Conference keynote (9.00 – 10.00 am)
Asa Briggs Hall, Checkland Building

Putting the E into learning: responding to students and encouraging staff

Dr Neil Ringan, Manchester Metropolitan University

In this presentation, Neil will explore some of the reasons why, even after many years of adoption within universities, technology enhanced learning (TEL) continues to be perceived as “different” or “special” compared to other elements of academic practice. Neil will describe some of the approaches which have been implemented at Manchester Metropolitan University to help embed technology-based approaches more centrally within academic practice. In particular he will explore how the “student voice” can be used to help embed and sustain the use of TEL within the curriculum. Neil will also explore with colleagues how some of the ideas in his presentation might be applicable within their own practice.

Neil has led the institutional strategy and implementation of technology enhanced learning (TEL) for over 16 years, working within 3 separate universities. Prior to moving into the TEL area, Neil worked as an academic and curriculum developer for 5 years using his experiences and expertise gained as a lecturer and researcher in chemistry to inform his engagement with academic colleagues. The primary focus of Neil’s role has been to provide pedagogically informed advice to help academic colleagues utilise a broad range of approaches (conventional and technology-focused) to help them develop and inform their practice to help enhance the student experience.
For the past 8 years Neil has been Head of Learning Innovation at Manchester Metropolitan University (MMU) where he managed the work of a team of academic staff and TEL advisors to adopt an action-research approach to evaluating and implementing technology within the curriculum. Neil also led one of the strands of a major curriculum transformation programme which resulted in the entire rewrite of the undergraduate curriculum. From 2009-2015, Neil was Chair of the UK Heads of eLearning Forum, which comprises membership from over 120 UK HEIs.

Afternoon keynote (3.00 – 4.00 pm)
Lecture Theatre C122, Checkland Building

Going back to our roots: disciplinary approaches to pedagogy and pedagogic research

Dr Elizabeth Cleaver, University of Hull

As academics we are increasingly expected to take a more scholarly approach to our learning and teaching; an approach that moves beyond embedding the latest research findings from the disciplines into the curriculum. Yet often such scholarly activities are expected to adopt approaches stemming from the social sciences, the academic home of educational scholarship and research. For many non-social scientists such expectations can feel impractical and uncomfortable.

Today’s keynote explores an alternative approach, illustrated by two activities currently underway at the University of Hull which are designed to support academic teams to engage with the scholarship of teaching and learning from disciplinary and practice-based starting points. The ‘Connecting Research and Teaching through Curriculum and Pedagogic Design’ project forms part of Hull’s whole-institution strategic journey towards curriculum and pedagogic redesign: Curriculum 2016+. Fundamental to this project is a pedagogic design process which develops and shares disciplinary understandings of ‘why we teach and learn in the way we do’. The module ‘Researching Learning and Teaching Practice in the Disciplines’ forms part of Hull’s PgCert in Academic Practice (PCAP), and is designed to support early-career academics to use their own established and familiar disciplinary research skills and approaches to enhance their learning and teaching.

Elizabeth is Director of Learning Enhancement and Academic Practice at the University of Hull. Her career in universities and research has spanned twenty years across a wide range of institutions and roles. Her early academic career was spent in the discipline of sociology where her research, teaching and publications centred on youth transitions to adulthood. Changing direction in 2001, she worked on a range of small and large scale research and evaluation projects on citizenship education and widening participation at the National Foundation for Educational Research. A move into educational and academic development in 2008 began the latest installment of her career. Elizabeth’s current research interests lie in the area of disciplinary approaches to learning and teaching. The seeds of this interest began to grow while studying for her own Postgraduate Certificate in Teaching and Learning when she became aware of the importance of teaching sociologically alongside thinking and researching sociologically. This has profoundly influenced her current work at Hull where she is now supporting academic teams to
explore and develop their own disciplinary pedagogies. As an academic that has moved into a central role in university she is additionally interested in the way in which academic teams and central services in institutions work together and the role of central educational teams as ‘boundary spanners’ within institutions. Elizabeth is the current Chair of the national Heads of Educational Development Group, and is a Principal Fellow of the Higher Education Academy.

Parallel session 1 (10.00 – 11.00 am) Checkland Building
Room E513, Level 5
In celebration of David Watson: Student Learning through Community Engagement
Stuart Laing and Ceri Davies
The Community University Partnership Programme (CUPP) is currently undertaking an analysis of the character and longer term impact of its’ On Our Doorsteps’ projects, which commenced in 2010. One aspect of this relates to the diverse forms of student learning and of curriculum development which the individual projects have generated. This workshop will present and discuss some of the findings from work in progress in research into the initial 2010 set of projects and suggest how and why the presence of community engagement of this kind in a university’s portfolio adds an extra dimension to what we can offer students.

The session is designed as a tribute to the late Professor Sir David Watson, Vice-Chancellor of Brighton 1990-2005, who died earlier this year and who was recognised world-wide as the most influential voice of his generation in promoting the idea of civic and community engagement as a primary duty of all universities.

Room A501, Level 5
What do students see on studentcentral? Understanding the student journey
Ed Bending and Katie Piatt
Ed Bending, Marketing and Communications and Katie Piatt, Information Services Applicant area? New student area? Home tab and Studies tab? What do students see and when do they see it? Studentcentral is an integral part of the student experience for learning and teaching but also for communicating and engaging with students from application through to graduation. This session will look at the journey students take through studentcentral during their time at university, allowing staff to see what students see through a detailed timeline. As part of an ongoing project to improve studentcentral, this is also an opportunity for staff to feed into development plans around communication and engagement with students. This session is of interest for anyone who deals with student enquiries or just wants an understanding of what a student sees. Room A500, Level 5

Student retention and success: what worked for us and could work for you?
Rachel Bowden, Jennie Jones, Elizabeth Guy, Julie Fowlie and Marylynn Fyvie-Gauld
Our session will present some of the findings from the Higher Education Academy (HEA) What Works? Student Retention and Success Change Programme (Thomas, 2012) including:
1: Results of the Belongingness, Engagement and Self-Confidence questionnaire completed by first year students in 14 participating Universities and evaluated by Professor Mantz Yorke on behalf of the HEA and Paul Hamlyn Foundation

2: Initiatives taking place in three Schools across the University. The research has focussed on implementing a number of initiatives (on the themes of extended induction and active learning), designed to improve the first year student experience which have, as part of the project, been evaluated, amended and subsequently re-introduced to the next new cohort of entrants. Lessons learned of what worked well, less well, and might work across other schools and other cross-institutional teams will be shared and discussed further.


Room E512, Level 5

Performing reflexivity in learning and teaching

Vinette Cross and Jane Morris

In a culture of metric performance and measurable outcomes, striving for high quality learning experiences for students is a formidable challenge for educators in health and social care disciplines. During narrative interviews educators in three allied health disciplines told stories about their lives as educators. Their stories are testament to Arthur Frank’s assertion that, “Stories make life good, but they also make life dangerous. They bring people together, and they keep them apart” (Frank 2010 page 2). The aim of the presentation is to demonstrate how we used the notion of ‘performing reflexivity’ to examine the work done by practice educators’ stories to animate, illuminate, and enrich the mutual learning experience as well as the quality of professional practice

References:


Room C218, Level 2

Dealing with digital distraction in the classroom

Paul Levy

This practical and interactive session looks at the challenges for lecturers and facilitators of students being increasingly digitally distracted in the learning environment. What are the impacts of constant alerts from mobile gadgets and social media on effective learning and engagement in the classroom? How do we meet this distraction positively? What opportunities exist for incorporating social media directly into real-time learning and teaching? Drawing on real examples and a
practical exercise we will look at how digital distraction can be managed and harnessed positively. Generation Z are the new, digitally native but also more mindful generation who seem the right balance between physical (face to face) and virtual engagement. A new skill set is emerging for teachers, lecturers and facilitators. Old and new meet in the classroom that is built on both physical and digital interaction. How can we place the digital consciously in the classroom? Paul Levy will draw on his recently published book, Digital Inferno in a challenging and very useful session.


Room B503, Level 5

Supporting sustainability in the curriculum - Tania Wiseman, Jess Hargreaves and Heather Baid

We have developed an innovative outward facing specialist interest group for sustainability. We believe the formal structure of a specialist interest group supports and validates our grass roots work. Students today expect Brighton University to provide a sound education in all matters. Sustainability has been on the agenda for some years, however, too often professional courses are constrained by the drivers from professional bodies and content and outcome is driven by past practice. Concepts such as sustainability are too often side-lined, or reduced to a box ticking exercise. We are aiming to create and share a sustainable ethos in the way we work, how we teach, what we teach and the kinds of graduates we help develop.

Our activities include:
- A research symposium, which has people from the local community, students, national researchers, and service users presenting on the same platform.
- Developing an excellent website to support and encourage engagement with sustainability.
- Working locally and nationally with community organisations.
- Facilitating green gardening on campus, and volunteering in the community.
- Providing support for the periodic review process for integrating sustainability in the curriculum.

We want to meet interested people across the University, share our experience and connect.

Room D511, Level 5

Transforming values through creative pedagogic practices

Sharon de Goeas, Kay Aranda, Sharon Davies and Mark Radcliffe

Increasing culturally diverse populations means complex and conflicting values have become a common feature in mental health nursing. In education the need to critically examine such topics necessitates creative and engaging pedagogy, and methods using photography, art and fiction are readily acknowledged as such. Yet while many studies advocate and demonstrate the value humanities in student learning, very few studies in mental health nursing specifically utilise these methods as participatory pedagogic tools, and fewer still use these methods to explore understandings of culture, values and diversity. In this presentation we will showcase the development of our work with mental health nursing students arguing that these methods promote critical understandings of culture and values, and thereby help address inequalities in mental health care.
Room A403, Level 4
Deficit or difference: changing attitudes to Autism

Joy Beaney and Kay Al Ghani

With the increasing numbers of people receiving an Autism diagnosis it is vital to increase understanding of Autism in both education and the wider community. Published autobiographical works by people with Autism are helping us see Autism through the eyes of a person with Autism. There have been changing views on Autism since it was first described, and there is currently much debate surrounding Autism as to whether it is a disability or a difference. Our presentation will consider the legacies of Leo Kanner and Hans Asperger, describe psychological theories that have developed over time and the exciting research currently being undertaken looking at the workings of the brain through neuro imaging. The session aims to, increase awareness of and sensitivity for those with Autism, look at how cognitive differences may impact on an individual’s ability to access the learning environment and on their behaviour, consider the legacy of the research that has led to the changing views on Autism

References:
Pharmacy and medical student attitudes toward Inter-professional Education (IPE)

Fiona Ponikwer and John Smart

Within the health sector perceptions of roles have often been stereotypical, and a silo mentality still persists. By getting students from different health disciplines to work in inter-professional teams during their undergraduate courses, such perceptions can be discussed and addressed, leading to more effective collaborative practice, as well as improved health outcomes in patient centred care. In a pilot study to investigate these perceptions we took a group of randomly selected, second year pharmacy and medical students, and asked them to complete a questionnaire to see what their initial attitudes to inter-professional education were. They worked together on a cased-based scenario over a month (both online and face-to-face) to produce a patient care plan, and were surveyed again to see if their attitudes had changed. Feedback from the study was overwhelmingly positive, reflective and constructive, and as a result of the pilot IPE is being introduced to all second year pharmacy and medical students next year as part of a wider University initiative. This session invites you to share in the feedback we received and participate in a similar session to see how interdisciplinary case-based learning can be introduced to your courses to benefit your students.

References:
the ordered processes that occur, in conjunction with the semantics required by the scientific community in this field. This has prompted my development of numerous audio-visual learning resources to support student understanding in both my lectures and practical classes. The outcome of this has been increased student engagement, enjoyment and academic performance, which is demonstrated in both the feedback from students as well as analysis of their assessment performance. Furthermore the resources have identified their efficacy in supporting students with a variety of learning needs. This presentation aims to discuss the logistics of preparing and hosting such resources as well as details from the analyses of how they can enhance student learning and support student diversity.

Room D511, Level 5

Student Community Engagement: an emerging innovation or an enduring legacy? - Juliet Millican and Simon Northmore

As we approach the end of the current Strategic Plan in which external engagement and 'Learning to Make a Difference' were key priorities we look at what has been achieved by the University over this period and how we deal with embedding engagement into all of our courses. This session will celebrate the launch of the new Community University Partnership Programme (CUPP) book by the same name 'Learning to Make a Difference: Student Community Engagement and the Higher Education Curriculum' as well as one of the late David Watson's important legacies to Brighton (social commitment in Higher Education) while exploring current attitudes to pedagogies of social engagement. We will look at the work of a new reading group on socially engaged learning within the university, the progress of a Learning and Teaching Scholarship funded project on evaluating engaged modules and debate the challenges of upscaling innovations while remaining true to their innovative spirit.

Reference:

Room A500, Level 5

Introducing across-disciplinary Toolkit for intercultural engagement: embedding respect, equity and openness into the curriculum

Mark Dunford, Sara Camacho Felix, Nita Muir and Pilar Teran

Higher Education in the UK is continuing to grapple with two aspects of an internationalising sector: increased number of non-UK students (HESA, 2015) and the need to prepare students for a globalised society (Guimaraes-Iosif, 2011). Academic staff are not always sure about how to engage with these forces in their curriculum (Barker, Hibbins, & Farrelly, 2011). In this context, the HEA Strategic Enhancement Programme for Internationalising HE funded the University of Brighton to develop an interactive, digital toolkit on Intercultural Engagement as a means to provide access to resources across the sector. This session introduces a pilot version of the toolkit to those involved in designing, reviewing, and teaching any discipline at the University of Brighton. We will introduce a self-assessment ‘traffic light’ constructed to help teaching staff rate their own awareness of intercultural engagement. Our session presents different
resources from the toolkit and offers practical advice on how to embed intercultural engagement. Attendees will gain a wider understanding of the toolkit, how it functions, and how it can inform their own practice. They will be asked to provide ideas and feedback to enhance the pilot as it rolls out across the university.

References:


HESA. 2015. Statistics on non-UK domicile students. Available at: https://www.hesa.ac.uk/index.php?option=com_content&view=article&id=1897&Itemid=239#non-uk

Room A402, Level 4
From on-paper to online: practices and processes for transition from paper-based to electronic portfolios

Fiona MacNeill, Susanne Simmons and Christine Watson

The aim of our session is to consider the pragmatic steps and processes involved in the transition from complex paper-based portfolios of evidence to electronic portfolios. We will look at both the good results of transition and the more rocky patches and engage the audience in discussion of what they are looking for from an ePortfolio. This presentation is based on experiences of using ePortfolios in the School of Health Sciences for the past two years, although similar processes can be implemented in any subject which requires students to engage in ongoing evidence-based reflection.

The key points we will discuss are:
- Structure paper to electronic – less is more
- eFeedback and communication – bringing humanity into the technology
- eSubmission and management of assessment – how and when use Turnitin
- Using the Studentcentral grade centre to manage marking across the course duration
- Handling external supervisor/mentor sign-offs – what works, what doesn't work
- Student training, support and expectations – if I can do it, you can do it
- The final result – what does a good portfolio look like?

We hope attendees will leave the session with an understanding of the planning and assignment design considerations when moving to the ePortfolio format and will feel able to embark on a similar journey within their own disciplines. The introduction of ePortfolios can be viewed upon the backdrop of a wider push towards employability and digital literacies at the University of Brighton.
There is a national drive within the caring professions for competence and accountability to be transparent and auditable (Nursing & Midwifery Council, Royal College of GPs).

References:


Room A403, Level 4
Student engagement in curriculum design, course committees and policy research

Wesley Wells and Rich Stewart

The session will be made up of three separate but related pieces of work. The first part will focus on how we can identify and overcome barriers to student participation in curriculum design. The second will look into student engagement in institutional policy via research and the third part will discuss ideas about how student/staff consultative committees could work.

We believe student involvement in curriculum design and subject committees is how our courses can become great and gain national recognition. The main purpose of the session is to introduce ideas and ask the audience to question the current way of thinking.

Room A501, Level 5

The missing Lync: using video conferencing to support teaching and learning

Craig Wakefield

Barriers such as employment, childcare and travel present difficulties for students attending face to face sessions in Higher Education. With competition in the HE market becoming ever more fierce, increasingly there is a need for more flexible modes of curriculum delivery. With increasing vocational and work-based learning elements to Higher Education programmes, tutors are required to support learners remotely, which can impact on the quality of service, as well as the logistical challenges of meeting/traveling. We also face the challenge of staff delivering across multiple campuses, which for students can be problematic when requesting access to advice and guidance from tutors. To support these pedagogical needs the University is providing a video conferencing and webinar solution (Microsoft Lync) which can be integrated in teaching and learning scenarios across the University.

Ahead of the University wide roll out of this product, this session will discuss some current University based case studies, and make recommendations and suggestions for those looking to
integrate this versatile technology into their teaching and learning. The session will include a live demonstration of the product (audience participation).

**Room E513, Level 5**

**Fostering critical voices: the pedagogy of seminar assessment**

Gill Scott, Vicky Margette and Jon Watson

The ability to communicate effectively in speech, as well as in writing, is widely recognised as one of the most valuable and transferable skills graduates can gain from Higher Education. Traditionally, it has been assumed students absorb these skills simply as a by-product of being undergraduates, and there have been few formal attempts to explore how such skills might best be transmitted or, indeed, evaluated. The challenge for educators is to determine how best to foster and rigorously assess these key skills. The experience from 25 years on the Humanities Programme here at the University of Brighton is that oral communication skills are best developed through small group seminars in which the active participation of all students is expected and assessed; in the words of one student: ‘my personal preference for learning is in the seminar format. When one has to defend a position in front of a questioning group of people, it allows you to develop skills in accuracy, concision and critique.’

This session will offer reflections on our experience on the Humanities programme and invite consideration of the potential of assessed seminar work for enhancing learning and teaching elsewhere within the University.

**Room E512, Level 5**

**Designing quizzes and treasure hunts for active learning and inclusive student engagement**

Clare Millington and Maggie Garabedyan

In September 2014 a treasure hunt quiz was devised and designed by BSc Business Top-up students as part of their induction programme with help from the Students' Union. The brief for students was to consider a diverse student body, to identify what they need to know about the campus, to find out the answers and to formulate questions with pictures and links as appropriate. The quiz we made was for any students new to the Business School and was promoted during the first few weeks of term.

In this interactive session we will investigate the role of quizzes and treasure hunts in the creation of a sense of belonging and in student engagement and retention. We will identify good practice in the design of inclusive questions and challenges with particular reference to internationalisation of the curriculum. Concepts explored will draw upon a range of frameworks, including activity-based induction (Edward, 2003, Foster, 2013, and Wingate, 2007), intercultural competencies (Reid & Spencer-Oatey, 2013, HEA, 2014), digital scholarship (Weller, 2011), and multicultural communities of practice (Shannon-Little, 2013, Caruana, 2011, Healey et al, 2014).

**References:**

Room B502, Level 5

A year in the life of a student support and guidance tutor

Melanie Gill

This session will provide an opportunity to consider and discuss the emerging trends and needs relating to student support, and to relate this to practice in different contexts across the University at both under-graduate and post-graduate levels, by presenting findings from a research project exploring the continuing need for focused student support across HE at all levels.

The role of a Student Support and Guidance Tutor (SSGT) is split between offering individual one-to-one support and guidance, and facilitating voluntarily attended, group, academic writing support sessions. The support and guidance offered is often related to academic needs but also helps students manage and enhance their general wellbeing so they can be as successful as possible whilst at University. The research data collected suggests a significant increase in numbers of students with multiple and/or more serious issues, and that those considering leaving or intermitting had increased by a quarter on last year.

18% of survey respondents stated they had considered withdrawal from their course, but had then stayed on due to support from the SSGT.

References:


Parallel sessions 3 (1.30 – 2.10 pm) Level Five, Checkland Building

Room A501, Level 5

Moving on and moving up: addressing the academic and personal challenges of moving from an FE Foundation Degree to a University top up degree

Rachael Carden

Changes in educational venue and level present academic, personal and social challenges for all learners. Much has been written about transitions between primary and secondary school, and sixth form (or equivalent) onto traditional first year degree programmes. However, less research has been done into those learners progressing from foundation degree courses at Further Education Colleges (FECs) to join third year students on degree courses as part of a BA/BSc top up programme. The aim of the study was to investigate what factors help or hinder successful transition from a foundation degree in Business at an FE College to a top up Business degree at the University of Brighton.

The session will present finding of a small scale case study investigation looking at the academic, personal and social transitional and induction experiences of a group of articulating students moving from a Foundation degree in Business at City College Brighton and Hove, to a Top-up degree at the Brighton Business School. The research objectives were to analyse and evaluate the practices and processes of the two institutions with a view to developing potential improvements of transition for future learners.

References:


Room C218, Level 2

Learning and teaching in the classroom of the future

Stan Stanier, Jason Bailey and Barbara Newland

Teaching and Learning in the classroom is changing and will change further with the increasing use of technology. Current uses of technology enable more active student engagement and change the role of the academic. Pedagogical models, such as the flipped classroom, encourage the use of technology in the blended learning experience (Garrison & Vaughan, 2008; Littlejohn &
Pegler, 2007; Salmon, 2013) Student expectations of the use of technology in their learning are increasing (Dahlstrom & Bichsel, 2014; Ofcom, 2014). This session will give an overview of pedagogical approaches using technologies in the classroom including examples of current use. These examples will include student engagement through Nearpod, Polleverywhere, quizzes and Apple TV. The implications of the flipped model for altering the way we think about and equip our classrooms will be discussed. Future priorities for the use of technologies in the classroom will be debated and participants will be able to vote to identify the highest ones.

References:


Room D511, Level 5

Studentfolio; double dipping; final year involvement: Incorporating a multi-dimensional approach to assessment in a first year core module

Carolyn Lewis and Julie Fowlie

The Developing Academic and Employability module is a first year core module in the Business School for approx. 450 students. It has been in continual development over the many years but at its heart retains the key aims of aiding new students’ transition into Higher Education by supporting the introduction of a range of academic skills, team skills and beginning the journey of developing students’ employability (Smale and Fowlie, 2015, CBI/NUS, 2011).

This session will outline a range of existing opportunities provided within the module for the students to participate in a team skills day and attend a development centre run by final year students (Warhurst, 2011). However its primary focus will be discussing the innovations incorporated in 2014/15 as a result of the participation in the What Works? Project (Thomas, 2012) and the subsequent evaluation (Jones et al, 2014). This includes discussions with The Centre for Learning and Teaching, and our Learning Technologist which resulted in providing more opportunities for formative assessment and reflection (Williams, 2011, Kolb, 1989, Marton et 2005); utilising the strengths and overcoming the limitations of Studentcentral and studentfolio.

References:


Room A500, Level 5

Collaborative Writing

Vanessa Cornford

This session will present findings from the ‘writing collaboratively’ research project. In this project a group of acting students and invited writers worked together remotely to produce a performance text. The material produced will be explored and shaped for a final performance which will premier in the Brighton Fringe Festival, May 2015. This session will share the practical and theoretical research on what different practical and stylistic parameters best accommodate multiple voices for a singular text. It will discuss the strategies and methodologies used in this project and seek to share best practice for writing collaboratively. We will also experiment practically on a collaborative writing task. I hope that this session will be useful to those interested in writing collaboratively either for creative, academic or assessment purposes.

References:

Room E512, Level 5

Inclusive Practice: drivers for change

Deborah Gibberd and Annie Beckett

We are all used to individual recommendations for disabled students, but how often do we think about how inclusive and flexible our courses are to all students. With changes to funding for in-class support for disabled students from September 2016, universities are required to look more closely at how inclusive their courses really are.

This session will look at inclusive practice within the curriculum and assessment, allowing delegates to reflect on how they teach and assess a student’s knowledge, and what might be possible when taking into account various learning styles and disabilities.

Reference:

Room B502, Level 5
Embedding live client experience in the marketing curriculum

Dan Bennett

One of the greatest legacies of Higher Education is how well we prepare our students for an uncertain and demanding professional future. Embedding live / applied experiences into the curriculum is part of the strategy to ‘future proof’ students to ensure their educational experience develops a long lasting legacy that sees them through their careers. Embedding such practices throughout an entire programme of study remains a challenge and this session will explore innovative approaches to the development of students’ knowledge and skills through live client project work at every level.

Room B503, Level 5
I didn’t think you’d want us to argue with you!

Caroline Miller and Peter Venables

To what extent do teachers’ norms and perceptions of appropriate learning technologies and methodologies match the expectations, preferences and prior educational experiences of international pathway students? International students studying a pathway programme (a university preparation course) in the UK bring with them different educational experiences, expectations and assumptions of how they will be taught here. Teachers teaching on these programmes make decisions about the methodologies and technologies they use to teach at a particular level and in particular disciplines. Some of these decisions are defined by the institution, the students’ level, the discipline or what is required of students in preparing them for university study; others are a matter of choice by the teacher. This study will look in particular at undergraduate students and their teachers on preparation courses across three broad subject areas: science and engineering, business & social sciences, and arts and design. It has as its main aims a) to address the question of the extent to which student expectations are met at one pathway college, b) to identify where they are not met (for better or for worse) and c) to highlight any implications the institution might need to address from any gaps or mis-matches between expectation and practice. It is hoped that the examination of student and teacher opinions of the methodologies and technologies students are currently using at the college (including some of the ‘emerging innovation’ we are attempting to build into our courses with our blended learning strategy) will help us to better define and move towards being more informed, more principled in the choices of technology and methodology we use for our students innovations and enhancements themselves which will hopefully be enduring.
How to make thinking visible in doctoral theses

Prof Shosh Leshem

Thinking is pretty much invisible . . . mostly, thinking happens under the hood, within the marvellous engine of our mindbrain’ (Ritchart, Church and Morrison, 2011), so how can candidates be assisted to make their thinking visible and explicit in their writing?

Quality in research is to be recognised and applauded for its conceptualisation and high level thinking. This thinking must be visible in the text of the thesis so that experienced researchers, supervisors and examiners can acknowledge the scholarship of the thesis.

The presentation will illustrate how to approach research in a scholarly manner moving from the descriptive to the conceptual by considering critical factors that represent the high quality that doctoral research should demonstrate (Trafford and Leshem, 2008). It will show how candidates can raise their level of thinking and exhibit in their thesis that they are ‘thinking like researchers’. It will provide strategies for candidates to adopt in writing and defending their thesis by making thinking visible in the thesis and later in their defence.

References:

Parallel session 4 (2.20 – 2.50 pm) Level Five, Checkland Building

Room A501, Level 5

Changing places: how the students’ view has evolved

Penny Jones and Matthew Chell

This session will present a comparison of results from the recent National Student Survey (NSS) and Postgraduate Taught Experience Survey (PTES) surveys. This will include a review of how students’ views have changed through the period of these surveys, and a comparison between undergraduate and postgraduate taught students. It will draw out students’ comments on what they see as new and the changes they would like to see.

Room E513, Level 5

Personalisation in Higher Education: consumerist Trojan Horse or progressive pedagogy?

Philip Haynes and Lorraine Harrison

Personalisation has had a substantial impact in areas of public policy such as learning in Schools and Social Care services provided or facilitated by local government. A debate has emerged about whether such an approach over individualised services, and if it leads to new and different forms of
standardisation and selection? Does personalisation have paradoxes of depersonalisation and marginalisation? This presentation aims to examine if there is any relevance of the concept of personalisation for the provision of learning and teaching in Higher Education.

References:

Room A403, Level 4
Leadership in Action - Hastings Direct sponsored module to build student enterprise skills and enhance employability

Jennifer Wells and Vicky Richards
The session will introduce the background to the partnership, the rationale for developing an undergraduate module, the challenges around writing learning outcomes against Hastings Direct’s leadership competency framework, embedding a placement within the module, assessment and delivery design and how those challenges have been overcome.

The aims of the session are to present a novel model for employer-led curriculum design, the benefits of such a partnership to the student experience, the employer and to teaching staff and to explore the potential for replicating the model in other schools and with other employers.

References:

Room B503, Level 5
Digital transformation, a personal journey: laggard legacy toward emerging leader

Penny Simpson
The focus of this session is the discussion of a personal reflective journey along the path of digital transformation. In addition to digital transformation being a key theme of the University of Brighton’s Strategic Plan, there is also recognition of the growing ubiquity of social media and that ‘social media has found significant traction in almost every education sector’(NMC, 2014, p11).

The session will draw on concepts of reflective practice, change management and digital literacy in order to explore my personal learning journey to date. The starting point of a relative technology
‘laggard’ will be shared as I work toward a being an emerging technology leader (again in a relative way). My aim is to act as a ‘change agent’ being defined here as someone taking ‘responsibility for ensuring change takes place’ (Burnes, 2014, pp318-319) albeit centred initially on personal change. A key aspect of the session will be the application of theory to my own practice (what I did, how and using what tools). This session may encourage colleagues to explore the use and benefits of social media tools and the inter-relationship between developing digital technologies and their own academic specialisms

References:


Room A500, Level 5
Walk Write Create - Amy Cunningham

Jac Cattaneo and Shirley Chubb

The Walk Write Create research project looked at how walking as art practice can support writing for creative purposes and support students in identifying and communicating their practical and written voice. The project was designed to frame this process by providing opportunities to bring students and practitioners together to explore the experience of travelling through particular environments, and to establish a community of research-led learning between undergraduates, postgraduates, alumni and academic staff, and a model of collaboration that may be adopted by others.

The session will present the experiences, reflections and results of the workshops, which ran in specific locations around the Brighton area. These included a session in response to the recent Wellcome Trust funded collaborative arts and science project Significant Walks at the Otter Gallery, University of Chichester and a further day of walking through Shoreham-by-Sea where tutors and students responded to key landmarks as inspiration for new creative strategies.

The presentation will reflect on how walking in a place can help students to explore the liminal space between their studio practice and how different forms of verbal language and writing are pertinent to their practice. It will also discuss how students from a wide demographic developed confidence in their writing skills for professional, creative and academic contexts.

References:
Hancox, S., (2012) Contemporary Walking Practices and the Situationist International: The politics of perambulating the Boundaries Between Art and Life Taylor and Francis online
Ingold, T., (2011) Being Alive: essays on movement, knowledge and description Routledge
Room B502, Level 5

Developing inclusivity in higher education for student parents

Charlotte Morris

For well over a decade, the Widening Participation agenda has aimed to encourage a diversity of learners to partake in higher education and to improve the provision for these learners. This wider policy context has engendered challenges for universities in terms of learning and teaching. One of the enduring legacies of this era has been the concept of inclusive practices which has gained momentum in recent years. This comprises the notion that flexible teaching provision should be embedded in the design of courses in order to benefit diverse learners as opposed to individual adjustments (Healey, 2010), with a particular focus on removing barriers for disabled learners. This paper will focus on the benefits for student parents of expanding and developing inclusive practices in order to meet their needs and enhance their University experience. Student parents have recently emerged as a group with a high level of need and a concern in terms of retention (NUS, 2009). With changing demographics and increasing numbers of mature students (Universities UK, 2012) this is an urgent concern for the sector. Findings from recent research will highlight the barriers facing student parents at the University of Brighton and suggest ways forward in terms of good practice.

Room C218, Level 2

Flips, double flips and advanced flips: next steps in flipping the classroom

Fiona Handley

Flipping the classroom is a pedagogic approach that is increasingly being applied to higher education. It involves taking some of the ‘content delivery’ out of face to face sessions and putting it into resources which students use before the session. This means that more time can be spent in class on activities that encourage learning rather than lecture style presentations. During the academic year 2014-15 the Centre for Learning and Teaching ran an initiative to encourage staff who had never done a flip to incorporate one into their teaching. This paper presents the results of the project, considers how flipping can be encouraged, and for staff already undertaking flips, how they can progress their practice. It will look in particular at ‘double flips’ where online resources are created as part of a flipped face to face session and become the ‘flip’ for the next session, and ‘advanced flipping’ where some active learning such as group work is also taken out of the face-to-face session to free up more time to allow higher order learning activities to take place in class.

References:

The Peer Proofreading Service - findings from the pilot project

Nancy Carter and Sarah Herbert

Student Services, the Centre for Learning and Teaching, and the Brighton Language Institute collaborated to run a one-year pilot peer-proofreading service (2014-2015) for students whose first language is not English. The project aimed to support students’ writing accuracy through increased awareness of spelling and grammar. This was designed to run alongside the existing Writing Advisory Service (WAS). The project also aimed to offer student volunteers the opportunity to develop their own skills and be part of a community of practice. Data was gathered via online questionnaires and followed up with student and volunteer focus groups. The project was informed by the university’s learning and teaching strategy, and the Student Retention and Success Framework for developing peer learning and providing additional support for international students. This session will present results of our evaluation and further explore the need for such proofreading services. Continuing the Peer Proofreading Service has been met with positive feedback, we aim to use part of the session as a short focus group to hear staff attitudes on proofreading and experiences of their students using the service and other third party services.

References:


Professional Resilience

Sarah Wilkins

This session will present developing skills for professional resilience, focussing on the discussion and development of ideas to support practitioner resilience, and draw on a number of resilient frameworks and ideas as well as highlighting research findings. The workshop will involve activities designed to promote discussion and allow participants’ to leave with a plan for developing their own professional resilience.