfort University)	C2
11.00-11.30			
	Refreshments		
11.30-12.00			
SOC1.3	Interactive breakout	<i>"Play to Learn Accounting": An interactive approach to deliver introductory Accounting modules,</i> Muhammad Al Mahameed (Aston University)	F5
SOC1.4	Oral presentation	<i>What is the impact of a Pedagogic Research (PedRes) Directory in one UK HE institution,</i> Simon Pratt-Adams & Mark Warnes (Anglia Ruskin University)	F6
SOC1.5	Oral presentation	<i>Do students work harder when university costs more?</i> Parama Chaudhury (University College London)	F14
SOC1.8	Oral presentation	<i>Business simulation effectiveness on postgraduate group learning: Identifying cross-cultural student perspectives,</i> Andrew Robson & Ian Charity (Northumbria University)	H5
SOC1.9	Oral presentation	<i>Make lectures match how we learn: The nonlinear teaching approach,</i> Peng Zhou (Cardiff University)	H6
SOC1.10	Oral presentation	<i>Sports Coaching Students' Learning and Identity Development: A longitudinal study,</i> Luciana De Martin Silva (Hartpury University Centre & Cardiff Metropolitan University), Joana Fonseca (St Mary's University) & Robyn Jones (Cardiff Metropolitan University)	H11
11.30-12.30			
SOC1.1	Interactive breakout	<i>Recreating experiences: Participatory qualitative research to develop student learning and experience,</i> Nicole Brown (University College London)	F1
SOC1.2	Workshop	<i>Photo-elicitation: A transformative teaching and learning strategy,</i> Narelle Patton (Charles Sturt University)	F2
SOC1.6	Interactive breakout	<i>Getting students to respond to feedback on coursework: Barriers and potential solutions, including coaching,</i> Peter Ramage (University of Hertfordshire)	H1
SOC1.7	Workshop	<i>Is coaching the new teaching approach?</i> Karine Mangion (Regent's University London)	H2

12.00-12.30			
SOC1.3a	Oral presentation	<i>Re-designing professional learning: Introducing personalised, flexible pathways to achieve teaching quality,</i> Jude Williams (Griffith University, Australia)	F5
SOC1.4a	Oral presentation	<i>Group student-led research projects: Promoting motivation for research methods and self-efficacy for the empirical dissertation,</i> Zoe Handley & Lynda Dunlop (University of York)	F6
SOC1.5a	Oral presentation	<i>Learning Gain and Confidence Gain as metrics for pedagogical effectiveness: An empirical assessment within an active-learning large-class environment,</i> Fabio Riccardo Arico (University of East Anglia)	F14
SOC1.8a	Oral presentation	<i>What determines undergraduate satisfaction in Business Schools?</i> Philip Warwick & Dylan Sutherland (Durham University)	H5
SOC1.9a	Oral presentation	<i>Evaluating the effects of a community of practice on teaching: Findings from a UK university,</i> Gabi Whitthaus (Loughborough University)	H6
SOC1.10a	Oral presentation	<i>Addressing retention and withdrawal through examining the social integration of Sport students through the transition to university,</i> Rick Hayman & Linda Allin (Northumbria University)	H11
12.30-12.40			
	Break		
12.40-13.10			
SOC2.3	Oral presentation	<i>Learning and teaching Introduction to Accounting,</i> Amir Michael (Durham University)	F5
SOC2.4	Oral presentation	<i>Criminology as an augmented reality: A multi-purpose e-learning platform to support student understanding of Applied Criminology,</i> Claire Rhodes & Jenny Weaver (University of Portsmouth)	F6
SOC2.8	Oral presentation	<i>Intervention at London South Bank University, as a tool for addressing student engagement, retention and progression,</i> Chris Shepherd & Risham Chohan (London School of Business and Management)	H5
SOC2.9	Oral presentation	<i>Augmenting the student experience through digital innovation,</i> Ryan Thomas & Phil Brown (University of St Mark and St John) & Mathew Dowling (Anglia Ruskin University)	H6
SOC2.10	Oral presentation	<i>It's who you know! The influence of developmental networks on the perceived career success of undergraduates,</i> Myrtle Emmanuel (University of Greenwich)	H11
12.40-13.40			
SOC2.1	Workshop	<i>Putting assessment and feedback at the centre of the learning experience,</i> Emmajane Milton (Cardiff University)	F1
SOC2.2	Interactive breakout	<i>Engaging students in the city: Inter-institution approaches to skills and engaged learning,</i> Christine Willmore & William Clayton (University of Bristol)	F2

SOC2.5	Ignite sessions	<ul style="list-style-type: none"> • <i>Comedy in the Classroom: Transformative teaching for engaging students and improving learning</i>, Gill Seyfang (University of East Anglia) • <i>All for want of data, the learner was lost</i>, Barry Pierce (University of Sheffield) • <i>What does a linguistic analysis of TEF tell us about the future nature of teaching in the social sciences?</i> Yvonne Johnson (University of East Anglia) • <i>Transforming students, changing the world: the role of contemplative pedagogy in creating and supporting the change makers of the future</i>, Caroline Barratt (University of Essex) • <i>Can changes to the structure of module teaching lead to an increase in retention and attainment within undergraduate programmes?</i> Gwyneth Davies & Ann-Marie Gealy (University of Wales Trinity St David) • <i>Ear, what's this feedback?</i> Kate Campbell-Pilling, Gareth Bramley & Rachel Cooper (University of Sheffield) • <i>Optimising the module evaluation process: An experiment</i>, Parama Chaudhury & Cloda Jenkins (University College London) 	F14
SOC2.6	Workshop	<i>Creating a reflective journey through performance to new worlds</i> , Angela Vesey & Anne Owen (Nottingham Trent University)	H1
SOC2.7	Interactive breakout	<i>Diverse backgrounds, positive outcomes: Meeting the needs of learners on an open access, distance learning Law degree</i> , Anne Wesemann, Emma Jones & Neil Graffin (The Open University)	H2
13.10-13.40			
SOC2.3a	Oral presentation	<i>Feeling able to say it like it is: A case for using focus groups in programme evaluation with international cohorts</i> , Clare McCullagh (University of Reading)	F5
SOC2.4a	Oral presentation	<i>Developing socio-emotional intelligence in higher education Academics</i> , Camila Devis-Rozental (Bournemouth University)	F6
SOC2.8a	Oral presentation	<i>How to help engage students in flipped learning: A flipping eventful journey</i> , Gareth Bramley & Zoe Ollerenshaw (University of Sheffield)	H5
SOC2.9a	Oral presentation	<i>Understanding academic's readiness to utilise technology-enhanced learning</i> , Lambros Lazarus & David Reynolds (Sheffield Hallam University)	H6
SOC2.10a	Oral presentation	<i>Utilising problem and scenario based learning to develop transformational leadership qualities and employability attributes in students through undergraduate teaching</i> , Simon Padley & Paul Garner (University of Gloucestershire)	H11
13.40-14.30			
	Lunch		
14.30-15.00			

SOC3.3	Interactive breakout	<i>The contestability of employability: How do we know what it is? Can we help students develop it?</i> Chris Owen (Aston University)	F5
SOC3.4	Oral presentation	<i>The need to belong: A review of research into the experiences of international students,</i> Paul Dickerson & Gina Pauli (University of Roehampton)	F6
SOC3.7	Oral presentation	<i>Literary pedagogy: A cross-phase study of reading novels together,</i> John Gordon (University of East Anglia)	H2
SOC3.8	Oral presentation	<i>Developing critical thinking among tutors: It's harder than you think!</i> Alex Wright, Raquel Perry & Rob Parker (The Open University)	H5
SOC3.9	Oral presentation	<i>Enhancing employability through live business project: Applied teaching approaches for the TEF Generation,</i> Sofie Mallick (University of Hertfordshire)	H6
SOC3.10	Interactive breakout	<i>Create a Concept-Character: A quick and easy student version of Comedy in the Classroom,</i> Gill Seyfang (University of East Anglia)	H11
14.30-15.30			
SOC3.1	Workshop	<i>Responding to stereotypes of the Chinese learner,</i> Barry Pierce (University of Sheffield)	F1
SOC3.2	Interactive breakout	<i>Students as producers. An active learning session on the use of video as form of assessment,</i> Francesca Zanatta (University of East Anglia)	F2
SOC3.6	Interactive breakout	<i>Research-based education: Preparing Students to be informed citizens of tomorrow,</i> Parama Chaudhury, Cloda Jenkins, Christian Spielmann & Dunli Li (University College London)	H1
15.00-15.30			
SOC3.3a	Interactive breakout	<i>Pedagogic Research: Who, how and why?</i> Louise Comerford Boyes (University of Bradford)	F5
SOC3.4a	Oral presentation	<i>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,</i> Jane Andrews and Mark Jones (University of the West of England)	F6
SOC3.7a	Oral presentation	<i>Innovative assessment for employability and professional development,</i> Gwyneth Davies & Ann-Marie Gealy (University of Wales Trinity St David)	H2
SOC3.8a	Oral presentation	<i>The extent to which grounded theory research was reflected in specific educational research,</i> Elize du Plessis (University of South Africa)	H5
SOC3.9a	Oral presentation	<i>Showcasing how The Business Clinic at Newcastle Business School has improved undergraduate employability skills through experiential learning,</i> Katie Brown, Nigel Coates and Julie Crumbley (Northumbria University)	H6
SOC3.10a	Oral presentation	<i>Applying psychological insights to educational technology design: Gamification and retrieval practice in a novel, lecture-based mobile phone quiz app,</i> Stian Reimers (City University, London)	H11
15.30-16.00			

	Refreshments and poster presentations	<ul style="list-style-type: none"> • <i>Students as producers. An action research exploring the implementation of TEL to sustain ongoing, engage learning</i>, Francesca Zanatta (University of East London) • <i>Early years education and care: Embedding employability</i>, Alison Rees Edwards & Ann-Marie Gealy (University of Wales Trinity Saint David) 	
16.00-16.30			
SOC4.2	Oral presentation	<i>StudyCircle: Peer education model to promote a restorative student community</i> , Anna Bussu (Edge Hill University), Carmen Veloria & Carolyn Boyes-Watson (Suffolk University, Boston)	F2
SOC4.3	Oral presentation	<i>The "oven-ready" postgraduate: How "real-world" experiences meet the employability agenda</i> , Gillian Forster & Andrew Robson (Northumbria University)	F5
SOC4.4	Oral presentation	<i>Pedagogic orientation workshops for Chinese learners</i> , Barry Pierce (University of Sheffield)	F6
SOC4.5	Oral presentation	<i>Is this for first years too? Research training across the curriculum</i> , Jo Angouri, Tilly Harrison, Helena Wall, Christina Efthymiadou, Ayten Alibaba & Thomas Underwood (University of Warwick)	F14
SOC4.6	Oral presentation	<i>Study of students' experience of using video assignment guidance and its influence in their learning and academic achievement</i> , Harish Jyawali (Greenwich School of Management)	H1
SOC4.8	Oral presentation	<i>Are you sitting comfortably? Then I'll begin..... Use of audio feedback</i> , Kate Campbell-Pilling, Gareth Bramley & Rachel Cooper (University of Sheffield)	H5
16.00-17.00			
SOC4.1	Interactive breakout	<i>Engaging students with computer-based testing</i> , Zoe Handley (University of York)	F1
16.30-17.00			
SOC4.2a	Oral presentation	<i>Developing students' professional identity: Challenges and opportunities</i> , Joana Fonseca (St Mary's University), Luciana De Martin Silva (Hartpury University Centre & Cardiff Metropolitan University) & Robyn Jones (Cardiff Metropolitan University)	F2
SOC4.3a	Oral presentation	<i>Aligning the curriculum with the needs of employers: Lessons from internships for the teaching of data skills</i> , Mark Brown & Jackie Carter (University of Manchester)	F5
SOC4.4a	Oral presentation	<i>Developing inclusive teaching/learning approaches: Engaging international students</i> , Gurmak Singh (University of Wolverhampton)	F6
SOC4.5a	Oral presentation	<i>Bridging the spaces of education and practice through employability</i> , Joy Higgs (Charles Sturt University)	F14
SOC4.6a	Oral presentation	<i>Growing ergonagogy: The art and science of facilitating learning in Management apprentices</i> , Jude Preston & Karen Caine (Aston University)	H1

SOC4.8a	Oral presentation	<i>Realising excellence in leadership: Transforming teaching and learning in Initial Teacher Education: A values based approach,</i> Derval Carey-Jenkins & Rachel Barrell (University of Worcester)	H5
17.00-17.15			
	Plenary		C2

HEA Annual Conference 2017 #HEAconf17

Generation TEF: Teaching in the spotlight

Day 3: 6 July 2017 – STEM strand programme



Session	Type	Details	Room
9.00-9.45			
	Registration	Refreshments available	
9.45-10.00			
	Welcome		C9
10.00-11.00			
	Keynote	Giskin Day, Principal Teaching Fellow (Imperial College London)	C9
11.00-11.30			
	Refreshments		
11.30-12.00			
ST1.3	Oral presentation	<i>Curriculum design: Opportunities and challenges</i> , Nagamani Bora (University of Nottingham)	D5
ST1.4	Oral presentation	<i>Embedding Cybersecurity in the Computer Science curriculum – Phase 2</i> , Alastair Irons (University of Sunderland), Nick Savage (University of Portsmouth), Carsten Maple (University of Warwick), Adrian Davis & Lyndsay Turley (ISC)2	D6
ST1.5	Oral presentation	<i>Engaging students in partnership to develop inclusive curricula</i> , Dawn Theresa Nicholson (Manchester Metropolitan University)	D7
ST1.8	Oral presentation	<i>The Round Table model for teaching and learning Mathematics</i> , Eleni Katirtzoglou (London School of Economics)	E5
ST1.9	Oral presentation	<i>Introducing authentic practice in first year Bioscience practicals</i> , Momma Hejmadi & Christopher Todd (University of Bath)	E6
11.30-12.30			
ST1.1	Workshop	<i>Fighting the ghosts</i> , Ian Stewart (University of Manchester)	D1
ST1.2	Interactive breakout	<i>Designing the learning experience: A case study and an opportunity to develop your own practice</i> , Charlotte Collins & Alexander Harrison (Coventry University)	D2
ST1.6	Workshop	<i>Exploring innovations in assessment with statistical and data analytical software packages</i> , Peter Samuels & Kathleen Maitland (Birmingham City University)	E1
ST1.7	Workshop	<i>Once upon a time... retelling the research project story to a new audience. Using peer feedback to develop the language and clarity of the research narrative</i> , Carys Watts & Lindsay Marshall (Newcastle University)	E2
12.00-12.30			
ST1.3a	Oral presentation	<i>A problem based learning approach to embedding employability in the Physical Sciences</i> , Dylan Williams (University of Leicester)	D5
ST1.4a	Oral presentation	<i>Engaging learners with authentic assessment scenarios in Computing</i> , Siobhan Devlin (University of Sunderland)	D6

ST1.5a	Oral presentation	<i>Using pedagogy to enhance student engagement and learning experience</i> , Asha Akram (University of Sheffield)	D7
ST1.8a	Oral presentation	<i>Implementing PBL within a first year Engineering Mathematics module</i> , Michael Peters & Robin Clark (Aston University)	E5
ST1.9a	Oral presentation	<i>Preparing students new to higher education to become independent and successful learners in Science</i> , Nicolette Habgood & Maria Vleasco Garcia (The Open University)	E6
12.30-12.40			
	Break		
12.40-13.10			
ST2.3	Oral presentation	<i>Embedding employability within the curriculum</i> , Christine Gausden (University of Greenwich)	D5
ST2.4	Oral presentation	<i>Creating student-friendly and inclusive assessment briefs to enhance student achievement</i> , Edward Bolton & Martin Skivington (Southampton Solent University)	D6
ST2.8	Oral presentation	<i>acceleratAR: The augmented reality particle accelerator</i> , Chris Edmonds (University of Liverpool)	E5
ST2.9	Oral presentation	<i>The STEM skills portfolio: A vehicle for excellence but could do with fine tuning</i> , Michael Loughlin (Nottingham Trent University)	E6
12.40-13.40			
ST2.1	Interactive breakout	<i>Integrated programme assessment (IPA) promotes programme level learning and reduces assessment burden</i> , Amanda Harvey, Mariann Rand-Weaver & David Tree (Brunel University, London)	D1
ST2.2	Workshop	<i>Discovering networks for culture change: Lessons from one university's approach to tackling the STEM 'Diversity Deficit'</i> , Jessica Spurrell & Adriana Wilde (University of Southampton)	D2
ST2.5	Panel session	<i>Academia-industry collaboration in postgraduate's training</i> , Carsten Welsch (University of Liverpool), Alexandra Alexandrova (D-Beam) & Gil Travish (Adaptix)	D7
ST2.6	Workshop	<i>The patient within me: Promoting professionalism and values based practice through person-centred education</i> , Robina Shah (Manchester University)	E1
ST2.7	Workshop	<i>Improving intercultural communication in student teams: A digital resource supporting interdependent learning with experiential and reflective tasks</i> , Sophie Reissner-Roubicek, Elke Thonnes, Thomas Greenway & Xiaozhe Cai (University of Warwick)	E2
13.10-13.40			
ST2.3a	Oral presentation	<i>Promoting excellence in employability and transversal skills: A multidisciplinary and intercultural approach to learning</i> , Bob Gilmour (Glasgow Caledonian University)	D5
ST2.4a	Oral presentation	<i>Embedding reasonable adjustments in the curriculum (ERAC): A Faculty-wide approach to inclusive teaching</i> , Dawn Theresa Nicholson & Kathryn Botham (Manchester Metropolitan University)	D6

ST2.8a	Oral presentation	<i>Evidence for the effectiveness of innovative teaching and learning strategies in the Biological Sciences: Towards a refined blend of mindset- and neuroplasticity-based interventions,</i> Simon Payne (Aberystwyth University)	E5
13.40-14.30			
	Lunch		
14.30-15.00			
ST3.3	Interactive breakout	<i>Training of higher education eTeachers in the 21st century,</i> Gerold Baier (University College London)	D5
ST3.4	Oral presentation	<i>Application of problem based learning – Cybersecurity,</i> Alastair Irons (University of Sunderland), Harjinder Lallie (University of Warwick), Paula Thomas (University of Gloucestershire) & Paul Stephens (Canterbury Christ Church University)	D6
ST3.5	Oral presentation	<i>An exploratory study into university lecturers' perceptions regarding the introduction of the flip-curriculum: Fool's gold or golden egg?</i> Karim Visram & Sandi Kirkham (Birmingham City University)	D7
ST3.7	Oral presentation	<i>Success against the odds,</i> Carol Calvert (The Open University)	E2
ST3.8	Oral presentation	<i>Personalised education in Chemistry using Cogbooks Adaptive Learning technology,</i> Paul Smith (Manchester Metropolitan University)	E5
ST3.9	Oral presentation	<i>Methodology to include energy efficiency in curriculum design,</i> Alejandra Cortés, Paz Araya & Manuel Diaz (Universidad de Chile)	E6
14.30-15.30			
ST3.1	Workshop	<i>Using social media to embed employer engagement,</i> Veronica Spowart, Richard Hodgson & Phillip Miller (New College Durham)	D1
ST3.2	Interactive breakout	<i>Collaborative learning for interprofessional communication ('CLIC-Construct'),</i> Alex Maclaren & Lynne Jack (Herriot-Watt University)	D2
ST3.6	Workshop	<i>Exploration of a toolkit of editable electronic resources supporting key student transition skills,</i> Elaine Clafferty & Barry Beggs (Glasgow Caledonian University)	E1
ST3.10	Ignite sessions	<ul style="list-style-type: none"> • <i>Provocation: Putting the 'A' in STEM to make STEAM,</i> Jennifer Walden (University of Portsmouth) • <i>Transitions in BSc Biomedical Science students' identify and career aspirations,</i> Jean Assender & Wendy Leadbeater (University of Birmingham) • <i>Using advanced statistical tools to better understand students' expectation of teaching,</i> Joana Fonseca and Alfredo Camara (City University, London) • <i>Practical tools for putting portfolio-building at the core of business information systems FE/HE study,</i> Gabrielle A A Monaen (BusinessManager.Pro Ltd) 	E7

15.00-15.30			
ST3.3a	Oral presentation	<i>Truly virtual teams: Twelve years on</i> , David Morse (The Open University)	D5
ST3.4a	Oral presentation	<i>Enhancing assessment and achievement through continuous and self-assessment in Computing Science</i> , Rosanne English (University of Glasgow)	D6
ST3.5a	Oral presentation	<i>Increasing engagement and results with flipped learning</i> , Shelley Usher (University of Portsmouth)	D7
ST3.7a	Oral presentation	<i>Improving performance through technology enhanced student-centred learning</i> , Nadege Presneau & Tony Madgwick (University of Westminster)	E2
ST3.8a	Oral presentation	<i>Challenges on animal research education for promoting a "culture of care"</i> , Jordi L. Tremoleda (Queen Mary University London)	E5
ST3.9a	Oral presentation	<i>Use of perceived learning gain: Tailoring curriculum design to student needs and outcomes</i> , Amanda Callaghan (University of Reading)	E6
15.30-16.00			
	Refreshments and poster presentations	<ul style="list-style-type: none"> • <i>Students perceptions on electronic marking</i>, Kat Holloway (Liverpool Hope University) • <i>From fresher to researcher in Biology: Which type of practice makes perfect?</i> Mirela Cuculescu-Santana & Rinke Vinkenoog (Northumbria University) • <i>Fair assessment to enhance students' learning: A beginner's guide</i>, Mohammad Gulrez Zariwala, Nadege Presneau, Brenda McHardy & Emanuela Volpi (University of Westminster) • <i>Improving Engineering students' awareness of employability skills: A case study at Ulster University</i>, Margaret Morgan & Pearse O'Gorman (Ulster University) • <i>Reasons for poor attendance and engagement in HE</i>, Shelley Usher (University of Portsmouth) • <i>E-lab script: An approach to enhance the experience of Chemical Sciences laboratory classes</i>, Charlotte Sarmouk, Christopher Baker & Bhavik Anil Patel (University of Brighton) • <i>The impact of on-line enhanced peer mentoring on the student experience within The School of Biosciences at The University of Nottingham</i>, Fiona McCullough, Judith Wayte, Liza Aspell & Rachel Jessop (University of Nottingham) • <i>A success story of funding and delivering Erasmus Mundus postgraduate study programmes in the College of Engineering at Swansea University - 2007-present</i>, Clare Wood (Swansea University) 	

		<ul style="list-style-type: none"> • <i>The importance of using postgraduate students' undergraduate experiences to improve teaching and guidance about plagiarism and academic writing, Teresa Thomas (University of Birmingham)</i> • <i>Uncovering expectations and supporting the final year dissertation journey of final year applied science undergraduate students, Stephany Veuger (Northumbria University)</i> • <i>An undergraduate forensic biochemistry laboratory experiment to detect doping in animal hair, Iltaf Shah (United Arab Emirates University)</i> • <i>STEM Student Posters: Cyber Security</i> 	
16.00-16.30			
ST4.3	Oral presentation	<i>Accelerating researcher careers, Carsten Welsch (University of Liverpool)</i>	D5
ST4.4	Oral presentation	<i>A novel approach to running final year undergraduate STEM projects: Empowering students to manage their own projects through embedded employability and work-based learning, Chris Shepherd (University of Kent)</i>	D6
ST4.5	Oral presentation	<i>An exploration of student satisfaction using photographic elicitation: Differences between undergraduate and postgraduate students, Elizabeth Bates (University of Cumbria)</i>	D7
ST4.6	Oral presentation	<i>Engaging students in the capacity of student mentor: Does it enhance their employability skills? John Deane, Vivek Indramohan & Karolina Klimczak (Birmingham City University)</i>	E1
ST4.7	Oral presentation	<i>Preserving privacy and reconceptualising sharing in active learning spaces, Joseph Maguire (University of Glasgow)</i>	E2
ST4.8	Oral presentation	<i>Audio versus written feedback: Exploring the impact of feedback type on students use of APA style referencing, Gareth Norris, Alexandra Brookes & Heather Norris (Aberystwyth University)</i>	E5
ST4.9	Oral presentation	<i>Sharing good practice and creating community spirit online: A staff development initiative for Associate Lecturers in the STEM Faculty at the Open University, Janet Haresnape (The Open University)</i>	E6
16.30-17.00			
ST4.3a	Oral presentation	<i>Meet the researcher: What can students and staff learn from engaging in dialogue about research? Nicholas Grindle (University College London)</i>	D5
ST4.4a	Oral presentation	<i>Enhancing digital literacy and employability through online portfolio-building, Dawn Theresa Nicholson (Manchester Metropolitan University)</i>	D6
ST4.5a	Oral presentation	<i>How a blended learning approach supported the learning and management of a large and diverse group of learners, David Hughes & Anne Llewellyn (Teesside University)</i>	D7
ST4.6a	Oral presentation	<i>Can we derive useful "analytics" from clicker response data? James Denholm-Price, Suzan Orwell & Peter Sloan (Kingston University)</i>	E1

ST4.7a	Oral presentation	<i>How to eat an elephant: University Psychology students perceptions of critical thinking,</i> Joseph McCann (University of Cumbria)	E2
ST4.8a	Oral presentation	<i>Student retention: Why would students leave?</i> Kam Gill and Charlotte Collins (Coventry University)	E5
17.00-17.15			
	Plenary		C9