Logo for Advance HE

Teaching and Learning Conference 2023: Shaping the future of HE

4 – 6 July 2023, Keele University

# Conference Programme

This document provides a breakdown of the programme for Advance HE’s Teaching and Learning Conference 2023.

The conference will take place between Tuesday 4th and Thursday 6th July 2023 at Keele University, Keele, England.

All days will follow a similar format, starting with a welcome address and keynote speakers, followed throughout the day by workshops and oral presentations scheduled into parallel sessions, along with a scheduled time for poster viewing and discussions, and a closing panel session.

Lunch and refreshments will be provided each day for delegates at the conference in the Chancellor’s Open Space and Chancellor’s café.

There will be a Networking BBQ held at Keele Hall on Tuesday 4th July. There will also be a conference dinner and evening entertainment on 5th July in Keele Hall.

# Day 1 Programme, 4 July 2023

Registration for Day 1 is open from 09:30 in the morning. The registration desk will be positioned in the Foyer, refreshments will be available upon arrival in the Chancellor’s Open Space and Chancellor’s café, you will also find the poster exhibition and stands in this area too.

## Main Plenary Session

The main plenary session for Day 1 will be held in the Westminster Theatre and will commence at 10:00.

This session will feature an opening welcome from Charles Knight, Assistant Director, Advance HE and Professor Kristyan Spelman Miller, Pro Vice-Chancellor, Keele University and will be followed by our opening keynote from Professor Danielle George, Associate Vice President (Teach, Learn & Students), University of Manchester. There will be opportunities for questions from the audience at the end of the session.

**Session title:** To be announced.

**Keynote:** Professor Danielle George, Associate Vice President (Teach, Learn & Students), University of Manchester.

**Summary abstract:** To be announced.

The keynote session will finish at 10.45.

## Transition break

From 10:45 to 10:50 there will be a short break to allow delegates to find their way to the appropriate rooms ahead of parallel session 1.

## Parallel Session 1

In parallel session 1, ten sessions will run simultaneously between 10:50 and 11:50. Delegates should select one one-hour session to attend.

Parallel session 1 consists of the following ten sessions:

### Interactive workshop D1.1.1

This session will take place in Room CBA0.007 between 10:50 and 11:50.

**Session title:** Supporting student wellbeing and engagement through sensory modulation

**Presenters:** Rebecca Matson, Jo Linforth, Vikki Barnes-Brown and Dr Julie Hanna, University of Liverpool

**Summary abstract:** Student wellbeing is receiving increasing focus in higher education (Dodd et al., 2021), therefore new ways to incorporate this into the curriculum are highly important. As part of a professional practice module in year two of their Occupational Therapy degree, students are introduced to sensory modulation strategies. Sensory modulation involves the use of sensory inputs provided by equipment, activities or environments to regulate arousal levels (Champagne et al., 2010). Students develop their understanding of how this approach can be used to support clients through first considering the benefits for themselves in an interactive workshop.

### Interactive workshop D1.1.2

This session will take place in room CBA0.013 between 10:50 and 11:50.

**Session title:** Flexible and transnational pathways to cleaner and greener futures through educational leadership

**Presenter:** Dr Alexander Gardner-McTaggart, University of Manchester

**Summary abstract:** Our children and young people are about to inherit a world beset by problems that are both complex, and existential. This new reality requires voices that challenge, demand and lead, but it also needs truth, validity and solidarity. In education, leadership is a relational process, where leadership occurs, every hour, in every learning space, and in many ways. Unpacking how we teach people to lead and generate leadership for positive futures is key in being honest about our world and being of help to our students. In this session, unpack your potential to lead change, and multiply leadership for sustainability.

### Interactive workshop D1.1.3

This session will take place in room CBA1.078 between 10:50 and 11:50.

**Session title:** Mind the gap: The role of university research in education for sustainable development

**Presenter:** Dr Antonia Law, University of Keele

**Summary abstract:** Embedding Education for Sustainable Development (ESD) in university curricula is the most important thing universities can do to create a better environment, economy and society, thereby producing graduates who are proactive, lifelong learners who will make decisions that have a positive impact on our planet for generations to come. The research and education missions within universities are becoming increasingly silo-ed. However, the role of research is often overlooked as a mechanism for ESD, despite its central role in universities. Here we will explore how university research can accelerate the embedding of ESD across institutions, benefitting stakeholders across and outside universities, undergraduate and postgraduate students, professional services staff, and the local community.

### Interactive workshop D1.1.4

This session will take place in room CBA1.098between 10:50 and 11:50.

**Session title:** Learning to re(learn) through partnership and multimodal learning communities

**Presenter**: Sue Beckingham, Sheffield Hallam University

**Summary abstract:** To succeed we must be willing to experiment and become a novice over and over again (Anderson, 2016). To do so alone can be isolating and lonely. Creating opportunities to co-create flexible shared learning opportunities that have equality, diversity and inclusion at the heart is crucial. This workshop will consider how the PARTNERSHIP model might provide the building blocks to develop more inclusive learning communities for students and their peers. Utilising a deck of prompt cards, Lego Serious Play and Padlet, participants will reflect on the importance of place, alignment, relationships, trust, nurture, engagement, reflection, social learning, harmony, identity, and practice.

### Interactive Workshop D1.1.5

This session will take place in room CBA1.100between 10:50 and 11:50.

**Session title:** Hyflex teaching in a transnational higher education system

**Presenters**: Yan Wei and Charles Reis, Xi'an Jiaotong Liverpool University

**Summary abstract:** With the outbreak of COVID-19, teaching in a Sino-British university system in China has been severely impacted in the past three academic years. Traditional face-to-face delivery method has been changed to either completely online or hyflex teaching throughout the past six semesters. Beatty (2019) coined the term hyflex teaching and proposed the four key principles: learner choice, equivalency, reusability, and accessibility. However, is it possible to achieve all these principles? What are the challenges and opportunities while adopting hyflex teaching in our local context? Some engagement practices and their effectiveness will also be shared.

### Oral presentations1.6

This session, comprising three, 20-minute presentations plus Q&A, will take place in room CBA0.060 between 10:50 and 11:50.

* + - 1. **Session D1.1.6a**

This is the first of three presentations within this one-hour session.

**Session title:** The essay is dead: What next in a world of AI?

**Presenter**: Dr Charles Knight, Advance HE

**Summary abstract:** Free to use Artificial Intelligence (AI) tools means that the essay and written assignment is finished in its current form as an assessment method with integrity. The end of this economic and easy to scale assessment method presents a range of changes and the big question of "What do we do now?" This interactive session will help attendees understand some of the challenges and some of the opportunities to adapt to this new reality. At the end of the session, participants will have a better understanding of what changes need to be made in their own practices and wider processes in their organisation.

* + - 1. **Session D1.1.6b**

This is the second of three presentations within this one-hour session.

**Session title:** Assessment and the challenge from artificial intelligence and contract cheating in higher education

**Presenter:** Dr Simon Sweeney, University of York

**Summary abstract:** Contract cheating is a growing threat to the credibility of higher education. This paper considers the pitfalls associated with traditional forms of assessment such as the essay or literature review. The growth of AI technologies is a threat that subverts assessment processes. The paper reports on potential ways to combat academic misconduct, and invites discussion about the use of viva voce assessment and assignments using a closed reading list.

* + - 1. **Session D1.1.6c**

This is the second of three presentations within this one-hour session.

**Session title:** Plagiarism detection 2.0

**Presenter:** Dr Allison Cavanagh, University of Leeds

**Summary abstract:** This paper draws upon ongoing research at the University of Leeds in plagiarism and academic integrity in the Arts and Humanities. Over the past few years we have seen a change in the profile of students presenting as academic integrity cases. Where in the past a clear correlation between general underachievement and the likelihood of becoming subject to academic integrity procedures was evident, we have noted a more varied pattern in Arts and Humanities. This paper considers the role of AI in the detection, and manifestation of academic integrity issues, challenging received understandings of ways to address the problem. This will feed a discussion of ways to anticipate and avert accidental plagiarism in assessment, and the paper concludes with some reflections on best practice.

### Oral presentations 1.7

This session, comprising three, 20-minute presentations plus Q&A, will take place in room CBA1.076 between 10:50 and 11:50.

* + - 1. **Session D1.1.7a**

This is the first of three presentations within this one-hour session.

**Session title:** ‘Working Interdisciplinary Together’: Facilitating interdisciplinary teams to address sustainable development challenges

**Presenters**: Louisa Hill, Tony Morgan and Dr Lena Jaspersen, University of Leeds

**Summary abstract:** Addressing sustainable development goals (SDGs) requires future graduates to be able to respond to multidimensional challenges that cross boundaries between natural, geo-political and socio-economic systems. To achieve this, graduates must possess interdisciplinary competencies. Such competencies are increasingly being sought after by public, private and voluntary graduate employers in order to respond to global issues. However, limited research exists on how educators can shape future graduates by equipping them with interdisciplinary competencies to tackle SDGs. This presentation provides participants with an evidence-based toolkit that demonstrates how educators can facilitate interdisciplinary project working on a programme, module or via a co-curricular activity.

* + - 1. **Session D1.1.7b**

This is the second of three presentations within this one-hour session.

**Session title:** Vertically integrated projects for sustainable development: Pilot to mainstreaming of an experiential ESD programme

**Presenters:** Dr Scott Strachan, Dr Louise Logan and Professor Steve Marshall, University of Strathclyde

**Summary abstract:** This session will focus on how the VIP4SD programme has aligned teaching and research through ESD, and how this has been scaled up from a pilot to a mainstream offering at Strathclyde. It will show how the programme was instrumental in the establishment of Strathclyde’s Centre for Sustainable Development, and its ESD thread, and how further programmes and modules with a dedicated focus on sustainable development are emerging at Strathclyde. In addition to presenting how these successes have been achieved, the session will also confront the challenges that still remain in fully mainstreaming ESD at Strathclyde and across UK HE more generally.

* + - 1. **Session D1.1.7c**

This is the second of three presentations within this one-hour session.

**Session title:** Project-based pedagogy for EfSD in urban planning

**Presenter:** Dr Ally Lu, The University of Sheffield

**Summary abstract:** Despite sustainable development being high on the educational agenda for the built environment profession, there is a lack of critical reflection based on teaching practice. This paper will examine two undergraduate modules on sustainable development to add the empirical understanding of pedagogy for EfSD. Using mid-term and end-of-semester module evaluation, assessment marks and feedback, and student focus groups to understand the effectiveness of project-based pedagogy and students’ experience. The paper will conclude with the lessons learnt from the teaching practice and provide suggestions to improve pedagogical strategies in ESD.

### Oral presentations 1.8

This session, comprising three, 20-minute presentations plus Q&A, will take place in room CBA1.077 between 10:50 and 11:50.

* + - 1. **Session D1.1.8a**

This is the first of three presentations within this one-hour session.

**Session title:** Supporting students’ transition into higher education through collaborative game-based induction activities

**Presenters**: Dr Sam Davenward and Dr Adam Wootton, Keele University

**Summary abstract:** This presentation will explore the effect of a student-centred approach to induction week. A series of light-touch collaborative, game-based activities were implemented to increase student interaction; the activities were designed to encourage students to uncover information themselves, rather than following a more didactic style of delivery; this active approach to learning helps students to retain knowledge and foster independent learning habits more effectively.

* + - 1. **Session D1.1.8b**

This is the second of three presentations within this one-hour session.

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* + - 1. **Session D1.1.8c**

This is the second of three presentations within this one-hour session.

**Session title:** Community of practice in computer games education with discord application

**Presenters:** Dr Lee Cheng and Dr Baris Isikguner, Anglia Ruskin University

**Summary abstract:** This session presents the use of Discord application, an instant messaging social platform originally built for gamers, as a single-platform solution for teaching and learning activities in Computer Games Education in Anglia Ruskin University during and after the pandemic. The system design that facilitates remote and hybrid learning, virtual classroom structure, dynamics and social interactions among students and teachers, the educational affordances beyond general communication, limitations and drawbacks will be discussed. The proper balance between formal and informal, incidental and intentional learning prepares students to become flexible learners for future challenges under the ‘new normal’ educational environment.

### Oral presentations 1.9

This session, comprising three, 20-minute presentations plus Q&A, will take place in room CBA1.080 between 10:50 and 11:50.

* + - 1. **Session D1.1.9a**

This is the first of three presentations within this one-hour session.

**Session title:** A framework for understanding student engagement in online higher education activities

**Presenters**: Dr Cathy Schofield and Dr Alison Gisby, The Open University

**Summary abstract:** Study engagement is vital for deep learning and student success, but as many students are learning to deal with online education, we as course designers needs to consider attitudes towards, and experiences of, different modes of online study. Based on a survey of students’ online engagement behaviour, this paper will present a framework for conceptualising different forms of online learning as a means of understanding why students engage differently with the various online activities.

* + - 1. **Session D1.1.9b**

This is the second of three presentations within this one-hour session.

**Session title:** Changing cultures: Adoption of predictive analytics to enhance student retention

**Presenters:** Dr Cathy Schofield and Dr Tracey Elder, The Open University

**Summary abstract:** To meet the needs of new drivers in student retention, this paper outlines one such approach, encouraging lecturers’ use of a predictive analytics dashboard that monitors student engagement. To facilitate changes in practice, a toolkit and training programme were designed to support lecturers’ targeted use of the resource, without increasing perceived workload. Feedback from the project evaluation has shown an increased awareness and use of the dashboard, and more targeted and timely engagement with students. Through dissemination throughout the School and Faculty we are aiming to drive a cultural shift where the use of such tools becomes common practice.

* + - 1. **Session D1.1.9c**

This is the second of three presentations within this one-hour session.

**Session title:** Creating a learning community of student engagement practitioners through cross-provider collaboration: An evaluation of a postgraduate professional development course

**Presenters:** Alan Donnelly and Dr Liz Austen, Sheffield Hallam University, Maria Moxey, The University of Winchester and Tom Lowe, Sheffield Hallam

**Summary abstract:** This presentation will share the findings of a participatory evaluation that collected evidence of impact of the PGCert and MA Student Engagement in Higher Education at the University of Winchester. The postgraduate course provides staff working in higher education roles with the opportunity to develop their practices and to critically reflect on policies in student engagement. The presentation will outline the evidence generated about the effectiveness of the course’s model of delivery, which is based on cross-institutional collaboration of teaching delivery and knowledge exchange, and the impact of the course on students and other groups.

### Oral presentations 1.10

This session, comprising three, 20-minute presentations plus Q&A, will take place in room CBA1.081 between 10:50 and 11:50.

* + - 1. **Session D1.1.10a**

This is the first of three presentations within this one-hour session.

**Session title:** Promoting higher learning with small group, interactive whiteboard sessions

**Presenter**: Amy Donaldson-Perrott, St George's University London

**Summary abstract:** This oral presentation will describe an approach to engaging learners and promoting higher level learning through small group, peer-led sessions. These sessions utilise an infinite space white board software. The goal of the session, called Clinical Application of Anatomy and Physiology, was to connect Anatomy to Pathology, so students could better understand disease processes. We will discuss the design of the sessions, show pre- and post- session quiz scores, and student and staff feedback from the sessions.

* + - 1. **Session D1.1.10b**

This is the second of three presentations within this one-hour session.

**Session title:** Creating a connected teaching space to foster learning for diverse students

**Presenters:** Clare Singh and Tarnie Nelson, Charles Sturt University

**Summary abstract:** Join us for an interdisciplinary presentation where we will share how we shaped a supportive and inclusive learning community for undergraduate students in a sectional Anatomy subject. We will outline a learning and assessment process that uses flexible modes of delivery to foster a safe and welcoming learning environment, privileges authentic learning and teaching strategies over rote learning and uses contemporary teaching strategies to present complex content in an engaging and accessible way for diverse learners. Find out why we think this approach could frame a way of teaching that could be implemented across a variety of disciplines.

* + - 1. **Session D1.1.10c**

This is the third of three presentations within this one-hour session.

**Session title:** A silver lining to the COVID cloud: Moving to a more flexible-based face-to-face teaching practice

**Presenters:** Professor Brian Birch, University Hospital Southampton NHS Foundation Trust

**Summary abstract:** COVID-19 brought many pressures to bear on the delivery of education to our Medical students. Whilst there was much innovation in virtual teaching, the face-to-face nature of the Year 2 in-hospital module meant that this was not an option. The existing model divided the whole student cohort (approximately 200 students) into 2 groups each of which had 4 fixed teaching sessions in hospital. Thus, for each session, more than 100 students and their teachers (6 to 1) would be in hospital at the same time trying to find ward patients to teach on. Clearly, this was not an option with COVID-19 due to risks of infection transmission and an alternative strategy had to be found. This session details how this problem was solved.

## Refreshment break

From 11:50 to 12:05 there will be a short refreshment break served in the Chancellor’s Open Space and Chancellor’s café from 13:05 and 13:55. In addition to refreshments, delegates will have the opportunity to network with colleagues, view posters created for the conference, and visit exhibition and sponsor stands.

## Parallel Session 2

In parallel session 2, ten sessions will run simultaneously between 12:05 and 13:05. Delegates should select one-hour session to attend.

Parallel session 2 consists of the following ten sessions:

### Interactive workshop D1.2.1

This session will take place in room CBA0.007 between 12:05 and 13:05.

**Session title:** Incorporating simulation into classroom teaching: Becoming student led

**Presenter:** Joelle Salje, Solent University

**Summary abstract:** This workshop looks to support participants to embed simulation and associated practices into their classroom teaching, whilst providing an array of different practices to be adopted; such as the presenting of learning outcomes to students for their creations of simulation. As student diversity is becoming ever-more recognised, pedagogical methodologies also require associated development. Simulation provides an inclusive pedagogy that removes barriers linked to reading and writing, as the students enact and discuss complex concepts in unison, thus increasing transferability of knowledge as well as real-world learning. Furthermore, as lecturers become facilitators in simulated practices, student-led activities increase engagement and motivation.

### Interactive workshop D1.2.2

This session will take place in room CBA0.013between 12:05 and 13:05.

**Session title:** Designing an effective academic advising system: What shall we consider?

**Presenter:** Dr Rabeya Khatoon, University of Bristol

**Summary abstract:** There are different models of personal tutoring systems prevailing; each of them comes with its own specific challenges. Following our ongoing research project (Khatoon & Spencer, 2022), this session will highlight different types of models in action and some of the needs from students’ perspectives. The delegates will share their own practice, identify one key challenge of their practice using a collaborative tool (Slido), and will rank the issues. The final part of the roundtable will be in the form of an action learning session. A couple of the top-ranked issues will be presented in the group. Everyone else will participate in the action learning by asking non-leading, open questions and helping the presenters develop actionable outcomes.

### Interactive workshop D1.2.3

This session will take place in room CBA1.078 between 12:05 and 13:05.

**Session title:** Designing and validating stackable micro-credential pathways

**Presenters:** Steven Osborne and Professor Katie Thirlaway, Cardiff Metropolitan University

**Summary abstract:** Cardiff Metropolitan University has led a Higher Education Council for Wales (HEFCW) funded pilot project that has addressed how developing and scaling flexible and stackable micro-credential models can be validated and delivered. In consulting with leading stakeholders in the sport and physical activity and health and social care industries, the project has established a clear need and mandate to continue exploring micro-credential provision. This interactive workshop will summarise the conceptual frameworks used to design and validate a pilot Certificate of Higher Education stackable micro-credential pathway focusing on discussing the systemic and practical issues that institutions need to consider.

### Interactive workshop D1.2.4

This session will take place in room CBA1.098 between 12:05 and 13:05.

**Session title:** Towards lifelong learning: Applying the T-shaped model to reposition the Scholarship of Teaching and Learning (SoTL)

**Presenter**: Professor Mayi Arcellana-Panlilio, University of Calgary

**Summary abstract:** Amongst a range of changes that have taken place within tertiary education, perhaps the most revolutionary has been a shift to student-centred approaches focused on lifelong learning. Accompanying this approach to holistic higher education (HE) has been a growing interest in, and understanding of, the Scholarship of Teaching and Learning (SoTL). This session extends the original work of the authors (2021) wherein we conceptually introduce the T-shaped model and focuses on how the model is applied across disciplinary, cultural and international contexts, to enable a repositioning of the value, impact and reach of SoTL.

### Interactive workshop D1.2.5

This session will take place in room CBA1.100 between 12:05 and 13:05.

**Session title:** Provision of quality assurance guide to support flexible teaching and learning

**Presenters**: Dr King Chong and Dr Theresa Kwong, Hong Kong Baptist University

**Summary abstract:** This session will report on the progress of an institutional project in a public university of Hong Kong, aiming to develop a quality assurance guide for digital learning and teaching (DLT) as an addition to the university’s existing quality assurance (QA) framework. Provision of such a guide represents a threshold to support effective adoption of flexible teaching and learning. It is being developed through a comprehensive literature review to identify the latest practices, the practicality will be examined through interviews with academics, followed by a survey with teachers and students for generalisation. This topic and its findings are of importance to both academics and QA administrators.

### Oral presentations D1.2.6

This session, comprising three, 20-minute presentations plus Q&A, will take place in room CBA0.060 between 12:05 and 13:05.

* + - 1. **Session D1.2.6a**

This is the first of three presentations within this one-hour session.

**Session title:** The study of the UKPSF international teaching standards framework, focusing on formative assessment for general education subjects learning achievements of first year students, Walailak University

**Presenter**: Dr Suthanya Doung-in, Walailak University

**Summary abstract:** The purpose of this research was to ascertain the extent to which formative assessment practice, inspired by the UKPSF, has enhanced student learning for first-year students at Walailak University. Fifteen lecturers and 875 undergraduate students were sampled. The result found that most students with a higher GPAX were able to maintain their academic achievement score of at least B+, while some of those with previous low performance and a GPAX of less than 2.00 were able to improve themselves to a pass level. The research indicated very strongly that closer attention to individual learners had helped them improve their learning.

* + - 1. **Session D1.2.6b**

This is the second of three presentations within this one-hour session.

**Session title:** Teaching competency and organisational changes for quality culture promotion among teaching and learning support staff: The case of Suranaree University of Technology, Thailand

**Presenters**: Dr Somjin Phiakoksong, Asst. Prof, Dr Jantakan Kanjanawetang and Assoc. Prof. Dr Issra Pramoolsook, Suranaree University of Technology

**Summary abstract:** This presentation aims to showcase how and to what extent Suranaree University of Technology (SUT) in Thailand has been challenging the research-intensive norm of technology universities by increasing teaching and learning support capacity of its staff through the implementation of the PSF and the Fellowship scheme. Lessons learned from SUT’s activities and projects both inside the university and with other partner universities in Thailand will be shared and those from the other contexts will be sought after from the participants for further development

* + - 1. **Session D1.2.6c**

This is the third of three presentations within this one-hour session.

**Session title:** Supporting staff achieving Senior Fellowship through a personalised and sustainable approach

**Presenters**: Associate Professor Scarlett Xiao and Associate Professor Amanda Yip, University of Hertfordshire

**Summary abstract:** To respond to the urgent need for identifying effective practices in supporting SFHEA applications, the authors share their experience in designing and delivering a personalised and sustainable programme to help colleagues tackle the challenges in their Senior Fellowship journeys. The programme developed a proactive culture and much stronger commitment among colleagues towards their path on achieving Senior Fellowship. This session willprovide details about the support at various stages with examples and guidance. Anyone interested in this area is welcome to adopt the programme structure and relevant recourses into their practice.

### Oral presentations D1.2.7

This session, comprising three, 20-minute presentations plus Q&A, will take place in room CBA1.076 between 12:05 and 13:05.

This is the first of three presentations within this one-hour session.

* + - 1. **Session D1.2.7a**

**Session title:** Integrating sustainable development into an online MBA curriculum

**Presenters**: Dr Lisa Day and Dr Elspeth McFadzean, University of Liverpool

**Summary abstract:** This presentation will explore the integration of education for sustainable development into a fully online MBA programme. The MBA was launched in September 2021 and is triple accredited by AMBA, EQUIS and AACSB. Students are from across the globe and the programme is delivered both asynchronously and synchronously with live classes for different time zones. The presentation will explore the process of integration from the earliest stages through to delivery. Practical insight will be offered such as key principles, decisions, issues and lessons learned as well as integration insights in subject areas such as strategic management, innovation and entrepreneurship, and leadership.

* + - 1. **Session D1.2.7b**

This is the second of three presentations within this one-hour session.

**Session title:** Incorporating research into teaching and the potential benefits for MSc International Business students

**Presenter**: Dr Vasilis Gkotsis, University of Liverpool

**Summary abstract:** As one part of the conference theme is “Shaping the future through flexible teaching and learning”, I can say that for my topic (“Incorporating Research into Teaching and the potential benefits for MSc students in International Business”) I am looking into the flexible approaches of incorporating research into teaching and how this can work with an international MSc student audience having a diversity in gender, educational background and home/international origin of students as this could have a very different result if compared only with domestic UK students.

* + - 1. **Session D1.2.7c**

This is the third of three presentations within this one-hour session.

**Session title:** The benefit of working with charities in a business degree

**Presenter**: Patricia Perlman-Dee and Jairo Romero Calderon, University of Manchester

**Summary abstract:** The overall purpose of this presentation is to highlight the importance for higher education to work with charities. The presentation will highlight how all 17 United Nations Sustainable Development Goals are addressed in the capacity of working in the community and with the not-for-profit sector. The presentation will identify the perceived and acquired benefits, skills and value that students can extract in addition to their “traditional” business skills, when having the opportunity of working with charitable organisations.

### Oral presentations D1.2.8

This session, comprising three, 20-minute presentations plus Q&A, will take place in room CBA1.077 between 12:05 and 13:05.

This is the first of three presentations within this one-hour session.

* + - 1. **Session D1.2.8a**

**Session title:** ‘Space, pace, face to face’: Teaching sensitive topics online during a global pandemic, implications for contemporary nurse education

**Presenters**: Professor Jayne Price, Liz Crighton and Professor Ann Ooms, Kingston University London

**Summary abstract:** This small study aimed to explore the views/opinions of third year Children’s Nursing students and nurse educators of a blended online learning approach regarding sensitive topics during a global pandemic, making recommendations for the future within the contemporary Nurse Education context. Data were collected via an online questionnaire with students and a reflective diary with educators. Benefits and barriers were highlighted giving valuable recommendations for current and future educational practice. Whilst students and educators prefered face-to-face delivery for sensitive topics such as children’s palliative care, achieving a true ‘blend’ through asynchronous and synchronous learning can enable a quality learning experience.

* + - 1. **Session D1.2.8b**

This is the second of three presentations within this one-hour session.

**Session title:**  Breaking free from the restrictions of timetabling: Prioritising flexibility in community partnership placements

**Presenter**: Dr Rebecca MacKenzie, Keele University

**Summary abstract:** The Community Partnership Placement (CPP) is a longitudinal unit where Medical students are paired with third-sector organisations to understand support of healthcare needs in the community. This knowledge is fast becoming an integral part of the toolkit for comprehensive patient care. A new structure was developed where timetabled sessions were removed – leaving students to independently navigate and negotiate their engagement. This session will reflect on both the positives and the challenges with the implementation of this system. The aim was to create a more authentic placement experience for students, whilst shaping them into more informed, competent clinicians.

* + - 1. **Session D1.2.8c**

This is the third of three presentations within this one-hour session.

**Session title:** A concept-based curriculum for Midwifery education

**Presenters**: Sheila Brown and Julie Roberts, Bangor University

**Summary abstract:** Along with students and other stakeholders, the Midwifery Education team at Bangor University have developed a new, innovative concept-based curriculum for the future midwife programme, approved and validated against new Nursing and Midwifery Council standards for Midwifery Education. Concept-based learning approaches are widely used in Canada and the USA within Healthcare Education based on Giddens’ and colleagues’ concept-based categories. As far as we are aware, this is the first Midwifery programme that has adapted Giddens’ concept categories to reflect the domains of the NMC Standards of Proficiency for midwives.

### Oral presentations D1.2.9

This session, comprising three, 20-minute presentations plus Q&A, will take place in room CBA1.080 between 12:05 and 13:05.

This is the first of three presentations within this one-hour session.

* + - 1. **Session D1.2.9a**

**Session title:** Education for sustainable development: A case study of curriculum development in line with QAA guidance

**Presenter**: Janine Dixon, The University of Manchester

**Summary abstract:** This presentation will outline a reflective pedagogic case study of curriculum design through the lens of UNESCOs global framework for Education for Sustainable Development (ESD). The QAA and Advance HE ESD Guidance (2021) was used as a framework for incorporating the United Nations’ Sustainable Development Goals into the learning outcomes, teaching design and delivery, and assessment of a Level 5 unit on the Fashion Business Technology programmes at the University of Manchester. To aid the integration of ethical, environmental and economic social responsibility, a socially constructive approach to teaching was implemented to encourage student ownership, participation and empowerment in relation to Education for Sustainable Development.

* + - 1. **Session D1.2.9b**

This is the second of three presentations within this one-hour session.

**Session title:** Delivering a sustainable curriculum: The Leeds experience

**Presenters**: Dr Manoj Ravi and Dr Mohsen Besharat, University of Leeds

**Summary abstract:** As members of the University of Leeds Sustainable Curriculum Team, the speakers will present the diverse approaches that are currently being pursued to embed sustainability in the university curriculum. This presentation will highlight the progress made in three broad and intertwined focus areas using several case studies and practices that have helped the University of Leeds to take a lead in providing education for sustainable development. The presentation will also provide a futuristic outlook of our ambitious idea of fostering a ‘sustainability personality’ in students through the higher education curriculum.

* + - 1. **Session D1.2.9c**

This is the third of three presentations within this one-hour session.

**Session title:** The role of the UN Sustainable Development Goals in contemporary pedagogy

**Presenter**: Dr Madina Tash, University of Sussex

**Summary abstract:** This session will focus on why we, as educators, should focus on integrating sustainable education in our curriculum and how innovative teaching methods can aid in effectively promoting sustainability in higher education. As part of this session I will share my experience of creating a web-based trading simulation that I developed to integrate Sustainable Development Goals (SDGs) into my teaching. The project won PRME Competition for Developing Innovative Pedagogic Approaches and Teaching Practices.

### Oral presentations D1.2.10

This session, comprising three, 20-minute presentations plus Q&A, will take place in room CBA1.081between 12:05 and 13:05.

This is the first of three presentations within this one-hour session.

* + - 1. **Session D1.2.10a**

**Session title:** Transfer the Responsibility: Peer teaching in Graphic Design History – a teaching experience case study

**Presenter**: Dr Guy Eldar, Holon Institute of Technology

**Summary abstract:** Are students disconnected during classes? Looking to enrich theory or history teaching and get the students more engaged? This presentation will share a teaching experience of a Graphic Design History course, where the majority of the lessons have been turned over to the students for teaching the material to their peers, under specific guidelines and mandatory topics. Along with a final project integrating lessons’ issues, this approach may enhance students’ participation and engagement, while serving as a break from their normal theoretical studies. Peer teaching also serves to intrigue students’ interest in their assigned subject, as well as others’.

* + - 1. **Session D1.2.10b**

This is the second of three presentations within this one-hour session.

**Session title:** Scrolling or scrolls?: An old new idea

**Presenter**: Sonja Dale, Keele University

**Summary abstract:** The educational world peri- and post-pandemic has increased, and is increasing, in its digitalisation. Against that backdrop, to what extent it is desirable to use paper in the learning experience? This session discusses a current research project which seeks to address the insufficiencies some students face in terms of their non-digital infrastructure. All students, irrespective of means, are being provided with both paper and digital documents. It is hoped that this exercise will highlight the benefits of paper, which may currently be unknown to some students. It also considers what challenges there are from disability and sustainability perspectives.

* + - 1. **Session D1.2.10c**

This is the third of three presentations within this one-hour session.

**Session title:** Curriculum review in response to module evaluation questionnaire to improve student satisfaction and the passing rate for an Engineering MSc module

**Presenter**: Dr Siva Muppala, Kingston University

**Summary abstract:** A general problem that a lecturer faces is the difficulty of observing students' work from a close distance in order to engage with their work. It makes those students partly alienated from classroom discussions. Therefore, it has been a challenge to get their attention. Haidt draws an analogy in his book The Happiness Hypothesis cited in (Dirksen, 2016) wherein he talks about two characteristics of a learner, rider and elephant analogy. He opines group learning methodology is a solution to deal with non-engaging students. We adopt this approach by equalising the number of individual and group works and improving students’ satisfaction and marks.

## Lunch break

A buffet lunch will be served in the Chancellor’s Open Space and Chancellor’s café from 13:05 and 13:55. In addition to lunch, delegates will have the opportunity to network with colleagues, view posters created for the conference, and visit exhibition and sponsor stands.

## Parallel Session 3

In parallel session 3, ten sessions will run simultaneously between 13:55 and 14:35. Delegates should select one, 40-minute session to attend.

Parallel session 3 consists of the following ten sessions:

### Oral presentations D1.3.1

This session, comprising two, 20-minute presentations plus Q&A, will take place in room CBA0.007 between 13:55 and 14:35.

* + - 1. **Session D1.3.1a**

This is the first of two presentations within this 40-minute session.

**Session title:** A student-centred approach to teaching sustainability

**Presenters**: Dr Steve Russell, Aston University

**Summary abstract:** In the past, sustainability auditing of programmes has generally centred on audits conducted by Programme Directors. The approach taken here was to use student focus groups throughout the college of Health and Life Sciences to see if the students are aware of when they were addressing sustainability issues, be it course work, lectures, or assessments. The overall objective was to create a template for module design that could be used over multiple schools and colleges at Aston, and in doing so, align with one of our key strategic aims.

* + - 1. **Session D1.3.1b**

This is the second of two presentations within this 40-minute session.

**Session title:** Students as the co-creators of the sustainability curriculum

**Presenters**: Dr Mahruf Shohel, Alex Mortby, Charles Whewell and Farzana Khan, The Bedford College Group

**Summary abstract:** This session will be based on an ongoing curriculum investigation project that won the BERA BCF Curriculum Investigation Grant. It will share the experience of developing an introductory module on climate change, social justice and sustainability. This will highlight the process of engaging students as co-creators of the curriculum and giving them voice and ownership of designing and shaping their learning opportunities. It will also explore and present the findings of how the process has an impact on changes in behaviour at individual and community levels.

### Oral presentations D1.3.2

This session, comprising two, 20-minute presentations plus Q&A, will take place in room CBA0.013 between 13:55 and 14:35.

* + - 1. **Session D1.3.2a**

This is the first of two presentations within this 40-minute session.

**Session title:** Developing teaching flexibly: BPP University’s online asynchronous PGCLT

**Presenter**: Dr Claire Stocks, BPP University

**Summary abstract:** This session will use a case study to explore how BPP University’s Postgraduate Certificate in Learning and Teaching (PGCLT) capitalises on the benefits of asynchronous online delivery, while also addressing some key challenges of flexible learning The challenges discussed include: building a sense of community (Srinivasan, et al. 2021); supporting criticality (Hammond, 2005) checking learner understanding (ibid) and the concern that “increased freedom may lead to study procrastination” (Veletsianos, et al. 2021, p.5). We will share some of our strategies for addressing these challenges, and also discuss areas for development to support colleagues to reflect on their own experiences of flexible delivery.

* + - 1. **Session D1.3.2b**

This is the second of two presentations within this 40-minute session.

**Session title:** What's next for flexible learning in the PGCAP provision?

**Presenters**: Dr Stephanie Fuller and Giorgia Pigato, Queen Mary, University of London

**Summary abstract:** Postgraduate Certificate for Academic Practice programmes are essential to give students the best teaching we can offer, especially considering how learning has changed in the last few years. Most of these trainings are now delivered online and as flexibly as possible to ensure inclusivity and promote wellbeing. But is the participant’s experience the same if they decide to watch the recordings instead of participating live? In this session, the speaker will describe the changes implemented in a PGCAP programme to increase engagement and foster community; will share the participants’ feedback; and will discuss where to go next with flexible learning for staff.

### Oral presentations D1.3.3

This session, comprising two, 20-minute presentations plus Q&A, will take place in room CBA1.078 between 13:55 and 13:35.

* + - 1. **Session D1.3.3a**

This is the first of two presentations within this 40-minute session.

**Session title:** Embedding sustainability into biomedical science education.

**Presenters**: Sheri Scott, Nottingham Trent University.

**Summary abstract:** It has become apparent that the climate crisis is reaching critical levels and governments and key organisations are recognising the need for change. A review of current literature reveals very little published research concerning the impact of clinical laboratory practice on the carbon footprint of healthcare. For a clinical laboratory to become more environmentally sound, key target areas of focus are required. With sustainability becoming a key consideration for course development, employing educational principles such as ESD in the form of sustainability in quality improvement (SuSQI), QI objectives can be met while benefitting the patient and the environmental impact of an organisation. This poster will offer case examples to promote sustainability in research projects..

* + - 1. **Session D1.3.3b**

This is the second of two presentations within this 40-minute session.

**Session title:** Linguistic autobiographies to rethink the link between multilingualism and ESD

**Presenter**: Dr Gioia Panzarella, University of Warwick

**Summary abstract:** As the future of HE is characterised by increased mobility and collaboration, educators are called to shape their teaching practices in a direction that promotes intercultural and multilingual awareness. This is especially important in the context of Education for Sustainable Development, given the strong link between multilingualism and sustainable development in terms of inclusion, diversity, and access to rights. Yet languages are often neglected in ESD. This paper suggest that linguistic autobiographies can be used as a teaching tool that helps students learn about multilingualism and ESD by rethinking the presence of languages in their own lives in a creative way.

### Roundtable presentations D1.3.4

This session, comprising two, 20-minute presentations plus Q&A, will take place in the room CBA1.098 between 13:55 and 14:35

* + - 1. **Session D1.3.4a**

This is the first of two presentations within this 40-minute session.

**Session title:** Evaluating a pass/fail grading model across first year Computing curricula

**Presenters**: Dr Mark Zarb, Dr Kyle Martin and Dr John Isaacs, Robert Gordon University

**Summary abstract:** Computing continues to experience high non-continuation rates from stage 1 students, with up to 10% of students withdrawing. To address this, within the School of Computing at RGU we have introduced a Pass/Fail marking model across all assessments, thus removing the award of letter grades in these subjects. The aim of this change, which will be discussed in this session, is to increase student retention by ensuring that students are not discouraged by initial low grades and to increase the importance of formative and summative feedback for students (both as a feedback and feed-forward mechanism).

**Session D1.3.3.4b**

This is the second of two presentations within this 40-minute session.

**Session title:** The assessment and feedback lifecycle and automation

**Presenters**: Matthew Moloughney, Dr Martin Chorley, Dr Kathryn Jones and Helen Phillips, Cardiff University

**Summary abstract:** An understanding of the Assessment and Feedback Lifecycle (JISC, 2015) between students and staff is critical to plan effective formative feedback strategies. Automating aspects of formative assessment and feedback can reduce overheads, allowing stakeholders to focus on high-value activities and dialogue in effective formative assessment and feedback. Doing this efficiently and to be generally applicable requires consideration of the assessment and feedback lifecycle, to formalise these details as they apply across subject areas and institutions. This session will start with a prototype formalisation of this lifecycle, encouraging participants to reflect upon their assessment and feedback practice and identify how this may be improved.

### Interactive Worksop D1.3.5

This session will take place in room CBA1.100between 13:55 and 14:35.

**Session title:** The Sustainable Institutions Project: Exploring strategic approaches to embedding sustainability

**Presenters**: Dr Iain Cross, London School of Hygiene and Tropical Medicine and Dr Alina Congreve, Wellcome Trust

**Summary abstract:** We are seeking your input into the Sustainability Institutions Project. Universities have been acting on sustainability for over 30 years, but action is often restricted to individual programmes or departments. Some universities are taking steps towards a more strategic approach to embedding sustainability across whole organizations. We will share our initial findings from a systematic review of case study examples drawn from the UK, Middle East, the Netherlands and Australia, then invite participants to explore emergent themes including strategic framing, role of sector league tables, sustainability tools and benchmarking. Our work is funded by the Advance HE Collaborative Development Fund.

### Oral presentations D1.3.6

This session, comprising two, 20-minute presentations plus Q&A, will take place in room CBA0.060 between 13:55 and 13:35.

* + - 1. **Session D1.3.6a**

This is the first of two presentations within this 40-minute session.

**Session title:** The Keele Law student: Reflection for the academic journey and beyond

**Presenters**: Dr Stella Coyle, Keele University

**Summary abstract:** Reflection as radical education has a rich pedigree: both Paulo Friere and bell hooks emphasised critical reflection in driving individual and social change. Keele Law School’s reflection project recognises the global, local, and personal challenges facing today’s students, as they seek to make a future for themselves. It supports students to reflect on their academic, personal, and professional journey during their degree. Showing students how to articulate their own holistic skills development can foster greater self-esteem, responsibility, autonomy, competence, and relatedness. Their enhanced capacity for self-determination can, in turn, help them make more authentic and sustainable choices as global citizens.

* + - 1. **Session D1.3.6b**

This is the second of two presentations within this 40-minute session.

**Session title:** Developing student competencies through research-based education for sustainable development

**Presenters**: Dr Louise Logan, Dr Scott Strachan and Professor Stephen Marshall, University of Strathclyde

**Summary abstract:** This session will discuss the University of Strathclyde’s award-winning Vertically Integrated Projects for Sustainable Development (VIP4SD), a credit-bearing programme that engages undergraduate students in Research-Based Education for Sustainable Development (RBESD), and the development of a new competency framework which enables students to evidence, understand and articulate the skills they develop through their learning on the programme. This session will outline the benefits of engaging students in UNESCO’s ESD competencies through their learning and argue that, rather than being a peripheral aspect of a university degree, a focus on competency development enhances the student learning experience and leads to the creation of more well-rounded, ethically minded and engaged graduates.

### Oral presentations D1.3.7

This session, comprising two, 20-minute presentations plus Q&A, will take place in room CBA1.076 between 13:55 and 13:35.

* + - 1. **Session D1.3.7a**

This is the first of two presentations within this 40-minute session.

**Session title:** Students' perception of future learning in Accounting education

**Presenter**: Usha Mistry, London South Bank University

**Summary abstract:** The COVID-19 pandemic lockdown has dramatically revolutionised the higher education sector’s delivery of classes. A survey of undergraduate Accounting, Business, and Economics students’ learning preferences at a London university was sought from online, conventional campus, and hybrid teaching post-COVID-19 pandemic. The findings have implications for the design of students' learning preferences. Academics should consider diverse student bodies and their needs and that there is no one-size-fits-all preference for learning to suit all students. The study examines the common obstacles and barriers encountered by students to their learning, as well as future solutions, in the context of post-COVID-19 pandemic delivery.

* + - 1. **Session D1.3.7b**

This is the second of two presentations within this 40-minute session.

**Session title:** Hyflex: The ups and downs in pursuit of offering student’s ultimate choice

**Presenters**: Gemma Stafford and Peter Williams, Nottingham Trent University

**Summary abstract:** Nottingham Trent University is committed to providing students flexibility in their study through seamlessly weaving online and face-to-face provision. Perhaps the ultimate solution to this is the hyflex model, providing students the sessional choice of online or face-to-face learning. Working with Psychology colleagues in the School of Social Sciences, the Flex Team co-created two pilot hyflex modules, Social Psychology and Statistics. In this presentation we will share with you our learning design and development processes and our technological and logistical trials and tribulations as we attempt to provide the holy grail of flexible learning.

### Roundtable and oral presentations D1.3.8

This session, comprising two, 20-minute presentations plus Q&A, will take place in room CBA1.077 between 13:55 and 13:35.

* + - 1. **Session D1.3.8a**

This is the first of two presentations within this 40-minute session.

**Session title:** Lifelong learning in times of crisis: Creating memorable and positive teaching

**Presenter**: Richard Machin, Nottingham Trent University

**Summary abstract:** We live in an exceptional period of crisis: the COVID-19 pandemic, the cost-of-living emergency, Brexit, war in Ukraine, high poverty levels. An educator must try and understand the impact of these events, and identify how they shape, and often damage lives. Students are personally impacted by these emerging events and simultaneously need to develop the skills to work with citizens on graduation. This roundtable session reflects on the challenges and opportunities of the current climate and the practical and pedagogical methods that can be employed to equip our students to be resilient, skilled and emotionally intelligent graduates.

**Session D1.3.8b**

This is the second of two presentations within this 40-minute session.

**Session title:** Embedding education for sustainable development in the Engineering curriculum through challenge-based education

**Presenter**: Elizabeth Robertson

**Summary abstract:** As the needs of tomorrow's engineers change, so must their education today. The department of Electronic and Electrical Engineering (EEE) at the University of Strathclyde, has embedded Sustainable Development (SD) into year 1 of all of degree programmes using the Engineers Without Borders Engineering for People Design Challenge. This presentation will showcase a framework for integrating a challenge-based sustainability activity into core curricula, demonstrating the appropriateness of a challenge-based learning (CBL) approach that provides students with an active learning environment where they can engage in large, complex and real-world problem spaces to better prepare them for professional practice ahead.

### Oral presentations D1.3.9

This session, comprising two, 20-minute presentations plus Q&A, will take place in room CBA1.080 between 13:55 and 13:35.

* + - 1. **Session D1.3.9a**

This is the first of two presentations within this 40-minute session.

**Session title:** Flexible teaching and learning via hybrid engagement and choice in assessment format

**Presenters**: Dr Tanya Lubicz-Nawrocka and Susan Greig, University Of Stirling

**Summary abstract:** The Designing and Facilitating Learning module (within the Advance HE accredited Postgraduate Certificate in Learning and Teaching in Higher Education) supports staff to advance effective learning and teaching. This presentation will explore how the tutors designed and delivered sessions in a hybrid flexible (HyFlex) format that allowed learners to choose and switch between formats as tutors modelled different forms of teaching and learning activities to engage learners. To complement this flexibility, learners also had a choice in submission formats for the summative assessment portfolio. This presentation will explore the benefits and challenges of such flexible learning and teaching for this learning community.

**Session D1.3.9b**

This is the second of two presentations within this 40-minute session.

**Session title:** Online inclusive agile design spaces: Convene, connect and co-create

**Presenter**: Cavell Ord-Shrimpton, Arden University

**Summary abstract:** This oral presentation (with a creative activity), will discuss the aims of current pedagogic design practice: Provide a step change in design education delivery; Implement progressive agile models of governance that meet the needs of 21st Century online higher education; Online knowledge transfer practice, embedded across the curriculum to provide transferable skills for industry-ready students. The session aims to develop your self-awareness of transforming knowledge into visual language – manifesting ideas through the lens of “What is your USP – how do you/would you represent yourself?”

### Oral presentations D1.3.10

This session, comprising two, 20-minute presentations plus Q&A, will take place in room CBA1.081 between 13:55 and 13:35.

* + - 1. **Session D1.3.10a**

This is the first of two presentations within this 40-minute session.

**Session title:** Developing a Personalised, Evidence-Based and Inclusive Learning (PEBIL) model of blended learning

**Presenters**: Dr Athanasios Hassoulas, Professor Marcus Coffey and Dr Andreia de Almeida, Cardiff University

**Summary abstract:** Meeting the diverse learning needs of our students requires a flexible, tailored and innovative approach in ensuring the enhancement of the learning experience. A blend of live, in-person, synchronous, asynchronous, and interactive e-resources aims not only to facilitate learning using a range of teaching methods but also enables teachers to play to their strengths by delivering teaching in a way that is tailored to their needs as well. As such, and based on extensive feedback collated from our student cohorts, we propose a new model of blended learning that ensures lesson designs, teaching tools and virtual/digital platforms promote a personalised, evidence-based and inclusive learning (PEBIL) experience. Join us as we explore how PEBIL was created and how it can be applied in practice.

* + - 1. **Session D1.3.10b**

This is the second of two presentations within this 40-minute session.

**Session title:** Meme making for reflection and retention of knowledge

**Presenter**: Dr Helen Tidy, Teesside University

**Authors:** Dr Carrie Mullen, University of the West of Scotland, Leisa Nichols-Drew, De Montfort University, Dr Felicity Carlysle-Davies, University of Strathclyde, Kimberlee S. Moran, Rutgers University, Dr Ruth Croxton, Northumbria University, Dr Rachel, Bolton-King, Staffordshire University, Joanne Irving-Walton, Teesside University

**Summary abstract:** Traditionally lectures have been used to transmit knowledge with little time for students to reflect fully on their learning. This research used Meme Making as a vehicle to allow students to reflect on, and absorb, lecture information. Participants were asked to create a Meme which summarised a piece of information they had learnt during the session, this allowed students to express their creativity alongside reflecting on the taught session. This process ultimately led to better retention of fact as well as a more inclusive and varied learning environment.

## Transition break

From 14:35 to 14:40 there will be a short break to allow delegates to find their way to the appropriate rooms ahead of the poster session.

## Refreshment break and poster viewing

The afternoon refreshment break will take place in the Chancellor’s Open Space area between 14:40 and 15:05. In addition to refreshments, delegates will have the opportunity to view, and discuss with presenters, posters created for the conference.

There will also be a variety of exhibition stands positioned around the room where delegates can discuss and find information about Advance HE, and talk to our conference sponsors and exhibitors.

## Posters on display

In today’s poster session the following posters will be displayed, and presenters of these posters will be available for informal discussion and questions. You may also view any posters displayed ahead of Day 2 and 3 of the conference, but these presenters may not be available for questions today.

* + - 1. **Poster D1.P1**

**Poster title:** The tech and tactile approach to learning and teaching

**Presenter:** Francesca Brown-Cornwall, Staffordshire University

**Summary abstract:** This presentation will share reflective accounts, examples and research findings of a ‘tech and tactile’ approach to HE delivery. The presentation explores how educators can merge physical and digital environments learners typically use concurrently or sequentially, such as VLEs and common sustainable, recyclable or repurposed classroom resources to create new immersive experiences that coactivate cognition, emotion and physical senses

* + - 1. **Poster D1.P2**

**Poster title:** Educating Biomedical Science students today to nurture the biomedical scientists and allied professionals of tomorrow

**Presenter:** Dr Ana P. Costa-Pereira, Imperial College London

**Summary abstract:** Much is known about the human body and what afflicts it, but COVID was a poignant reminder that there is still much to learn. Biomedical Science is not immune to change and students must be ready to tackle not just today’s problems but also what will affect us in the future. The BSc Medical Biosciences was designed to future proof our biomedical science undergraduate students’ education. This exciting new programme is underpinned by active and authentic learning principles and it benefits from ground-breaking Lab Pods thus equipping students with a wealth of transferable and academic skills that make them unique.

* + - 1. **Poster D1.P3**

**Poster title:** Connections matter

**Presenter:** Deborah Scheele, Charles Sturt University, Australia

**Summary abstract:** This poster tells the story of an initiative that moved beyond traditional PD sessions toward crafting engaging learning environments that give academics the freedom and opportunity to focus on their practice outside of the usual academic and administrative constraints of their course, school, or faculty. The initiative provided educators a safe and supportive online space to develop the skills to create and implement authentic assessment regimes that promote academic integrity. Their reflections, illuminated in the poster, confirm that by challenging the norm they developed their assessment skills and built lasting collegial relationships.

* + - 1. **Poster D1.P4**

**Poster title:** An evaluation of Biomedical Science student perceptions on their engagement with online resources for laboratory practicals at Newcastle University Medicine Malaysia (NUMed) and Newcastle University UK

**Presenter:** Dr Pamela Knight, Newcastle University Medicine Malaysia

**Summary abstract:** This presentation will summarise a short study addressing Biomedical Science student perceptions on the effectiveness of online resources to 1) replace or 2) support present-in-person (PIP) practical laboratory classes, collating data using retrospective questionnaires from students at Newcastle University Medicine Malaysia (NUMed) and Newcastle University UK. This presentation is likely to interest participants involved in the delivery of practical Bioscience teaching who wish to utilise online resources developed during, or prior to, the Covid-19 pandemic to better support student understanding of theory and practice in the future, and to provide more student choice of learning modes.

* + - 1. **Poster D1.P5**

**Poster title:** An evaluation of student engagement with study skills (funded by the DSA) services pre and post COVID19

**Presenters:** Beth Leo and Lucy Ratcliffe, Hartpury University

**Summary abstract:** The eligibility criteria for Disabled Student Allowance (DSA) is based on the definition of ‘disability’ that includes specific learning difficulties, mental health conditions, physical and sensory disabilities and long-term health conditions (Equality Act, 2010) which are increasing the student population. During the pandemic, universities migrated to online delivery for all services, including disability learning support and mentoring. The flexibility of the pandemic legacy allows students to choose how they access their DSA-funded support, with greater personalisation enabled. This research explores the learning support access behaviour of students pre and post the pandemic at a small specialist institution.

* + - 1. **Poster D1.P6**

**Poster title:** Is flexible, contextualised online learning key for student engagement? A preliminary study exploring perceptions and experiences of online learning methods within sports therapy

**Presenter:** Claire Farquharson, Hartpury University

**Summary abstract:** The pandemic learning legacy has resulted in more diverse and online teaching approaches in higher education. This study explored student perception at enrolment and their experiences of integrated online learning methods in an onsite taught Sports Therapy degree using a longitudinal questionnaire design during the 2020-21 academic year (n=27). The results suggest online learning is a useful tool within a taught programme but prior experiences influence initial perception. How integrating online methods can enhance learning and student engagement is discussed to further increase flexibility and inclusivity.

* + - 1. **Poster D1.P7**

**Poster title:** "It feels real": Exploring student co-creation through transparency, communication and live clients

**Presenter:** Katherine Goldie, Robert Gordon University

**Summary abstract:** Experiential and active learning are widely considered to be valuable pedagogical tools. The application of live projects that encourage experience-based learning are particularly prevalent in Events Management courses offering students the opportunity to develop personal and professional skills in vocationally orientated degree courses. This session will explore the experience of students in their engagement of digital event projects as well as in-person event projects and learning at Robert Gordon University. Exploring the experience of co-creation of students & educators as facilitators, we will explore the key findings of a qualitative longitudinal period 2020 – 2023. The key finding of tangibility as the key pillar of ‘active learning’ will be explored further and fostered for future practice.

* + - 1. **Poster D1.P8**

**Poster title:** Pair marking: Working together to improve our teaching

**Presenters:** Nigel Gibson and Kate Sim, The Open University

**Summary abstract:** At The Open University, tutors’ marking feedback is the main way of delivering one-to-one tuition - there are more than 100 tutors working on this module. Although feedback is individual to each student, there are frequently opportunities to reuse, and personalise, feedback comments. Our project considers the value of experienced tutors sharing their marking feedback with colleagues. The tutors worked in pairs across three assignments on an introductory module and shared feedback comments using a single document in a OneDrive folder. We used questionnaires and focus groups to gather feedback from the participants. The results suggest that there are a number of benefits to this way of working.

* + - 1. **Poster D1.P9**

**Poster title:** An evaluation of the mental health and wellbeing trends of the student population, at a small specialist university, pre- and post-Covid

**Presenters:** Lucy Radcliffe, Sally Homden and Beth Leo, Hartpury University

**Summary abstract:** The eligibility criteria for Disabled Student Allowance (DSA) is based on the definition of ‘disability’ that includes specific learning difficulties, mental health conditions, physical and sensory disabilities and long-term health conditions (Equality Act, 2010) which are increasing in the student population. The pandemic has increased awareness and dialogue around student mental health and wellbeing, exacerbating support demands. More students are disclosing wellbeing concerns and exploring specialist support. This poster explores mental health and wellbeing trends in a small institution delivering land-based and sports programmes.

* + - 1. **Poster D1.P12**

**Poster title:** The Strathclyde climate education kick-off: A systems thinking approach to scalable climate education

**Presenters:** Dr Scott Strachan, Dr Robert Collins and Dr Sebastian Sprick, University of Strathclyde

**Summary abstract:** Strathclyde’s Climate Education Kick-Off (StrathCEKO) consists of workshops that distil the complex language of the IPCC WG reports, focusing on climate change causes, effects and mitigations, into a more accessible, gamified and highly interactive learning format. It encourages participants to exercise ‘systems and critical thinking’ to understand the problem (the cause and effects and interdependencies associated with climate change) and explore the range of policy solutions (the mitigation and implementation challenges) required to “keep 1.5 alive”. This session will present a practical approach to delivering sustainable climate education through the use of readily available, academically robust, scalable and engaging ‘off-the-shelf’ workshops.

* + - 1. **Poster D1.P13**

**Poster title:** A case study which examines the experiences and perceptions of a postgraduate taught student involvement in an ongoing research project

**Presenters:** Dr Jacqueline Wier, Canterbury Christ Church University and Kay Lake, Cumbria University

**Summary abstract:** This poster will present an ongoing research project which examines the experience of a postgraduate student’s involvement in an ongoing research project. The poster will outline the research methodology employed in the project and will also present emerging themes from the data which can be utilised to inform the postgraduate student research curriculum in the future.

* + - 1. **Poster D1.P14**

**Poster title:** Embedding sustainability into biomedical science education

**Presenter:** Sheri Scott, Nottingham Trent university

**Summary abstract:** It has become apparent that the climate crisis is reaching critical levels and Governments and key organisations are recognising the need for change. A review of current literature reveals very little published research concerning the impact of clinical laboratory practice on the carbon footprint of healthcare. For a clinical laboratory to become more environmentally sound, key target areas of focus are required. With sustainability becoming a key consideration for course development, employing educational principles such as ESD in the form of Sustainability in quality improvement (SuSQI), QI objectives can be met while benefitting the patient and the environmental impact of an organisation. This workshop uses case examples to promote sustainability in research projects

* + - 1. **Poster D1.P16**

**Poster title:** Empowering teachers’ academic advising competencies for sustainable development and life-long literacy

**Presenters:** Dr Awad AL Hassan, Dhofar University and Dr Holi Ali, University of Technology & Applied Sciences

**Summary abstract:** Academic advising plays an important role in developing students' competencies and sustaining their life-long literacy and career prospects. The talk will report findings from a qualitative study on academic advising conducted in the Omani HE context. The perspectives of advisors themselves as insiders were examined with a view to unpacking their views and challenges with regards to the quality and sustainability of academic advising practices. The intended audience are educators, researchers, practitioners, managers, and student academic support staff members. Presenters will actively engage the audience into the discussion of the study findings and implications to advance understanding, share and exchange experiences.

* + - 1. **Poster D1.P17**

**Poster title:** Specialisation of total excellence: Why 40% equals 50%?

**Presenter:** Dr Piotr Jaworski

**Summary abstract:** How the mark reflects the student knowledge? Are there any differences between the UK and the European Continental systems? How this translates to the students'' learning strategies? All these questions will be addressed in the session showing that the amount of knowledge to pass or get distinction is roughly the same no matter what percentage threshold are set. However, the students' strategy to pass or get distinction are a function of these thresholds and in the British case promote specialisation while in the continental Europe they promote excellence in all aspects.

* + - 1. **Poster D1.P18**

**Poster title:** Whose assessment is it anyway?: Re-thinking assessment design to embed authentic work-life experience

**Presenters:** Dr Samantha Read, Dr Angela Vickerstaff and Virender Slaich, Nottingham Trent University

**Summary abstract:** This poster session invites attendees to re-evaluate the role of assessment and discuss the value of authentic assessment design in raising student engagement and attainment. Reflections from Nottingham Business School’s Assessment Cracker Barrel which focused On the day Timed Assessments (OTAs) which embed work-life experience, will be shared to prompt a discussion around current assessment practices within Higher Education. Contributions are invited from delegates on how authentic assessment can fundamentally by design support students to better prepare for their future careers and lifelong learning. The challenges of adopting authentic assessment strategies and how these can be overcome will also be discussed.

* + - 1. **Poster D1.P19**

**Poster title:** Curriculum review in response to module evaluation questionnaire to improve student satisfaction and the passing rate for an Engineering MSc module

**Presenters:** Dr Siva Muppala, Kingston University

**Summary abstract:** A general problem that a lecturer faces is the difficulty of observing students' work from a close distance in order to engage with their work. It makes those students partly alienated from classroom discussions. Therefore, it has been a challenge to get their attention. Haidt draws an analogy in his book The Happiness Hypothesis cited in (Dirksen, 2016) wherein he talks about two characteristics of a learner, rider and elephant analogy. He opines group learning methodology is a solution to deal with non-engaging students. We adopt this approach by equalising the number of individual and group works and improving students’ satisfaction and marks.

* + - 1. **Poster D1.P20**

**Poster title:** What are the experiences of student nurses' with online learning: Digital and technology skills ready or not?

**Presenter:** Christina Ebanks, Buckinghamshire New University

**Summary abstract:** Student Nurses have been conventionally and predominantly taught face to face for decades in the United Kingdom. There has been a recent rise in teaching student nurses online or through blended learning approaches in the last decade. A significant number of research focuses on the effectiveness of online learning from an educator’s perspective. This presentation will enable student-centred and tailored approaches to teaching and learning; and to successfully prepare students for their future careers.

* + - 1. **Poster D1.P21**

**Poster title:** Hybrid teaching rooms, our research, your experience, and future recommendations

**Presenters:** Dr Matt Turner, University of Birmingham and Dr Cecilia Goria, University of Nottingham

**Summary abstract:** For this poster we will share research carried out by staff and students from the Universities of Birmingham and Nottingham into the experiences of planning, leading and taking part in hybrid teaching activity (hybrid teaching defined as lectures/seminars/classes in which some students are physically present in a classroom and others join online simultaneously). We will briefly present our findings which focus on Equality, Diversity, Inclusivity, and Sustainability of hybrid teaching. We will invite participants to reflect on their experiences and invite them to consider the key questions which the sector should address in any future move towards hybrid teaching.

* + - 1. **Poster D1.P23**

**Poster title:** Embedding education for sustainable development in the engineering curriculum through challenge-based education

**Presenter:** Elizabeth Robertson, University of Strathclyde

**Summary abstract:** As the needs of tomorrow's engineers change, so must their education today. The department of Electronic and Electrical Engineering (EEE) at the University of Strathclyde, have embedded Sustainable Development (SD) into year 1 of all of degree programmes using the Engineers Without Borders Engineering for People Design Challenge. This presentation presents a framework for integrating a challenge-based sustainability activity into core curricula demonstrating the appropriateness of a Challenge-Based Learning (CBL) approach that provides students an active learning environment where they can engage in large. Complex and real-world problem spaces to better prepare them for professional practice ahead.

* + - 1. **Poster D1.P24**

**Poster title:** Redefining curriculum congruence: An approach for aligning cross-curricular learning trajectories in a modern Engineering portfolio

**Presenter:** Dr Wesley Doorsamy, University of Leeds

**Summary abstract:** Modern constraints and demands on higher education globally have forced many universities to rethink their taught programme offerings. The School of Electronic and Electrical Engineering at the University of Leeds has embarked an ambitious project to streamline its offerings, as part of the University’s Curriculum Redefined strategy. Amongst the many challenges associated with developing flexible and efficient programmes that also achieve the standards set out by the Engineering Council, is that of ensuring curriculum congruence across intersecting programmes. This poster will reflect on ongoing work of the School in addressing this challenge through new curriculum planning and development approaches.

* + - 1. **Poster D1.P25**

**Poster title:** LSE Congress: Students researching sustainable development through a institution-wide, interdisciplinary simulation

**Presenters:** Dr Jenni Carr and Eoin Meade, London School of Economics and Political Sciences

**Summary abstract:** LSE Congress is an institution-wide simulation, which is being run for this first time throughout the current academic year. Students have worked in department teams to research links between research at LSE and the UN 2030 Agenda for Sustainable Development. Each team will present their findings in a position paper, poster and video 'pitch' in advance of a plenary Summit, which will be held in May. At the Summit students will work in inter-disciplinary teams to integrate their findings to date and negotiate a joint submission to an (imaginary) UN High-Level Political Forum. This poster will summarise both the challenges of working with a diverse body of students on an extra-curricular activity and the benefits of bringing a level of authenticity through simulation into learning and teaching.

* + - 1. **Poster D1.P26**

**Poster title:** Discovering contemplative possibilities in your teaching

**Presenter:** Dr Elizabeth Munro, University of Winchester

**Summary abstract:** This interactive workshop explores different techniques drawn from contemplative pedagogy. By experiencing each technique from a 'learner's perspective' you will be able discover the benefits that contemplative approaches can bring to the classroom. Each activity is punctuated with time for reflection and discussion, where delegates will be invited to share their own responses to the activity and consider the possibilities for including such activities within their own practice. By the end of the session each delegate should leave with ideas for new activities to explore within their teaching practice

## Refreshment break

From 15:05 to15:20 there will be a short refreshment break served in the Chancellor’s Open Space and Chancellor’s café from 15:05 and 15:20. In addition to refreshments, delegates will have the opportunity to network with colleagues, view posters created for the conference, and visit exhibition and sponsor stands.

## Parallel Session 4

In parallel session 4, ten sessions will run simultaneously between 15:20 and 16:20. Delegates should select one one-hour session to attend.

Parallel session 4 consists of the following ten sessions:

### Interactive workshop D1.4.1

This session will take place in room CBA0.007 between 15:20 and 16:20.

**Session title:** Demystifying the Academic Professional Apprenticeship: Development, workload and identity

**Presenters:** Dr Stuart Sims, University of Greenwich and Dr Joanne Brindley, Fiona Cook and Richard Poole, University of Portsmouth

**Summary abstract:** The Academic Professional Apprenticeship (APA) has emerged in recent years as a new avenue for early career academic staff to develop into their roles. We will share findings from a multi-year qualitative study of the experiences of Academic Professional Apprentices at the University of Portsmouth, exploring how they manage their experiences and identities. Then move to a roundtable discussion to share experiences of attending colleagues teaching this or other degree apprenticeship standards. Areas explored will include the challenges in balancing complex workloads with apprenticeship requirements, implications for career development, and the plural identities held as apprentices, academic professionals and colleagues.

### Interactive workshop D1.4.2

This session will take place in room CBA0.013 between 15:20 and 16:20.

**Session title:** Making a sustainability module sustainable

**Presenters:** Dr Yim Ling Siu, Simon Vallance and Dr Edward Wilson-Stephens, University of Leeds

**Summary abstract:** Using an undergraduate module as an illustrative example, this presentation will demonstrate how the project team embedded the principles of Education for Sustainable Development (ESD) and responded to the wide-scale adoption of online learning that was accelerated by the COVID pandemic, focusing on how: (a) environmental, social and economic sustainability were used as the key principles in the module development process and its activities; (b) the Student Centred Active Learning Approach and Diana Laurillard’s Conversational Framework (2008) were implemented in shaping the module structure and supporting students’ learning process; and (c) the available digital learning tools are effectively used

### Interactive workshop D1.4.3

This session will take place in room CBA1.078 between 15:20 and 16:20.

**Session title:** Education for sustainable development: Cross-disciplinary practices and challenges

**Presenters:** Dr Vijay Reddy, Birmingham City University, Dr Zulfiqar Khan, Bournemouth University, Dr Helen Millward, Keele University, Dr Rachel Welton, Nottingham Trent University and Dr Emma Surman, University of Birmingham

**Summary abstract:** This interactive session will showcase a number of multidisciplinary stakeholder teaching initiatives from four UK University Business Schools aiming to engage students’ sustainability awareness through learning projects that confront global problems to prompt systems thinking approaches. Delegates attending will hear brief overviews of the different initiatives, they will then be encouraged to contribute to a debate around the benefits and challenges of embedding sustainability projects. The aim of the session is to develop a simple roadmap for multidisciplinary teaching initiatives that promote a sustainability mindset in students and enhance their knowledge and skills to inform their future employability and career prospects.

### Interactive workshop D1.4.4

This session will take place in room CBA1.098between 15:20 and 16:20.

**Session title:** The Professional Standards Framework for teaching and supporting learning in higher education (PSF 2023) and Education for Sustainable Development (ESD).

**Presenters:** Professor Will Foster and Louise Lumsden, Advance HE

**Summary abstract:** Following the consultation of the Professional Standards Framework (PSF) and the subsequent launch of the revised Professional Standards Framework for teaching and supporting learning in higher education at the end of January 2023, guidance and materials have been developed to support individuals to apply for one of the four categories of fellowship as appropriate to their context.

Education for Sustainable Development was identified as an emerging area of practice to be included in the revised PSF in Phase one of the Consultation, but in Phase two its inclusion as an integrated part of the framework received very low support (Professional Standards Framework for teaching and supporting learning in higher education: report of the review 2021-2023, p.8), although it was recognised that it should be an important element of the guidance.

As Advance HE is committed to supporting practice in this area, the aim of this workshop session is to explore how Education for Sustainable Development could be incorporated and developed as a resource to support both institutions and individuals who use the PSF 2023 and in particularly those making an application for fellowship. Delegates will be contributing to the enhancement of guidance and development of a key resource such as a Toolkit, to ensure that applicants are able to recognise and draw on examples from their practice as part of their work to embed key principles of Education for Sustainable Development whilst making a claim for fellowship..

### Interactive workshop D1.4.5

This session will take place in room CBA1.100 between 15:20 and 16:20.

**Session title:** No-win scenarios in dynamic mini problem-based learning for sustainability and social justice

**Presenter:** Dr Katherine Haxton, Keele University

**Summary abstract:** This workshop will introduce a no-win scenario mini-PBL that links science, politics, and social justice through the lens of creating a budget to provide clean, safe drinking water to a town. Participants will be introduced to the basic premise of no-win mini-PBL, have an opportunity to try out part of the activity in small groups, and finish with a discussion of the strengths and potential pitfalls of such an approach in teaching.

### Oral presentations D1.4.6

This session, comprising three, 20-minute presentations plus Q&A, will take place in the room CBA0.060 between 15:20 and 16:20.

* + - 1. **Session D1.4.6a**

This is the first of three presentations within this one-hour session.

**Session title:** Student engagement analytics at Keele University

**Presenters**: Michelle Craig, Solution Path, Adrian Molyneux and Simon Rimmington, Keele University.

**Summary abstract:** Student engagement analytics is fast becoming a critical tool for helping to identify risk to progression and to implement timely and relevant support interventions for students. It comes at a time whereby duty of care of students, the student wellbeing crisis and continuation and completion of courses (from OfS) are firmly in focus. How can data help support in this context? Supporting Keele University’s wellbeing agenda, the use of student engagement analytics in 2021 was adopted to provide academic staff timely insights into student engagement feeding into productive conversations with student. After a successful pilot with foundation year students, what impact has been made, what lessons have been learnt, what is the future potential and what is the approach to a university wide deployment...

**Session D1.4.6c**

This is the third of three presentations within this one-hour session.

**Session title:** The Suffolk Learning Hub: Supporting students’ learning journey through blended, interactive skill building

**Presenters**: Dr Wendy Lecluyse and Dr Ivana Lessner Listiakova, University of Suffolk

**Summary abstract:** The Suffolk Learning Hub is a learning and teaching initiative developed at the University of Suffolk and represents a platform for extended learning and skill building complementing the university’s block learning and teaching approach. This resource pool of online, interactive, activities is centred around the learning dimensions of University Life and Wellbeing, Academic, Transferable and Employability skills. This presentation will introduce the framework, demonstrate the practical implementation of the principles within an Online Learning Environment, and discuss the results of the initial evaluation and the impact on learners from diverse backgrounds, contributing to the widening participation mission of universities.

### Oral presentations D1.4.7

This session, comprising three, 20-minute presentations plus Q&A, will take place in the room CBA1.076 between 15:20 and 16:20.

* + - 1. **Session D1.4.7a**

This is the first of three presentations within this one-hour session.

**Session title:** Student negotiated assessment deadlines: Useful flexibility or additional admin?

**Presenters**: Linda Robson and Andrew Webster, The Open University

**Summary abstract:** Offering students flexibility within their study potentially comes at a cost of having to organise and actively manage their study pace and assessment deadlines. This presentation will report on the impact of moving from individually negotiated assessment deadlines to fixed submission dates within the Open University module YXM130: Making Your Learning Count. We will consider the pros and cons of flexibility from student, Associate Lecturer, and module team perspectives.

* + - 1. **Session D1.4.7b**

This is the second of three presentations within this one-hour session.

**Session title:** Embedding the active learning framework to effectively support learning and teaching at Wrexham Glyndŵr University

**Presenters**: Dr Neil Pickles, Dr Sue Horder, Dr Caroline Hughes, Alicia Owen and Elen Mai Nefydd, Wrexham Glyndwr University

**Summary abstract:** Launched as a response to COVID-19 and now in its third year, our Active Learning Framework (ALF) is embedded as a long-term approach to supporting learning and teaching. We conducted dialogue sessions in 2021 and 2022 to identify how we can enhance ALF to retain the original aim of accessible and flexible learning opportunities, while embracing emerging themes and the changing landscape of HE. This presentation will outline key reflections from staff and students. Emerging themes include how, alongside our distributed Academic Development Team network, ALF has helped create an induction module, reviewed assessment practice and enhanced Welsh language provision.

* + - 1. **Session D1.4.7c**

This is the third of three presentations within this one-hour session.

**Session title:** It is not all about the grade: Providing the freedom to take risks and be creative

**Presenter**: Dr Phillipa Martin, Nottingham Trent University

**Summary abstract:** This paper reviews the challenge and value of teaching students about taking risks, through the Pumpkin modelling project. In this one-day modelling project, students designed and carved pumpkins following a semi-structured brief and themes. The project had no assessment weighting, however, findings show students significantly engaged in the process. Students developed a level of independence, were ambitious and playful in their work, and expanded their ideas without fear. This also helped students to shift from passive to active learners. Recommendations for educators are to offer opportunities for students to stop focusing so much on attaining grades and offer chances to take a risk. As a result, they may attain deeper rewards from their learning and development.

### Roundtable presentations D1.4.8

This session, comprising three, 20-minute presentations plus Q&A, will take place in the room CBA1.077 between 15:20 and 16:20.

* + - 1. **Session D1.4.8a**

This is the first of three presentations within this one-hour session.

**Session title:** Repetitive learning and self-reflection: Supporting and enhancing learning for Engineering foundation year students

**Presenter**: Dr Izzati Ibrahim, University of Southampton

**Summary abstract:** Repetitive learning and self-reflection have been introduced to the Engineering Foundation Year to encourage students to actively engage and control their learning. Incorporating these two learning methods help the students train their cognitive skills repetitively and assess their own performance on the subject matter. Through self-reflection, students are able to identify their weaknesses and plan improvements for their learning. This presentation will focus on how integrating both repetitive learning and self-reflection might help in encouraging deep learning, thus enhancing student performance and engagement in learning.

* + - 1. **Session D1.4.8b**

This is the second of three presentations within this one-hour session.

**Session title:** Choose your own curriculum: Creating meaningful online learning experiences for PhD students

**Presenter**: Dr Dani Milos, Flinders University

**Summary abstract:** This session will explore flexible teaching and learning in the graduate research space. It will present an example of a self-paced, online, reflective research and employability skills training programme, and show how it has successfully supported students through their research candidature and beyond. The session will seek feedback and discussion from delegates on the best ways of taking this learning further, fostering an inclusive learning community while helping students identify their own learning path. What has been the most effective way to transition to a fully online learning environment? What types of learning experiences do graduate researchers want? How can we help students take a more active role in their personal and professional development?

* + - 1. **Session D1.4.8c**

This is the third of three presentations within this one-hour session.

**Session title:** The creative impact and shift in attitude towards Research Methodologies as a positive learning experience when using a Design Thinking framework, with large international student cohorts

**Presenter**: Ruth Lawrenson and Dr Xinya You, University for the Creative Arts

**Summary abstract:** The attitude to research is either daunting or presumed a rather dry academic subject for many HE students studying creative subjects. This session aims to discuss and challenge different approaches to the students' learning experience when faced with understanding how to effectively use research methodologies and strategies. We will propose ways in which the student learning experience can be enhanced through the application of a design thinking tool, the Double Diamond model. We will introduce and present findings from an investigation into the effectiveness of incorporating design thinking into the student learning experience using MIRO. We will open up the conversation and engage attendees to help enhance their experience.

### Oral presentations D1.4.9

This session, comprising three, 20-minute presentations plus Q&A, will take place in the room CBA1.080 between 15:20 and 16:20.

* + - 1. **Session D1.4.9a**

This is the first of three presentations within this one-hour session.

**Session title:** Decarbonising the design project: Transformation of the major UG Engineering group project

**Presenter**: Dr Mark Heslop, University of Strathclyde

**Summary abstract:** Does this sound like science fiction? An unlimited supply of energy from nitrogen in the air and hydrogen in water, using just green electricity. Engineers have a mixed reputation: problem-solving, as well as responsibility for global problems such as resource depletion and pollution. This is being addressed by the Engineering Council, requiring that all 17 United Nations Sustainable Development Goals are embedded in curricula. The Design Project (DP) is where all undergraduate learning is combined to produce a useful product. Previously, submissions have been judged economically by return on capital but at Strathclyde, our contrary approach is to assess on decarbonisation.

* + - 1. **Session D1.4.9b**

This is the second of three presentations within this one-hour session.

**Session title:** Sustainability at all levels: Embedding the study of sustainability in a science foundation year

**Presenters**: Dr Adam Wootton, Dr Sam Davenward and Kate Jury, Keele University

**Summary abstract:** Sustainability is a global issue that can be embedded in teaching at all levels of university. In this presentation, we will demonstrate how it was possible to create a multidisciplinary Foundation Year module spanning both global and local perspectives, focused on how different scientific disciplines address matters pertaining to sustainability. We will describe the key features of the module, the teaching approaches used and the way that students are taught to have a more future-facing outlook from their arrival at the university. We will provide practical tips for any delegates looking to develop similar content for their own programmes of study.

* + - 1. **Session D1.4.9c**

This is the third of three presentations within this one-hour session.

**Session title:** Student assessment as a force for change for sustainable development

**Presenter**: Dr Jennifer O'Brien, University of Manchester

**Summary abstract:** Students are an undervalued force for change (O’Brien, 2019). Our University Living Lab brokers applied research framed around the Sustainable Development Goals between organisations and students who can tailor it for their degree assessment. More than 1000 students have worked with a range of partner organisations, including international consultants, governments, health bodies, charities and local businesses with huge impact. Drawing on student voice, this presentation critically shares the scalable approach (O’Brien, et al., 2021) which unites teaching and research whilst transforming the ability of universities to support sustainability transitions (Evans, et al., 2015). We invite partnership and collaboration.

### Oral presentations D1.4.10

This session, comprising three, 20-minute presentations plus Q&A, will take place in the room CBA1.081 between 15:20 and 16:20.

* + - 1. **Session D1.4.10a**

This is the first of three presentations within this one-hour session.

**Session title:** A peer match-up service to build learning communities within modules: A pilot analysis

**Presenters**: Dr Chris Wilson and Dr Allyson King, Loughborough University

**Summary abstract:** Student mental health is an important concern. One way to help this problem involves increasing interaction amongst students. However, this is not an easy task, especially as universities move more towards blended learning. To help, this paper studies a novel ‘peer match-up service’. It reports the results of a pilot across 15 modules spanning different subjects and years of study at a leading Business School. To evidence the effectiveness of the innovation, the paper will analyse sign-up rates and a participant survey. In addition, the paper will investigate which types of modules and students are best suited to the innovation.

* + - 1. **Session D1.4.10b**

This is the second of three presentations within this one-hour session.

**Session title:** The emotional bridge in higher education: An engagement-oriented hybrid solution for self-efficacy and learner achievement

**Presenter**: Noble Lo, The Hong Kong Polytechnic University

**Summary abstract:** Have you ever noticed that students who are able to manage their emotions seem to perform better in the classroom? Or how about those who are confident in their learning abilities? The primary aim of this study was to critically assess the role of learner emotionality in mediating academic achievement and classroom engagement to develop in-classroom strategies for supporting learner needs and opportunities. In achieving this aim, core objectives of analysing factors shaping student emotions and the impact of negative emotionality on performance have been assessed through a combined review of the literature and focus group study.

* + - 1. **Session D1.4.10c**

This is the third of three presentations within this one-hour session.

**Session title:** Infusing academic mentoring with engagement: Clarity, confidence, and coffee

**Presenter**: Dr Aikaterini Koskina, Keele University

**Summary abstract:** This session seeks to discuss a dual challenge, boosting student engagement with Academic Mentoring whilst reducing associated burdens for academic colleagues. The session questions whether a streamlined digital approach to accessing Academic Mentoring resources for both parties might lead to a reduction in negative associations of Academic Mentoring. Further discussions surround potentially increased student engagement levels in adopting a social approach to Academic Mentor meetings. Indeed, students may be encouraged, via a perceived lack of status and hierarchy, to more freely share their issues with their Academic Mentor in more neutral spaces such as coffee shops, thus bringing to the fore critical issues as they arise.

## Transition break

From 16:20 to 16:25 there will be a short break to allow delegates to find their way to the panel session.

## Panel session

The panel session will be held in the Westminster Theatre and will take place between 16:25 and 17:10.

In this session will be inviting a number of guest speakers to address a topical issue. There will be an opportunity for questions and answers after the panellists have spoken.

**Session title:** Education for Sustainable Development

**Chair:** Dr Kay Hack, Lead Consultant Teaching and Learning, Advance HE

**Panellists:** Quinn Runkle, Director of Education, Students Organising for Sustainability UK, Dr Antonia Law, Deputy Director (Education) for the Institute for Sustainable Futures, Keele University, Roy Kareem, Director, Bright Green Future and Dr Mira Vogel, Senior Lecturer in Education, King's College London.

**Summary abstract:** To be announced.

## BBQ, exhibitions and drinks reception

For those delegates booked onto the BBQ, the drinks reception will commence at 18:30 in Keele Hall The BBQ will commence at 19:00 in Keele Hall.