Conference Keynote

Co-constructing ‘good’ education: towards a Connected Curriculum

Dilly Fung, Professor of Higher Education Development, Academic Director, UCL Centre for Advancing Learning and Teaching (CALT)

As we develop our educational provision, how do we know that we’re improving it and not just changing it? How are we, explicitly or tacitly, characterising ‘good’ education, both in the disciplines and across the institution? And how can we work in partnership with students to build on the synergies between our research, our professional fields and our education, both within and across departments? In this session we will draw on the field of philosophical hermeneutics (Gadamer 2004; Fairfield ed. 2012) to explore these questions, and consider the relationship between education, research, scholarship and values: what is at the heart of the academic mission? Is the purpose of higher education to provide individuals with what they need to succeed in a competitive world, or is it advancing ‘the global common good’ (UNESCO 2015)?

Considering issues of academic freedom for both academics and students (Macfarlane 2012), we will then look at new possibilities for values-based curriculum design, using UCL’s Connected Curriculum initiative as a case study. Connected Curriculum (Fung 2015, Fung forthcoming) takes a distinctive approach to research-based education. Exploring its benefits and some examples of its application at UCL and beyond, we will also consider barriers to educational change, including the need to reward and promote staff who commit time and expertise to education and education leadership (Fung and Gordon 2016). We will finish with time for questions and comments: how relevant are these issues and approaches for staff and students at the University of Brighton?

Background references


**Biography**

Dilly Fung is Professor of Higher Education Development and Academic Director of the Centre for Advancing Learning and Teaching at UCL (University College London). She is leading a series of ambitious initiatives designed to advance research-based education at UCL, including the innovative ‘Connected Curriculum’ project, which aims to bring research and education much closer together for students and for staff at all levels of study, and to promote outward-looking, audience-focused assessments. Other key areas include UCL Arena, an HEA-accredited CPD scheme focused on research-based education, and UCL ChangeMakers, an initiative designed to give students opportunities to lead on transformational projects. Drawing on her interdisciplinary roots in English, Political Philosophy and Philosophy of Education and on her long teaching career in both FE and HE, Dilly is interested in ideas of what we might mean by ‘good’ education in a diverse and challenging world: what are the relationships between ‘good’ education, research, educational scholarship and academic leadership? She is currently researching institutional approaches to leading curriculum change and working with her team and with colleagues from universities in Australia and Canada to plan an international conference, ‘Connecting the Higher Education Curriculum’ (London, July 2017). She has recently completed an HEA-funded study, ‘Rewarding Educators and Education Leaders in Research-intensive Universities’ (Fung and Gordon 2016), which analyses ways in which job families and career opportunities are changing in the sector and explores the differences between ‘teaching excellence’ and ‘education leadership’.

Twitter: @DevonDilly

Email: D.Fung@ucl.ac.uk
Parallel Sessions 1
10.00 am – 11.00 am - Room A501, Level 5, Checkland Building
Studentfolio, employability and social media skills, is there a case to be made?
Adam Jones, School of Sport and Service Management, Jayson Short, Student Services and Craig Wakefield, Information Services

The Government, Universities (including the University of Brighton), students, prospective students and especially parents are putting greater emphasis on the employability prospects of graduates. For Knight and Yorke employability “is a set of achievements, understandings and personal attributes that make individuals more likely to gain employment and to be successful in their chosen occupations” (2003:4). Key to this are the ‘employability skills’ that are developed as part of the educational experience including work capacity, knowledge in entrepreneurship, creative and innovative interpersonal skills and a willingness to learn (Kearns 2001). Increasingly there is an expectation by employers that graduates will, in addition to the skills and attributes listed above, be au-fait with the use of online social media (Benson et al 2014).

Using a co-creation, mixed method and case study approach this presentation will explore the use of Studentfolio to develop employability skills amongst Level 5 Sport Business Management students during their compulsory placement. The findings indicate ways Studentfolio can facilitate students in developing their employability skills, identify support and technical requirements of Studentfolio that are requested by students whilst on placement and ascertain changes that could be made to the module in order to increase the employability skills development component. This research answers Benson et al (2014) call for research into an area that has received little attention but has the potential to impact on professional social networking, recruitment and employability skills generally.

Background References:

10.00 am – 11.00 am - Room E513, Level 5, Checkland Building
Assessing the boundaries; using technology to record alternative assessment approaches
Kevin Morton, School of Sport and Service Management

As new cohorts of learners enter Higher Education, Brighton University must look to inspire them in all aspects of their course; assessment is no exception. This session aims to offer some practical examples of how varied assessment strategies can be recorded effectively. It will focus on methods used at the School of Sport and Service Management to engage learners in an alternative form of assessment, using video and audio.
Practically-minded students may find an essay as the mode of assessment well outside of their comfort zone and in fact, not the strongest way to demonstrate their true educational potential. This session will also highlight a case study that demonstrates high levels of interactivity and student participation. It will reflect on the increased engagement, ownership and autonomy students can have if the learning and teaching environment is enriched and the approach transformed. In this example, students take full control of their learning, establishing positive and innovative pedagogy that may inspire their future development. Technology currently plays a huge role in the production, submission and judgement of assessed pieces of work. Being able to record and analyse at a later stage is highly important, for both initial and subsequent markers. Without one specified and fixed method of doing so, educators must trial new forms of recording, potentially at the hindrance of the student experience. If staff intend to present newer assessment strategies, as a form of engagement and ownership to the module, they must have equally as robust recording methods available to them; methods which are centrally endorsed and fit for purpose. The session will also highlight the potential need for change, variation and adaptation, when it comes to assessment strategy at Higher Education and aims to support staff in encouraging this process to transpire.

10.00 am – 11.00 am - Room D222, Level 2, Checkland Building

Co-construction in research: The EU and Responsible Research and Innovation (RRI) tools, are we in or out?

Juliet Millican, Community University Partnership Programme

By the time of the conference we will know the outcome of the referendum and whether we are to stay in the EU. This session provides an introduction to the RRI tools for responsible research and innovation, an EU framework for research that is co constructed, democratic and responsive to societal concern. It will look at the key principles of RRI, the tools to develop them and their relevance to our work in a university in the UK. It will draw on an evaluation I am currently undertaking of EnRRIch – (Enhancing Responsible Research and Innovation through curricula in Higher Education), - an Erasmus project on RRI, provide an overview of a sister project - HERRI (Higher Education Institutions and Responsible Research and Innovation) and start a debate on whether we want to introduce RRI into Research methods modules in Brighton. Whether we are in or out this session will have pertinence for all who are involved in the teaching of research.

Background References:
http://www.rrr-tools.eu/
http://www.ucl.ac.uk/sts/research/projects/rrri/rritools
10.00 am – 11.00 am - Room B502, Level 5 Checkland Building

The international foundation year and international student transition into the first year of UK HE in 4 disciplines

Jennifer Jones, Centre for Learning and Teaching, Stephanie Fleischer, School of Applied Social Science, Rachel Masika, Centre for Learning and Teaching and Alistair McNair, University of Brighton International College

This session will present findings of research in 2015/16 that explores international undergraduate student experiences during their first year at four UK universities in order to identify ways in which: 1. international undergraduates’ experiences are influenced by university and international partner-college pedagogy and support practices; and 2. how experiences vary among international undergraduates who have, and have not, completed an international foundation year in different UK universities (Pre and Post 1992) and disciplinary contexts including Pharmacy, Engineering, Art, Design and Media and Business disciplines. This session will comprise a presentation of key themes emerging from the research followed by group discussion of each theme. This will provide opportunities for delegates to share good practice, challenges and ways to resolve issues and enhance international students’ experiences relating to each theme and in different disciplinary contexts.

Background References:
Kaplan (2013), International College at the University of Brighton web pages
http://www.kic.org.uk/brighton

10.00 am – 11.00 am - Room E512, Level 5, Checkland Building

Complete that outstanding Fellowship application!

Juliet Eve, Centre for Learning and Teaching and Helen Atkinson, School of Sport and Service Management

This session will provide an opportunity for you to work on your Fellowship/Senior Fellowship submission, whatever your starting point is. So, whether you have:
a) a half-written application in a draw on your desk…
b) some vague notes you made many months ago…
c) an idea in your head that you really ought to get going with this…
d) a guilty conscience that you haven't yet started…
Or if you'd just like a reminder about what HEA Fellowships entail, and some inspiration for completing an application over the summer, then come and join us for this workshop.
You will be able to: understand what type of fellowship is most suitable for you, get advice from a member of staff from the CLT and one of our Directors of Education (both Senior Fellows of the HEA); share ideas and examples with your peers; begin the writing process.

10.00 am – 11.00 am - Room B503, Level 5, Checkland Building

Investigating PASS Leader graduates’ employability and development: where are they now, what are they doing and has PASS helped?

Lucy Chilvers and Joseph Waghorne, Centre for Learning and Teaching

Peer Assisted Study Sessions (PASS) is a well-established peer learning scheme running across the University of Brighton, and evidenced widely in research for having a positive impact on students who attend, enhancing their student experience, learning, engagement and retention. Building on the large body of literature focusing on the student attendees’ experiences of PASS, there is a growing interest in the experience of the student leaders and ambassadors who play a vital part in enabling PASS to happen. However, there appears to be little research exploring what happens to these student PASS leaders and ambassadors after graduation, and how their PASS experiences have impacted their job application and employment experiences. This comes at a time when there is a growing emphasis on universities to develop and demonstrate students’ employability and employability skills. This session shares findings from recent research seeking to address the gap by exploring what Brighton PASS leader and ambassador graduates have done since graduating, and how their PASS experience has contributed towards their career choices, job applications and employment experiences.

Background References:
Griffiths, C., (2012). Looking Beyond Skills: An Exploration of the skills and attributes most sought by selected small to medium-sized enterprises in recently graduated employees, University of Brighton.
10.00 am – 11.00 am - Room A500, Level 5, Checkland Building

An evaluation and exploration of the School of Education’s Assignment Support Team: a peer mentor project to support academic writing

Melanie Gill, Louise Jackson and Kirsty Wilson, School of Education

This session aims to explore the process and outcomes of the School of Education ‘Assignment Support Team’. The peer supporters will co-facilitate the session. The project was funded by a University of Brighton Learning and Teaching Scholarship, which enabled four 3rd year undergraduate student mentors to provide 30 minute academic writing support sessions to 1st and 2nd year students. The writing skills included: assignment structure, writing style, referencing, engaging with literature, etc. Support was provided either face to face, via email, FaceTime or Skype. The mentors’ role is not to act as proof readers, but offer hints and tips to improve a draft assignment or help a student get started. Their input is not to comment on content specifically but is more general in terms of academic writing style and conventions.

The peer mentors were trained and worked with the School of Education Student Support and Guidance Tutors to develop skills to support their peers in a way that enhances taught input from module tutors. They also had all been PASS leaders and averaged at least 2:1 grades throughout their own first and second years of study.

By collecting feedback from the mentees we were able to establish how having this support has positively impacted their confidence levels and grades.

Background references:

10.00 am – 11.00 am - Room B407, Level 4, Checkland Building

MDTea podcast: co-construction in concept and practice

Jo Preston, St. Georges University Hospital and Iain Wilkinson, Surrey & Sussex Healthcare Trust

Care of older people in hospitals, and the community, relies on collaborative multidisciplinary team (MDT) working. Working and informal learning takes place in these teams but formal learning is
very much discipline specific; with nurses, doctors and therapists having a different educational programs. Through the ‘MDTea’ podcast we aim to address this gap by providing open access learning with a team based approach relevant to all disciplines involved in looking after older adults. The content of the podcasts is governed by a multi-disciplinary team who are involved at every stage from design to dissemination. The podcast show structure aims to not only enhance listener’s knowledge on a subject but also to build a community of practice by encouraging listeners to interact with the podcast and have their thoughts integrated into the program - generating a collaborative learning environment. Encouraging learning by being engaged in a non-face-to-face manner creates an accessible and non-intimidating learning environment. The co-construction of episodes using an MDT faculty in the design effectively flattens any hierarchy influencing team learning. The ‘MDTea’ podcast addresses an important and significant problem with postgraduate healthcare education affecting the largest proportion of healthcare staff and has co-construction and collaboration at its heart.

Parallel Sessions 2

11.30 am – 12.20 pm - Room E512, Level 5, Checkland Building

Developing students’ academic skills: exploring new possibilities of co-production through module design

Catherine McConnell, Centre for Learning and Teaching, Adam Jones and Mark Jordan, School of Sport and Service Management

There is regular debate across the academic community about the effective development of students’ study skills, how, and who best to deliver them. There are a number of approaches ranging from extra-curricular study skills services, to fully embedded and integrated curriculum design. This presentation will focus on an embedded approach, in particular our evaluation of the effectiveness of developments made to the teaching style and mode of delivery of an introductory study skills and employability module for first-year undergraduates in Sport and Service Management. Following a period of poor student satisfaction and engagement with learning, the delivery and content of this module was changed from a week-by-week year long programme to two, 5 weeks blocks of four hour intensive sessions. The main objective of this module redesign was to provide intensive and interactive sessions with practical applications, in order to improve attendance, participation and student achievement.

We will present a number of components that have supported our analysis of the success of this change. These will include examples of student work, module evaluation, and student and tutor reflections. We also aim to engage conference delegates in discussion and reflection on some of the challenges and tensions of student preparedness and academic skills development. We will provide an opportunity for colleagues to consider a range of approaches to involving students in co-production of module design.

Background References:
11.30 am – 12.20 pm - Room B407, Level 4, Checkland Building

**Student centred pedagogy: the use of Web technologies in the co-construction of knowledge in the introduction to global health module (BSc (Hons) nursing)**

Patrick Saintas and Jill Durrant, School of Health Sciences

Web tools, incorporated within the features of Virtual Learning Environments (VLEs), have already been alluded to as playing an increasing role in providing facilities for information sharing, co-construction of knowledge, collaboration, communication and support (Armstrong and Franklin 2008). In the introduction to global health module, students used blogs to investigate, analyse and organise new knowledge.

This presentation will demonstrate how the module team and the students have used aspects of web applications, within a blended learning experience to facilitate the co-construction of knowledge relating to a module, which introduces global health and its impact on nursing, to second year adult, child and mental health nursing students.

The aim of this approach was to empower students to take responsibility for and demonstrate ownership of their learning, as they worked towards achieving the module learning outcomes.

In this session we will engage you in:

- The underpinning principles of web applications in the facilitation of learning within a blended learning environment.
- The use and functionalities of Studentcentral in the design and delivery of the module.
- Our reflection on the processes and outcomes with the contribution of student evaluations
- Discussion and debate on the issues surrounding this approach

**Background References:**


11.30 am – 12.20 pm - Room B502, Level 5, Checkland Building

Peer2Peer capacity building through niche tourism: a values-based approach enhancing community leadership and management capacity

Marina Novelli and Graham Spacey, School of Sport and Service Management

This research investigates how values, perceptions and attitudes can alter as a result of knowledge exchange, cross-cultural interactions, and the co-construction of the learning space, which is embedded in the peer-to-peer (P2P) capacity building initiative, here referred to as the structured interaction between international and local participants (Novelli and Burns, 2010) of a University of Brighton initiative called Peer2Peer International. Framed by the broader international Sustainable Development Goals agenda, this paper offers critical reflection on the evolution, outcomes and impact of the P2P initiative over a ten year period. It draws upon evidence emerging from a longitudinal cohort study conducted in The Gambia from 2007 to 2015, using a retrospective analysis of participants’ personal diary entries recorded daily while in the field. Semi-structured interviews, focus groups, end-of-fieldwork questionnaires and participants’ reflective statements were employed regularly over the assessed period to allow respondents to share their own P2P stories and enable data triangulation. Initially focused solely on aspects associated with sustainable tourism development and management values and principles, P2P extended its domain into sport by joining forces with Football for Peace (F4P) International. Similarly to P2P, F4P was developed on the basis of a distinctive model of values-based education and coaching (Stidder and Hassner, 2007), which proved to have considerable transferable impacts into wider spheres of community leadership, management and sustainable development practices.

Background References:

11.30 am – 12.20 pm - Room A501, Level 5, Checkland Building

Don't re-invent the wheel: finding good videos, presentations and animations for your teaching

Barbara Newland, Centre for Learning and Teaching and Maggie Symes, Information Services

There are many quality online resources available for you to use in your teaching. In this session you will have the opportunity to search for videos, presentations and animations and find out how to integrate them effectively in your teaching using the 6 steps of Blended Learning. In this co-construction you construct the curriculum and someone else has constructed the resource. Online resources can be used in the flipped curriculum so that the face to face sessions are more interactive and encourage understanding.
**11.30 am – 12.20 pm - Room B503, Level 5, Checkland Building**

**Actualising an ‘ideal’ teacher-learner relationship; an integrated model**

John Anderson and Jim Price, Brighton and Sussex Medical School

This presentation will explore some of the fundamental psychological approaches, their relevance and their application to the conceptualization of teacher / student relationships in Higher Education. The main approaches sourced will be Person Centred (Rogers), Transactional Analysis (Berne), Psychodynamic (post-Freudian), and Cognitive Behavioural (post-Skinnerian, including Seligman). The presentation will discuss an integration of these approaches by abstracting some of their core principles. It will suggest that by re-connecting with these we may be able to afford our Learners the best possible relationship and thereby enhance the potential for co-construction.

**11.30 am – 12.20 pm - Room E513, Level 5, Checkland Building**

**Using the student voice to enable co-construction**

Rachel Bowden, Penny Jones, Strategic Planning and Projects Office, Lucy Merritt, Academic Services, and the College Directors of Education; Helen Atkinson, Sid Hayes and Jo Macdonnell.

Our session will focus on how we can, and should, be making more use of the wealth of student feedback we receive via our many student surveys (for example, the NSS and now BSS) to enable students to be able to increase their role as co-constructors during their course. Closing the feedback loop is an important and often overlooked phase of the student survey lifecycle and during this session we intend to review and offer food for thought on how we can improve communication of, not only the outcomes to students, but also how we have heard and acted upon their feedback (and indeed why sometimes we have not).

Themes to be explored, amongst others are:

1. Why it is so difficult?
2. What we are trying to achieve and how can we develop our ‘listening and learning’ campaign?
3. The potential use of technology to communicate tailored results direct to the student

**Background References:**


**11.30 am – 12.20 pm - Room A500, Level 5, Checkland Building**

**Interprofessional Education in the Flexible Learning Environment**

Thelma Lackey and Kevin Barrett, School of Health Sciences

The aim of the session is to present and explore an interactive interprofessional education (IPE) opportunity facilitated in the Flexible Learning Environment. The Centre for the Advancement of IPE states that ‘IPE occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care’ (CAIPE 2002). The IPE opportunity presented here is an annual event now in its fourth year between BSc (Hons) Midwifery students and BSc (Hons) Paramedic students. The Flexible Learning Environment is a one bedroom flat in which the
students are recorded (video and audio) as they work collaboratively through various scenarios. They then have the opportunity to reflect on their performances and analyse them for improvements helping each other develop in a supportive environment. In the session you will be introduced to the Flexible Learning Environment. We will then explore how it was utilised for the IPE discussed and how the students evaluated the experience. Finally you will also have the opportunity to discuss its potential for you.

For information on the Flexible Learning Environment please go ‘Health facilities’ at: https://www.brighton.ac.uk/business-and-community-partnerships/research-and-development/facilities/index.aspx#health

Background References:

11.30 am – 12.20 pm - Room D222, Level 2, Checkland Building

Top trumps? Exploring the pedagogical principles and practices of co-constructed trading cards

Matt Adams and Carl Walker, School of Applied Social Sciences

We have been developing a series of trading cards representing important social psychologists. Although the project is still in its early stages, to date we have been guided by two dynamics: a critical, revisionist approach to who and what counts as important in the history and present of social psychology; and a desire to engage students in the co-construction of the card packs. In this session we will outline the background to the project, and our initial ideas in terms of their educational application. However, in the spirit of co-construction we will also encourage our audience to explore the pedagogical potential of the cards further through a series of brief activities, geared towards their broader applications.

Parallel Sessions 3

1.30 pm – 2.20 pm, Room C218, Level 2, Checkland Building

Film it! Teach it! Learn it! Practical applications for video in your lectures and online course materials

Nick Feather and Tucker MacNeill, Information Services

In this practical session we shall look at two approaches to using video both in and outside the classroom to support learning and promote engagement. Firstly, using Fuse app, we shall demonstrate how simple it is to capture and stream a lecture or presentation using a mobile device or tablet and make this available via studentcentral. Secondly, we shall explore the emerging possibilities of live broadcasting, in this case using Twitter’s ‘Periscope’ app which has opportunities for expanding seminars beyond the constraints of a physical teaching space or lecture theatre.
1.30 pm – 2.20 pm - Room B503, Level 5, Checkland Building

Visual essays

Vanessa Cornford and Jac Cattaneo, Northbrook College

Can a visual essay be a viable and creative alternative to the conventional written academic essay? We will discuss our research and invite you to experiment with images. Can we use visuals alone to present an argument, analyse concepts, demonstrate analysis? And if we can, how do we assess it?

Bring images relevant to your discipline and that title for that paper that you've always been meaning to 'write'...

**Background References:**
Kiss M, the audiovisual research essay as an alternative to text-based scholarship http://medicommons.futureofthebook.org/intransition/2014/09/14/audiovisual-research-essay-alternative-text-based-scholarship#comment-37

1.30 pm – 2.20 pm, Room A501, Level 5, Checkland Building

Co-constructing the inclusive curriculum: From universal support for learning to universal design for learning

Ian Carter, Student Services and John Canning, Centre for Learning and Teaching

The presentation will outline changes to Disabled Students Allowance exploring the shift from a model of financial support based upon the needs for the individual student towards an inclusive curriculum which renders such individual support either unnecessary or necessary for fewer students. To achieve a universal design for learning will require partnerships between individual staff members (both teaching and learning support), students and a substantive change in culture.

The current restructuring of the Disabled Student Allowance (Clark 2014) has important resource implications as most of the financial costs of supporting disabled students move from additional government funds to university core budgets. This change provided the impetus for a team from the Dyslexia and Disability Team and the Centre for Learning and Teaching to visit each school to explore how university staff are teaching and supporting learning in an inclusive manner while identifying barriers to inclusive practice and identifying staff development needs.

The number of students with Learning Support Plans (LSPs) at the University of Brighton has more than doubled since 2010. This substantial increase in the numbers of students with additional support needs occurs in a changing, and complex, social, cultural legal and pedagogic context, which needs to be addressed at the level of the individual academic, but also every level of management in the institution. This presentation examines the findings across the university, identifying practices and changes needed including the practices of individual academics to the physical learning infrastructure.

**Background References:**

1.30 pm – 2.20 pm, Room B407, Level 4, Checkland Building

Pecha Kucha - a dynamic and cohesive student-led communication method

Debbie Gowers, Christine Watson, Steve Close and Jane Groves, School of Health Sciences

The concept of Pecha Kucha was first introduced in 2003 by two architects, Mark Dytham and Astrid Klein in Tokyo. They wanted a method of presentation for young designers to show their work in a concise and fast paced manner. Pecha Kucha, pronounced pa-chok-cha and the Japanese term for chatter or chit chat. The Pecha Kucha presentation allows the student to use twenty slides, each slide displayed for twenty seconds, (this can be set by using the automatic advance feature on a PowerPoint slide projector), ensuring the full presentation lasts six minutes and forty seconds. The slides should have limited text, they should be appropriate, engaging and draws the audience in, reinforcing the message you want to purvey. Using exquisitely matched images to the topic, helps to promote the message. The art of effective presentation is an important skill for students to master; however, even when they are provided with guidelines regarding presentation format, students often read their PowerPoint slides, exceed the time limit, and lose focus. Students are concerned with the idea that they will ‘miss something out’. This is why it is important to spend time explaining the concept of Pecha Kucha to the students. A powerful way of doing this is by using a Pecha Kucha. The seed is then planted.

We will present the concept of Pecha Kucha and its use on the MSc Advanced Practice (Health), Leading Advanced Practice module, using Pecha Kucha to demonstrate the style. Students will reflect on the value of the experience of preparing and presenting in this format. We will then open up discussion with the audience to identify how this tool can be used within their own teaching.

Background References:
Masters,J.C. and B.E. Holland. 2013. Rescuing the Student Presentation With Pecha Kucha. Journal of Nursing Education. 51(9): 536

1.30 pm – 2.20 pm, Room E512, Level 5, Checkland Building

What next in Digital Literacy? Resources, trends and challenges

Fiona Handley, Centre for Learning and Teaching

The context of Digital Literacies is changing fast with initiatives being developed by JISC (2015, 2016), UCISA (2016) and the QAA (2015). In particular there is a new focus on digital wellbeing,
on the ability to for individuals to learn digital skills independently, digital leadership, and staff/student partnerships. This session will discuss the most recent trends and explore recently published resources, and highlight the challenges and successes raised at recent QAA and UCISA events where the presenter was an invited speaker. The session will consider how these issues are influencing the next iteration of the University of Brighton’s Digital Literacies Framework, for example, the incorporation of external resources such as Lynda.com, staff identification of their digital literacies needs, and the development of links to student facing digital literacies.

**Background References:**
- JISC 2016 Building Digital Capability: the six elements defined [http://repository.jisc.ac.uk/6239/1/Digital_capabilities_six_elements.pdf](http://repository.jisc.ac.uk/6239/1/Digital_capabilities_six_elements.pdf)
- UCISA 2016 About UCISA [http://www.ucisa.ac.uk/about.aspx](http://www.ucisa.ac.uk/about.aspx)

1.30 pm – 2.20 pm, Room B502, Level 5, The Cheklnad Building

**Beyond the bench: a knowledge exchange conference to build patient and public involvement into regenerative medicine research**

The Sensitive Science Team, Julie Scholes, Debbie Hatfield, Chris Cocking, Bobbie Farsides, Vikki Haffenden and Chris Morris Roberts,

Co constructing ways of working are essential to facilitate the effective production of research that is undertaken in the best interests of the patient and the public. This has become common practice for research that affects patients in the NHS. Clinicians are charged with the responsibility to engage patients and the public in all stages of the research process. Increasingly, this approach is expected among a wider community of researchers including bench scientists, notably those working in the field of regenerative medicine. Gauging public opinion with regards to the ethical acceptability and practicality of regenerative medicine and how it is communicated to the public once the research is complete are core components of any proposal submitted to research councils for funding. However, how such processes are facilitated requires co construction to build public consultation and review into any research programme. Using the format of a knowledge exchange conference, held in March 2016, the team will report back what worked well and for whom and how we used multiple media, workshops and discussion to create a space that united bench scientists, clinicians and representatives from patient groups and the public to develop local practical solutions to these complex problems.

**Background References:**
The Perfect Match: how can we identify students' skill sets, tailor the support they need and help them to help each other with skills development?

Jela Webb and Tracey Taylor, Brighton Business School

Brighton Business School's MSc Management course attracts many students from around the world, currently 36 students from 22 different countries, building a working level of trust and mutual support is desirable. Using diagnostic tools to establish individual strengths and weaknesses and then matching students accordingly allows the teaching team to manage, assist and shape the process. This session aims to demonstrate and examine how the use of diagnostic tests during induction of Masters students can assist in identifying the students' knowledge or ability in key academic areas in order that:

- The student can be assisted in closing any key gaps of knowledge
- The student can be matched with other students with strengths in their area of 'weakness' and build a supportive dynamic in the cohort.
- The teaching team can tailor initial course content appropriately and direct it to the relevant students.

**Background References:**

Evidence suggests that BL generally has a positive effect on the performance of student learning in higher education (1). Previous research found that MPharm students at UoB accessing BL tended to show enhanced grade performance (2). This session is based on more recent evaluative research which found that BL enhanced both grade performance and key attributes such as confidence, focus and enthusiasm amongst MPharm students. Quantitative data (VLE access logging; marks pre- and post-BL; access to VLEs – v- total exam marks) and qualitative analyses (online survey) were undertaken to gauge the effectiveness of BL to the APB Topic. This session will consider the findings from the research, some of which were unexpected. For example, BL had a beneficial effect on marks and “VLEphilic” students did not gain higher exam grades than “VLEphobic” students. We will also consider the students responses to the new approach and various improvements which are now being introduced (3). The session will be of particular interest to all whose work involves helping students to learn complex, information-rich topics.

Background references:
Bergman, G. and Sams, A. (2012). Flip Your Classroom: Reach Every Student in Every Class Every Day. International Society for Technology in Education http://blogs.brighton.ac.uk/elearning/2012/05/03/reverse-learning-a-structured-approach-to-blended-learning-bhavik-patel-pabs/

Parallel Sessions 4
2.25 pm – 2.55 pm, Room E512, Level 5, Checkland Building

Co-writing and publishing with students

Alec Grant, School of Health Sciences

Since 2004, I have regularly co-published with current and former undergraduates and postgraduate students; twelve articles in international peer-reviewed journals, four books with students as co-editors, and four co-written book chapters. The session aims to describe the benefits and difficulties experienced in co-publishing with students, in the context of helping them develop as co-constructors of knowledge and co-researchers. The benefits include: drawing on practice dilemmas and contradictions for scholarly co-exploration and subsequent curricular development; bringing the 'null curriculum' (that which is not usually taught) into the explicit curriculum; transformational learning and development that exceeds the duration of the degree programme, from undergraduate to postgraduate work and well beyond; and the development of long-standing writing and inquiry partnerships. The difficulties are few, but include the challenge of sustaining motivation for co-publishing among students, and helping them develop the necessary intellectual and representational skills for writing projects.
2.25 pm – 2.55 pm, Room A501, Level 5, Checkland Building

Acting on feedback, an iterative spiral of improvement for both students and lecturers

Dipak Sarker, School of Pharmacy and Biomolecular Science

Based on questionnaires, surveys of students and staff attitude to the assessment process, modifications to the method of teaching have been devised. This co-construction of ‘ideal’ pedagogic approach is used to obtain the best from students and to allow them to show their skills in a manner which is more suited to their potential workplace and pre-requisite skills. A move away from recall-driven learning and testing and one based on viable scenario construction and handling is used. Preliminary feedback from staff and students is very positive. Academics are also using the feedback to create better methods of teaching, delivery, assessment and guidance.

Background references

2.25 pm – 2.55 pm, Room B502, Level 5, Checkland Building

Group supervision research and developments in social work practice

Sarah Wilkins, School of Applied Social Sciences

This is a small scale action research project currently underway in the School of Applied Social Sciences that connects students, practitioners and practice educators. The group supervision model and research is exploring the idea that a group approach might prepare and scaffold students for practice. The focus also links with current practice developments in social care management and supervision.

2.25 pm – 2.55 pm, Room B503, Level 5, Checkland Building

Maintaining co-constructive relationships with learners within a university setting

John Anderson, Brighton and Sussex Medical School

This presentation is designed to provoke and inspire contemplation and action amongst university lecturers. It argues that we may be facing a new wave of authoritarianism within higher education which may threaten the nature of the relationships we are able to afford our learners. In particular, it is argued that this "new wave authoritarianism" views Learners as customers or consumers who are inherently problematic, resulting in a propensity to instil in teachers a negative or
confrontational view of and relationships with learners and thus deny learners the best possible opportunity for co-construction and effective development.

2.25 pm – 2.55 pm, Room E513, Level 5, Checkland Building

Learning with Lynda

Jill Shacklock, Information Services

Lynda.com is an online training library covering a wide range of tutorials from photography to programming and business skills. The Lynda resources were released to staff in February 2016 and will be released to all students from August 2016. In this session we will explore how well Lynda's resources can meet some of our own personal development goals, how it can be used in teaching and learning and how students can use Lynda to manage their own development goals. We will hear from staff who have used Lynda in teaching and consider issues such as:

Learning styles: who does it work for?
Does so much choice mean too little structure?
Lynda allows students and staff to engage in self-controlled-learning, anytime, anywhere, any topic. This gives greater freedom but could mean too much choice and lack of structure in learning goals. Consideration needs to be given to how much guidance is needed. Lynda itself has a video on goal setting and using Lynda to reach your learning goals, but this may not suit all learners.

2.25 pm – 2.55 pm, Room A500, Level 5, Checkland Building

The Erasmus experience: maximising a unique opportunity

John Lambert, School of Sport and Service Management

The research identifies the academic, cultural and social benefits that Erasmus study and teaching trips can provide to students and staff respectively. It also provides an insight into problems, tensions and anxieties that can manifest themselves as a result of these exchange visits. This paper aims to shed light on how students and staff can make the most of their EU mobility and how Erasmus co-ordinators can facilitate the process.

Evaluative data from 36 incoming and outgoing Erasmus students and staff from seven different countries has been collected. A number of key themes emerge; including opening minds, broadening cultural horizons, developing language skills, knowledge transfer, boosting confidence and dealing with 'culture shock'. The impact of each key theme on the learning/teaching experience is explored and some conclusions are made about how to maximise these unique opportunities.

Background references
2.25 pm – 2.55 pm, Room B407, Level 4, Checkland Building

An evaluation of portable electronic device usage by mature nurse lecturers: A participatory narrative inquiry

Linette King and Maggie Stewart, School of Health Sciences

Portable electronic devices such as the iPad are increasingly used in education, practice and research. Nurse lecturers are learning to use these as they develop and change. Due to the emergent and fluid nature of technologies, determining their usefulness can be challenging, for mature lecturers in a dynamic technological era. Through a participatory inquiry, a group of mature nurse lecturers evaluated their use of tablet devices as a blended learning teaching resource in higher education. The project was designed as a participatory narrative inquiry with lecturers selected to take part by volunteering to attend group sessions where they produced and then analysed their narrative accounts. The emphasis fell on how individuals generated knowledge, made sense of complex work practices and acted on a range of knowledge to gain competence. The following categories were identified across datasets: infrastructure and support; digital literacy; specificity; utility and limitations. Participants produced a joint narrative from the categories as a metaphor for the process of immigration to a digital world.

In this session we will engage you in this process and aim to develop an addition to this collaborative narrative. We expect that this co-construction of shared exchanges will continue our generation of the use and functionality of portable electronic devices with the intra-activity between participants and technology creating a learning environment in a constant state of becoming.

**Background References:**


Kukulska-Hulme, A. 2011. How should the higher education workforce adapt to advancements in technology for teaching and learning? The internet and Higher Education 15, 247


When the community leads the way- Peer-to-peer mental health: a community evaluation case study

Mirika Flegg, School of Health Sciences

The purpose of this paper is to report findings of a third-sector community review into peer-to-peer best practices in mental health service provision in Sussex. This community initiative was funded by the Big Lottery to explore the benefits of the peer-led approach on individual and public health outcomes and identify avenues for partnership working.

Design/methodology/approach – A total of 131 participants who had engaged with peer-to-peer services both as receivers and providers of support were invited to share knowledge and best-practice expertise via a survey, focus groups and a public consultation day.

Findings – This case study review suggests peer-to-peer support services as an innovative approach to reducing suicide, self-harm, reliance on public health services (GPs, hospital stays, etc.) and engaging with drugs, alcohol and criminal activity. In addition to offering a holistic and social approach to mental health, it further identifies that engagement in peer-to-peer activities potentially provide long-term benefits by reducing the stigma associated with mental health conditions and treatment. This review highlights the importance of third-sector groups in providing peer-to-peer mental health support services. It recommends a network of Peer-to-Peer services to share best practices and improve partnership working.

Originality/value – Conducted by and for people with personal or family experiences with mental health challenges, this review captures the often inaccessible ideas of a highly marginalised group. It communicates how they would prefer to work in partnership with academic institutions, public and statutory service to improve individual and community health outcomes.

Background References: