

CIHE Annual Conference 2019
Creative Approaches to Pedagogic Research

10 July 2019, Coslett Building, Anglia Ruskin University

KEYNOTE 1 - 09:50-10:20

How do we know we have impact?

Prof Pauline Kneale, University of Plymouth

Providing a strong evidence base for the impact of teaching innovations is becoming increasingly important. We know that collecting evidence requires understanding of the multi-dimensions of changing HE processes and practices, and that developing new ways of working to impact on the student experience can be expensive leaving little support for measuring impact as well. Module and programme evaluation is notoriously tricky, national surveys, NSS, PTES, PRES are at best partial and broad brush. For those working with colleagues to explain new approaches, which colleagues may in turn use at some unspecified time in the future with their students, the difficulty increases but capturing the impact on the student experience is not impossible.

This session will introduce the outputs from a HEA funded project that provided a literature review and developed an evidence-informed toolkit which can be used to evaluate any intervention through understanding how changes impact and influence teaching, learning and the broader student experience. The framework and the supporting question templates should enable robust evaluation, and the presentation of evaluation results to be clear and convincing to the intended audience.

In the spirit of the flipped classroom see the Toolkit and report here

<https://www.plymouth.ac.uk/research/institutes/pedagogic/hea-cpd-framework>

PARALLEL SESSIONS 1 - 10:25-11:25

Strand A: Design Thinking Pedagogies

1. Working with me: using self-connected learning in practice

Dr Sally Goldspink & Dr Hilary Engward, Anglia Ruskin University

Abstract

The lived experience of undergraduate distance learning (DL) is explored in this practitioner-led research. Consideration is given to person-centred understandings as opposed to a technologically driven focus. The emphasis on individual impact is timely and necessary as the academic and professional literature remains uncertain as to how technology corresponds with the development of deep-level learning. From a pedagogic perspective, learning that has long term significance is messy and multidimensional because learning cannot be 'given,' it must be experienced. Transformational education encompasses and works with the whole self, so people may be new to a learning environment but they are not new people.

Using data from qualitative Interpretive Phenomenological Analysis, 5 practice-based tenets are proposed: attention, acceptance, accompaniment, adaptation and action. Each tenet has a set of suppositions that help the learner to self-connect with their own learning. Together, the tenets reveal transformation beginning as the participants turn their gaze inwards then embracing new ways of thinking and acting, with the accompaniment of others, especially tutors, providing stability whilst encouraging intellectual risk-taking. Hence, self-connected

learning is the embodied experience of learning for the self, nurtured in a caring environment to empower ongoing self-efficacy, curiosity and choice. The learning experience is enhanced because self-connection shifts the acceptance of knowledge as authored by others, to self-authorship. Recognition of the self as a learning resource leads to greater autonomy and more confident dissemination of ideas. The proposed workshop will offer and examine strategies for self-connected learning, from curricular design through to routine interactions.

Approach

- 1) Refocus - Overview of 'self-connected learning' (5 minutes)
- 2) Rethink - How do I currently help students to self-connect to their own learning? Individual task (5 minutes)
- 3) Relate - What can I do to support self-connected learning? Individual / shared task using post it notes & pre-labelled boards to create idea collages - a) leaning activities b) tutorial support d) assessment design) (10 minutes)
- 4) Review and Respond - Idea dissemination via 'take home' message (10 minutes)

2. Problem-based Learning by Design

Prof Derek Raine, University of Leicester

Abstract

In this presentation I will illustrate the design science of curricula that embrace problem-based approaches to learning with references to various case studies of what can go wrong. Problem-based approaches vary but are generally defined as learning driven by open-ended, complex problems, learning issues generated by students working in groups and undertaking individual research. While much of the action research literature describes successful problem-based interventions, it is well known that problem-based approaches enjoy mixed results depending on how they are implemented and scaffolded. I shall discuss examples that address issues with open-endedness, problem design, scheduling of group work, “googlisation” of research and facilitation.

Approach

The presentation will take the form of illustrative case studies (based on real experiences) in which delegates will be asked (in groups) to explore briefly how and why the outcomes were problematic. To fit into the allotted time some of the examples will be presented directly; this will also serve to set the scene.

Strand B: Digital Futures

1. The potential of δημοτική: lessons from YouTubers

Dr Linda Brown, Anglia Ruskin University

Abstract

Δημοτική γλώσσα (demotiki glossa): the language of the people. Demotic movements have transformed a number of languages into more standardised versions of written and spoken communication intended to reduce irregularities and complexities. Proponents have emphasised the benefits of fashioning a more accessible language whereas purists have often regarded such changes as intrusive and unnecessary. Influence from demotiki has correspondingly affected contemporary British life in areas as diverse as HMRC, BBC English and religious liturgy. This emphasis on language—alongside its link to learning by doing—shapes this workshop, based on early analyses of YouTube non-academic tutorial videos. The session aims to encourage us to examine our own approaches to the “production” of constructed learning.

Participants begin with a brainstorming exercise to storyboard and script how-to videos on a (non-academic) topic of their choosing. Some early findings derived from analysing this genre and viewer comments aim to focus our attention on communication within learning and teaching. Using the work of educationalist Lisa Delpit surrounding linguistic diversity, we confront her contention that “[one] of the most difficult tasks we face as human beings is communicating meaning across ... social lines, racial lines, cultural lines, or lines of unequal power.” Before revisiting our storyboard and script, we view several video clips (including non-English ones) to consider clarity of communication and the dialects of learning. Ending the session with an application exercise, we look to future resource development and student assessment.

Approach

Within the thirty minutes, participants will storyboard and script a video for a non-academic tutorial. They will receive materials to facilitate this exercise. After briefly discussing some of the basic findings of my analysis, we will examine several key points regarding the role of language and clarity of communication—including some more radical approaches in the classroom. To end the session, we will revisit the storyboards and consider our clarity, vocabulary and scaffolding before a final exercise to consider application to HE learning and teaching.

2. Fostering reflection ‘in’, ‘on’ and ‘for’ action in teacher education through COIL (Collaborative Online International Learning) and MOOC (Massive Open Online Courses) blends

Prof Marina Orsini-Jones, Coventry University

Abstract

This session will illustrate a blended approach to reflection ‘in action’, ‘on action’ and ‘for action’. It will invite participants to explore how they can maximise the use of existing MOOCs (Massive Open Online Courses) in conjunction with COIL (Collaborative Online International Learning) to expand the boundaries of their courses, internationalise their curricula and engage in action research in partnership with their students.

It will illustrate how existing FutureLearn MOOCs were embedded into the English language teacher education postgraduate curriculum at Coventry University in conjunction with a COIL project with various international partners. Students from all the universities involved in the project engaged both in face-to-face learning and in tasks at a distance, basing their discussion on the content of their course that linked to the content of the MOOC selected (The FutureLearn MOOC Understanding Language, Learning and Teaching, University of Southampton/British Council). There were multiple layers of blended learning engagement that offered students the opportunity to reflect on their own beliefs on blended and online learning while actively engaging with them.

The session will show how a holistic approach to the integration of technology into language teacher education programmes with a blend of formal and informal platforms can support students to reflect on their beliefs. It will illustrate how the staff pedagogical research cycles were informed by the participation in the project of ‘expert students’ who helped staff see their practice ‘through the looking glass’ of their perspective.

Approach

A short ‘warmer’ with Socrative will be used to introduce the topic and ascertain prior knowledge. This will be followed by information on the project. Participants will then be invited to discuss if/how they could implement a similar approach in an interactive session using padlet to share notes..

Strand C: Active Learning

1. What do we mean by 'active learning'?

Dr Angela Partington, Kingston University

Abstract

This presentation will question the distinction between active and passive learning, in order to stimulate debate about how to develop learner-centric pedagogies and learning cultures which are relevant to the C21st, in response to the changing profile of HE students. It will be argued that this is a spurious distinction which works against inclusive practice, and stifles innovation, in learning and teaching.

While access to HE has widened significantly, learning and teaching practices in British art schools, for example, have not fundamentally changed. And although art schools have always pioneered ‘student-centred’ learning, there are wide attainment gaps which highlight the lack of inclusive practice. This is because the art school is a ‘habitus’ through which culturally-specific values are re-produced, sustained by a number of unquestioned assumptions about ‘active learning’, underpinned by a binary ‘active v passive’ opposition which:

- privileges some ways of learning above others
- masks the power relations between students and staff

- fails to value the cultural competencies and literacies which all students bring with them
- fails to acknowledge the centrality of meaning-making
- creating and interacting with forms of representation - to student practices
- fails to appreciate the wide range of learning styles which different students might prefer, or might adopt in different situations
- marginalises and alienates learners who do not conform to acceptable forms of student behaviour which are recognised as evidence of 'active' engagement.

Approach

To put forward an argument which will invite debate and require creative thinking, in order to develop innovative learning and teaching strategies to reflect the diversity of C21st students. Participants will be asked to share examples of new practices which:

- 1) Explicitly recognise the wide range of competences and literacies which all students bring to their learning;
- 2) Encourage students to use these resources in shaping their own learning;
- 3) Value the unexpected ways in which they might do this.

2. Can active learning be enhanced by transformational lecturing?

Mr Chris Owen, Anglia Ruskin University

Abstract

Pedagogic research in recent years has quite rightly focussed on the learner, particularly how they can be better engaged and more active in the classroom. But how can the role of the lecturer be used to support this approach to pedagogy, to help stretch and to challenge our students?

This presentation will explore how theories of transformational leadership may help to illuminate the role that the lecturer can play in the teaching process, and how this may be harnessed to help rather than hinder the journey of our students, in becoming not just active but also independent and confident learners.

By analysing the nature of transformational leadership and the typology of social power, the workshop deconstructs the personality traits which help a lecturer to use the power of personality to give students the confidence to take risks and make progress. But it also identifies some of the dangers that can arise from this approach, and asks the question, how can transformational leadership in the classroom help you to stretch and challenge your students, whilst enabling them to retain responsibility for their own learning?

Approach

This session is based on a workshop first given at the HEA Arts and Humanities Conference several years ago. It will consist of an interactive debate – a combination of illustrated talk, exercises and discussion in small groups. The session will encourage participants to analyse their own teaching style in relation to the theoretical models presented, and to evaluate the pros and cons of a strong personality in leading students through challenging situations on their learning journeys.

PARALLEL SESSIONS 2 - 11:45-12:45

Strand A: Design Thinking Pedagogies

1. We're interacting, but are we connecting? (And does it really matter?)

Maddy Redmond, Anglia Ruskin University

Abstract

With the massification of Higher Education and retention a persistent challenge within the sector, it is time to really think about how faculty interact with students. Engagement remains a buzzword and much continues to be spoken about the need to engage students. But is the sector just paying lip service to this?

What is the nature of the interactions? Are we providing meaningful, two-way, quality interaction which makes the students feel that they are connected to staff and feeling a sense of belonging to the faculty?

This workshop, based upon doctoral research taking place at within CIHE, will explore the role of faculty in fostering meaningful interactions with students within a digital environment and which of those interactions helps to foster Teacher-Student Relationships.

Approach

Are we achieving this within an LMS environment? If so, then come along and share your stories and hear the stories of others. If not, come along to listen to ideas about how you could use technology to achieve this and why it matters. With a particular focus on the use of Blended Synchronous Learning Environments and Chatbots, this session will provoke thinking about your role with respect to the students and how technology can assist in this.

2. A state of flow? Engaging students in evaluating their wellbeing and involvement

Dr Clionagh Boyle, Liverpool Hope University

Abstract

The presentation will share the process and findings of a Participatory Action Research project with students of Early Childhood at Liverpool Hope University. Participants will be invited to share the iterative process of co-developing a student centred scale that considers wellbeing and involvement as key indicators of the quality of learning experience.

The research project aims were as follows:

- To support student self-reflection on wellbeing and involvement.
- To research the application of the Leuven scales in the HE context.
- To carry out a participatory action research project with Early Childhood students and document this process.

First pioneered by Ferre Laevers, leading theorist of Early Childhood, the Leuven Scales were originally designed to support teachers' understanding of children's wellbeing and involvement. According to Laevers, (2015) high levels of both well-being and involvement allow individuals to experience deep learning. Once understood, the scales have the potential to apply to any age group and the 'State of Flow' project was developed as an action research approach with students to co-design student scales to reflect on their own wellbeing and involvement.

In a series of sessions at the LHU Learning Lab, an innovative pedagogical space which integrates hi and low tech in teaching and learning, students used visual images documenting their own learning in a variety of contexts. The co-production of the student scales documents a change process and has the potential to be used more widely to add to our understanding of student wellbeing and involvement.

Approach

The presentation will take an active learning approach using a range of creative strategies - art, technology and group discussion to engage with the learning from the 'State of Flow' project. The 30 minute session will be in three parts: firstly encouraging reflection on the ideas of wellbeing and involvement, how we recognise this in ourselves and others, secondly presenting the State of Flow project and finally presenting the student scales developed with the invitation for iteration around these.

- 1) How do we see wellbeing and involvement? Can we capture it? Group discussion, sketches and selfies.
- 2) Presentation of 'State of Flow' Participatory Action Research project. Concept, process, findings.
- 3) Reflection on the Student scales- anything to add to these?

Strand B: Digital Futures

1. MARC: Impact measurement of a degree calculator

Mr Damien Murray, Dr Julian Priddle & Dr Helen Keyes, Anglia Ruskin University

Abstract

Research has been undertaken around the pilot implementation of an online degree calculator, that allows students to calculate the average mark that they have achieved so far and to find out what average mark is required from forthcoming modules for a given degree outcome. Online surveys of students have demonstrated a high level of use of the calculator by Level 6 students in two schools. This is supported by anecdotal evidence from current cohorts of Level 5 and 6 students. Survey data were triangulated with marks from the same students from the Level 6 cohort in the initial study. This demonstrated that many participants were close to grade boundaries, implying that improved grades were potentially attainable without insuperable effort. However, few students among the survey respondents had achieved the necessary improvement to cross a grade boundary.

Subsequent analysis of the Level 5 and Level 6 marks from the participants suggests that students' Level 5 attainment is a good predictor of outcomes at Level 6, which contribute the bulk of the final grade. This in turn suggests that effort needs to be focused at Level 5 to enhance overall attainment, even though only the best 60 or 75 credits at this level contribute to the final grade. The second phase of the pilot has extended its coverage to include Level 5, and the workshop will examine preliminary data from this part of the study and discuss how this can be used to potentially enhance student success through 'real-time' awareness of attainment.

Approach

The session will build on previous staff-facing workshops from the early stages of the project, where active participation contributed evidence to the research project. Feedback was obtained then about staff attitudes to the degree calculator and supporting students to engage with their marks on a 'real-time' basis. In this session we plan to extend that method to examine the issues raised by the data analysis undertaken in the second phase of the project and consider the implications for building student success at different levels of study. Depending on the location of the session, we plan to use interactive software such as PollEverywhere or Socrative to share and capture delegate input.

2. In-class student-centred data collection: an approach that benefits all

Dr Kerry Dobbins, University of Leicester

Abstract

Recent years have seen continued efforts to raise the profile of pedagogic research and encourage academics to engage in structured and systematic inquiry into their practices to improve students' learning experiences. At the University of Leicester, we have observed the benefits of requiring academics to undertake an action research project on an aspect of their practice as part of the institution's postgraduate certificate in teaching and learning. The positive impact on academics' professional development and desire to continue this investigative approach cannot be underestimated. There is a tension, however, in that the need to collect data to evaluate their practices can add to the over-researching of students, who may be receiving many other requests to complete surveys and participate in other institutional (possibly TEF-related) projects. Home, work and study commitments may also leave little time and incentive for students to take part in interviews and focus groups outside of class-based

sessions. Additionally, these ‘traditional’ research methods do not always lead to any explicit or tangible benefits for the participating students.

This situation has led us to encourage academics to be more creative with their data collection methods. Carefully formulated in-class activities can provide academics with the evaluation data that they need at the same time as offering further learning opportunities for students. In this presentation, I will discuss how these in-class activities are being used to allow more creative and student-centred approaches to data collection. We will also begin to develop a shared repository of activities for use by all.

Approach

The objective is for this presentation to be of practical use to the attendees. Therefore, I will use the initial time to discuss my experiences in this area and allocate the rest to us collaboratively building a repository of in-class student-centred data collection methods. I will begin the repository with the methods that have been used so far at Leicester; however, once they have begun thinking about this topic, attendees will undoubtedly have ideas for many more types of activities that could be used. We will build the repository together using an online platform (potentially Padlet) so that it can be easily shared, accessed and added to by attendees after the session. This means that the repository can continue to grow and be of use to attendees as they go back to their institutions.

Strand C: Active Learning

1. The active digital learning environment: beyond using Canvas as a repository

Dr Isobel Gowers, Anglia Ruskin University

Abstract

Active learning is at the heart of education provision at ARU. The introduction of the Active Curriculum Framework demonstrates the continued focus on students participating in their own learning rather than being passive recipients of knowledge.

There has been a lot of attention given to how face to face sessions can be made interactive, but less focus has been placed on digital learning environments. These virtual learning environments/learning management systems tend to be content driven rather than focusing on student-led activity. Although in many cases there has been a move away from having only text-based material on these digital platforms they still are often only used as a repository rather than an active learning space.

There are a number of activities that can be utilised online to encourage students to participate in their own learning. Ideally students would be co-creating and uploading their own learning resources, which is identified as desirable in ARU’s Canvas Minimum Requirements. However, just like in face to face scenarios there are also a number of other easy to implement mechanisms that can be used to encourage active learning in the digital learning space.

Making use of the research that has already been undertaken it is important to explore how online learning activities can be framed to ensure that students actively engage in the content presented. A key factor that needs to be considered is how students need to be supported in becoming active learners in the digital environment.

Approach

1) Introduction – 5 minutes

- Benefits of active learning versus passive recipient
- Data from 20 Canvas sites in FSE showing number of content documents versus learning activities
- Students expectations of the VLE – data from a study looking at students’ use of VLE resources and their feedback on how they saw VLE

2) Small group discussions – 10 minutes

- What type of activities could we include or how can we scaffold resources to make Canvas more interactive?
- How would we encourage students to engage with online learning activities?
- What are the barriers to success?

3) Feedback from group discussions – 5 minutes

Some examples of activities in Canvas to encourage active learning – 5 minutes

- Delegates will be given access to these resources so they can try them out after the session

4) Summary – 5 minutes

- Take home messages
- Gaps in knowledge and ideas for future research and collaboration
- Questions

2. Doctoral researchers' engagement with active learning strategies: an impact of learning from the school setting?

Dr Elena Forasacco, Imperial College London

Abstract

Active learning is applied in the Graduate School provision for the Professional Development of graduate students. Despite the recognised importance of active learning in specific subjects, little is known about its application for professional skills development. In my provision active learning strategies promote the exchange of knowledge among students and with tutors. However, not all students appear engaged with this pedagogical approach and students' feedback contains differential comments. Therefore, I developed a project aimed to collect students' perceptions on active learning strategies to understand their views and reasons behind their level of engagement, in order to improve my teaching pedagogy and enhance the students' learning.

Students highlighted how active learning strategies enhanced their learning by working together and sharing knowledge and experiences, especially when in heterogeneous communities. International students consider activities also opportunities to overcome language barriers. Findings also show that not all students are ready for active learning. This is not only due to their cultural background, character and personality as expected, but also due to their previous experiences as learners. Unexpectedly, my results show how the teaching style experienced in their earlier learning still has an effect on their current life as students and expectations from teachers. This 'imprinting' cannot be removed, but support strategies can be applied to overcome it and make students engaged with activities.

Approach

- 1) I will start by giving a task to the audience (drawing) to make them thinking back to their early teaching experiences and share these experiences (5 minutes drawing + 5 minutes discussion).
- 2) Then I'll present my project, findings and recommendation, also adding links to drawing/experiences shared in part 1 (15 minutes).
- 3) Final discussion (5 minutes).

KEYNOTE 2 - 13:30-14:00

nQuire: An innovative approach to inquiry learning

Prof Mike Sharples, Open University

At a time when major scientific issues are publicly contested, it is essential that people of all ages should engage with the science that affects their lives. Inquiry learning allows people to act as scientists by gathering and assessing evidence, conducting experiments and taking part in informed debate. To be effective, learners need help in setting appropriate questions, structuring the learning process, sharing findings, and reflecting on progress. Can inquiry learning be run at scale, outside the classroom?

The nQuire platform has been developed to support 'citizen inquiry' – a fusion of citizen science and inquiry learning. An nQuire 'mission' is both a citizen science investigation and an opportunity for learning. Through a partnership with the BBC, national public investigations with nQuire are being run into wellbeing and the environment. The platform also supports organisations, community groups and individuals to design new investigations, gain immediate feedback, and to share and discuss results. This session will outline how nQuire has been developed to support citizen inquiry, the results to date, and issues raised by citizen inquiry at scale.

PARALLEL SESSIONS 3 - 14:05-15:05

Strand A: Design Thinking Pedagogies

1. Getting university teachers to help students read, speak and write disciplinary discourse

Dr James Wilkinson, Queen Mary University of London

Abstract

This presentation reports on pedagogic research into difficulties with literacy development and offers opportunities to experience active learning responses. University teachers do not always recognise the need to teach reading and writing for disciplinary purposes (Lea and Street, 1998), yet these processes are complex and take years to master (Haggis, 2006; Wingate, 2015). This becomes more problematic when teachers mainly transmit knowledge without developing the capabilities needed to work with it (Wilkinson, 2018). Transmission-based teaching can brilliantly model knowledge and its construction, and provide 'carefully plotted ... excursions into expert discourse' (Northedge, 2003:179).

However, universities assess not only content memorisation but also higher order practices (Barnett, 1997; Anderson and Krathwohl, 2001). With its focus on content rather than the learner, knowledge transmission does not facilitate learning (Gow and Kember, 1993), either for these practices or for knowledge construction and presentation needed in coursework and exams, resulting in poor alignment of teaching and assessment (Biggs, 1996) and increased risks of academic misconduct. Lack of attention to learners also fails to satisfy their psychological needs for competence, autonomy and relatedness, identified as necessary for self-directed learning and motivation (Niemic and Ryan, 2009). Active learning responses include the Jigsaw Classroom and concept mapping. The former supports effective learning and increases self-esteem, motivation and interpersonal interactions across ethnic divides (Aronson and Bridgeman, 1979); the latter supports integration of new knowledge with existing schemata (Novak and Cañas, 2008) and facilitates formative feedback on students' knowledge construction in preparation for assessment (Kandiko, Hay and Weller, 2012).

Approach

- 1) Introduction, including background to a recent pedagogic research project which investigated the context of difficulties regarding academic literacy development in a department at my university, and key findings (5 minutes).
- 2) Introduction to Jigsaw Classroom and concept mapping methods (5 minutes).
- 3) Audience members role play being students experiencing Jigsaw Classroom and concept mapping methods. They will be given short texts to read, discuss and synthesise (15 minutes).
- 4) Conclusion facilitated by a concept map with audience participation (5 minutes).

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2. Design hacks: flips and tips for pedagogic innovation

Dr Emma Agusita, Ms Marion Gillet, Dr Michaela Palmer & Dr Nigel Newbutt, University of the West of England

Abstract

This presentation shares the findings of research study that explored ways in which the use of design thinking might contribute to innovations in teaching and learning approaches in a range of different subject areas. The project, undertaken in 2018-19 at the University of the West of England (UWE Bristol) by a multi-disciplinary team of higher education practitioners, worked across subject areas in business, education, media and culture. The project was funded by a Pedagogic Projects Grant from UWE Bristol's Academic Practice Directorate.

Using a constructive design approach, the researchers worked with a group of students as co-designers of the research process. This was enabled through engaging learners, educators, researchers and design/industry practitioners in a collaborative innovation lab that generated ideas which informed the pedagogic research. The study explored concepts and practices derived from different design thinking models and processes, testing a variety of tools and techniques in a range of contexts, with application for both group and individual learning. The research produced a range of insights about the potential benefits and challenges of working pedagogically with design thinking methodologies, across multiple higher education subject areas. This presentation shares resulting reflections and resources through an interactive workshop where participants will be invited to co-create teaching and learning design hacks.

Approach

The session will combine the presentation of key project findings with short hands-on design thinking workshop-style activities. The aim of the 30-minute session is to facilitate participants to co-create design micro hacks for use in teaching and learning which engage with and reflect on insights from the research.

Strand B: Digital Futures

1. Evaluation of the impact of a virtual reality community placement on student nurse learning

Mrs Siân Shaw, Mr Paul Driver & Ms Sue Hughes, Anglia Ruskin University

Abstract

Virtual Reality is pushing and the boundaries of nurse education. Imagine placements in a virtual world where you can develop a rapport with a service user and student nurses can practice skills as many times as they need; where

academics can ensure the placement guarantees high-quality learning and teaching and best practice every time and placement capacity is unlimited. This world is here. Learn how students at Anglia Ruskin experience learning in a virtual reality community placement.

The use of immersive technologies for nursing education is an emerging field and the impact of this pedagogic approach needs to be fully understood. This research, funded by Health Education England evaluates the use of Virtual Reality community care scenario, set in a service user's home. This qualitative, mixed-methods research evaluates the effectiveness of this learning scenario when delivered in three different ways.

Research questions:

1. Is learning enhanced more by the use of immersive Virtual Reality head-mounted display (HMD) than by the 360-degree scenario embedded in Canvas using computer mouse navigation, or more traditional online learning methods?
2. Does the use of HMD Virtual Reality develop higher levels of empathy and understanding?
3. Does the use of HMD Virtual Reality promote more effective decision-making skills?
4. Does the use of virtual reality experienced in a head-tracked HMD assist in recall better than a mouse-based interaction on a 360-degree scenario, delivered via a desktop computer display, or traditional online learning material.

Approach

Participants will get the opportunity to experience the virtual reality community placement via Canvas - our on-line learning management system. During the presentation participants will actively engage with our research through participatory feedback using mentimeter.

2. Changing classroom dynamics: examples of game-based learning in public health

Luda Ruddock, CU Coventry (part of the Coventry University Group)

Abstract

Active, collaborative, playful and game-based learning has been integrated within BA (Hons) Public Health and Community Studies modules at CU Coventry, part of the Coventry University Group, which focuses on widening participation. The embedded activities have been tailored to the students' academic level and the discipline, used as a basis for research-based learning and formative assessments. Students' feedback and reflections by staff indicated that these approaches promote and enhance students' interaction, collaboration, engagement, and practical application of the theoretical content within diverse groups. Additionally, they promote problem analysis, critical thinking, consideration of alternative perspectives, and problem solving while empowering the students to be more creative and open to experimentation when meeting module learning objectives.

This interactive workshop will provide an overview of the rationale, outline examples from recent practice, explore and analyse the short-term effects and long-term impact on the students' academic performance and employability, as well as application and enhancement of the Scholarship of Teaching and Learning. The participants will take part in at least two activities to gain practical understanding of the design and intended outcomes. Some opportunities for co-production will be explored.

Approach

The 30 minute time slot will integrate an interactive hands-on workshop, where participants will be able to engage in and experience first-hand the recent practice examples of active, collaborative, playful and game-based learning. This will be followed by a discussion and dialogue, which will be continued asynchronously using an online platform.

Strand C: Active Learning

1. 'Now stand by your chairs' – visualising practice in research-led teaching through creative methods

Ms Florence Dujardin & Dr Rebecca Thomas, University of East Anglia

Abstract

This workshop will consider an art-based research method that we are piloting as academic developers at UEA. In a module on research-led teaching offered to new lecturers, we explore how disciplinary and pedagogical research can be used to inform student learning, using a form of 'reverse design' thinking to enquire into teaching practices. The workshop will offer a condensed version of our process and invite participants to experience how a creative method could be used as an alternative for pedagogical research projects. Drawing on our shared interest in creative educational and research strategies, we developed a non-threatening way of eliciting participants' reflections on the teaching-research nexus in their practice, using 'assemblage' – a form of playful 3-D construction – using conventional classroom chairs and 'found objects'. No previous art-making experience is assumed, so the art techniques of automatic writing and assemblage are introduced at the start, including the use of chairs in art by Joseph Beuys, George Brecht, Andy Warhol and others.

The process unfolds in four stages: automatic writing to surface ideas, constructing an assemblage to visualise thoughts, peer discussion about the assemblage and, following art-based practices, a final group critique. Addressing a practical challenge – using symbolic thinking to create an installation – made it possible for colleagues to articulate to themselves and their peers how they view the teaching-research nexus and its relations with their academic identities. The task generated potentially useful data in the form of talk and artefacts which could be of value for explorations of digital storytelling and pedagogical design thinking.

Approach

The workshop will first sketch out our teaching context including our teaching context including the rationale for piloting an art-based method in pedagogical research and academic development. It will then describe the art-related practice of 'assemblage', using chairs and found objects as materials for visualising academic practice in research-led teaching (10 minutes). Participants will experience the method for themselves in a condensed form: they will first produce a short piece of automatic writing as a starting point for reviewing their academic practice (5 minutes) before making an assemblage of their own (5 minutes). This hands-on section of the workshop will be followed by a collegiate critique of the work produced by participants, including a discussion of the relevance of art-based approaches to educational practice and pedagogical research (10 minutes).

2. Choose your own adventure - encouraging staff to engage in scholarship through assessment choice

Mr Matthew Street & Ms Georgina Spencer, Keele University

Abstract

How do we create engaging and relevant professional development and postgraduate opportunities that academic staff will find accessible and inclusive? How do we support those staff to engage in pedagogic research and scholarship? This proposal highlights the successful balance struck within a Postgraduate Certificate in Teaching and Learning with Technology, delivered predominantly to academic staff. Using a mix of teaching approaches encouraging discussion, collaboration and sharing of experience and practice, this PGCert successfully created an open and discursive learning environment, which also succeeded in being challenging and developmental. We will demonstrate how staff were supported and encouraged to actively engage with pedagogic research and disseminate their work both at Keele and beyond.

These modules have now been redesigned to meet the requirements of the Academic Professional Apprenticeship. We will share how our approach is very much one of co-creation and co-construction of knowledge (Laurillard, 2012). To facilitate, participants are encouraged to critique of theory and practice, thus enabling staff to construct links between these and relate them to their own context. The assessment of the modules was built to support this, allowing individuals to tailor their assessment to their own interests, identified through discussion with us and their peers. Drawing on Clark's (1998) ideas of social constructivism in action, participants can choose those elements of the module they wish to focus on for their assessment, giving them the freedom to tell their own stories and pinpoint their own areas for development (Lewis, Passmore, Cantore, 2008).

Approach

We will share with the conference our strategies, both those that used technology and those that didn't, that facilitated this highly regarded learning experience. As our approach to teaching is one of learning through discussion and share experiences, we will aim to design the session in the same way. Drawing on our own

experience and that of our audience we would aim, through discussion, to highlight what we have learnt and how this has benefited the pedagogic research community at Keele.

References

Clark C.M. (2006) Hello Learners: living social constructivism. *Teaching Education*, 10(1) pp89-110. Doi: 10.1080/1047621980100113

Laurillard, D. (2012) *Teaching as a Design Science*, Routledge

Lewis, S., Passmore, J., Cantore, S, (2008) *Appreciative Enquiry for Change Management*, Kogan

INVITED WORKSHOPS - 15:20-16:05

Picturing learning analytics – myth, mayhem or motivational?

Dr Mark J. P. Kerrigan & Tom Archer, Plymouth College of Art and Dr George Evangelinos, Anglia Ruskin University

Abstract

In a contemporary educational environment there is a need for the effective use of information. Learning Analytics is a term increasingly used throughout the sector to describe approaches to the systematic use of pedagogical data. Whilst it is accepted that useful information can be extracted from the correct use of student generated-data, this requires the development of appropriate data-collection mechanisms and analytical structures in order to deliver meaningful metrics. This therefore raises the question of how will learning analytics impact staff and students?

In this session, we will explore the proposition of learning analytics and engage participants in critical discourse on the impact learning analytics will have on the future of education. Importantly, we will explore the impact on the individual and the learner's understanding of how personal data could be collected and used. Further, the ethical implications will be discussed alongside how learning analytics may impact the future design of curricula.

Enabling and supervising undergraduate research - frameworks and freedoms

Prof Gina Wisker, University of Brighton

Abstract

Much of the current debate about undergraduate student research and particularly the final dissertation or project can be theorised considering a focus on students, co constructors of knowledge and partners (Healey, Flint, & Harrington, 2014, 2016). This emphasises interesting tensions between freedom – to develop autonomy, problem identification and solving, research and writing skills and creating knowledge, and the role of structuring frameworks, supervision relationships, and practices.

As lecturers teaching undergraduates, and undergraduate research supervisors, we might feel we are in a bit of a quandary. How far can we help manage a balance between frameworks of development and support, and the kind of independence undergraduate student researchers and co-researchers need to develop? If we use the Research Skill Development (Willison, 2009, 2012; Willison, Sabir, & Thomas, 2017) and other frameworks at every step of the undergraduate research journey, will this be a straitjacket or an essential, supportive scaffold?

In this session we explore some of the issues and practices of supervisors working with students undertaking undergraduate research. We look at frameworks, scaffolds and the need for freedom, creative co-construction of knowledge to enable the success of undergraduate research and researchers when engaged with final year research and writing, and particularly the dissertation, at undergraduate third year (UK) or honours (Australia).

INTERACTIVE RESEARCH PROJECT (all day)

Learning is emotional: using a Journey Map to make experiences of learning explicit

Ms Elaine Brown, Anglia Ruskin University

Abstract

As a method of teaching, lectures have been criticised for failing to facilitate learning (Jones, 2007; Dipiro, 2009). However, metrics used to measure the learning gained from lectures focus on the recall of information (memory). Race (2015) suggests that there are other reasons to attend lectures, and therefore there may be broader student outcomes facilitated by lectures. These broader outcomes may be facets of learning, or may support learning.

Recent literature articulates the significance of emotions in these outcomes (Immordino-Yang, 2016; Petrović and Pale, 2014; Pekrun, 2007). Emotions such as enjoyment, can be positive and enhance thinking, learning and performance (Pekrun 2007) whereas emotions such as anxiety or stress, can be negative (Siu & Wong 2016), and detrimental to learning (Goswami 2008a; Goswami 2008b; Pekrun 2007). An emotional experience is the result of the learner's perception of the environment in which they are situated (Immordino-Yang, 2016; Pekrun 2007). This experience may result from conscious design decisions (Garrett 2011), but an experience will ensue whether explicit plans exist or not. Design for learning therefore needs to make emotions explicit, and eliciting the current experience is an important first step.

Based on the principles of Design Thinking, User Experience (UX) methods borrowed from Computer Science will capture participants' experience of the day. A UX Journey Map will bring together disparate moments of experience to illustrate how designers may start to consider the experience of students in learning, and lecture, design.

Approach

Tools will be used to capture participants' emotions throughout the day. These tools will take the form of, for example, A3 sheets of paper onto which 'emoticons' can be mapped. If technically possible, it is hoped that emotions can also be captured digitally (through, for example, PolleEV or Mentimeter). I will then map these emotions sequentially as a series of data points onto a timeline, to form a map of participants' experience. This timeline will be a poster that can be fixed to a wall (or could equally be presented digitally).