AdvanceHE

Teaching and Learning Conference 2023: Shaping the future of HE
Session abstracts
4-6 July 2023
Day One: 4 July 2023

Parallel Session 1, 10:50 - 11:50

D1.1.1, 10:50 - 11:50, Room: CBA0.007
Interactive breakout/workshop
Supporting student wellbeing and engagement through sensory modulation
Rebecca Matson, Jo Linforth, Vikki Barnes-Brown and Dr Julie Hanna, University of Liverpool

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.

D1.1.2, 10:50 - 11:50, Room: CBA0.013
Interactive breakout/workshop
Flexible and transnational pathways to cleaner and greener futures through educational leadership
Dr Alexander Gardner-McTaggart, University of Manchester

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.

D1.1.3, 10:50 - 11:50, Room: CBA1.078
Interactive breakout/workshop
Mind the gap: The role of university research in education for sustainable development
Dr Antonia Law and Alana Wheat, Keele University

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.

D1.1.4, 10:50 - 11:50, Room: CBA1.098
Interactive breakout/workshop
Learning to re(learn) through partnership and multimodal learning communities
Sue Beckingham, Sheffield Hallam University

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.

D1.1.5, 10:50 - 11:50, Room: CBA1.100
Interactive breakout/workshop
Hyflex teaching in a transnational higher education system
Yan Wei and Charles Reis, Xi'an Jiaotong Liverpool University

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.

D1.1.6a, 10:50 - 11:50, Room: CBA0.060
Oral presentation
The essay is dead: What next in a world of AI?
Dr Charles Knight, Advance HE

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.

D1.1.6b, 10:50 - 11:50, Room: CBA0.060
Oral presentation
Assessment and the challenge from artificial intelligence and contract cheating in higher education
Dr Simon Sweeney, University of York

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.

D1.1.6c, 10:50 - 11:50, Room: CBA0.060
Oral presentation
Plagiarism detection 2.0
Dr Allison Cavanagh, University of Leeds

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.

D1.1.7a, 10:50 - 11:50, Room: CBA1.076
Oral presentation
'Working Interdisciplinary Together': Facilitating interdisciplinary teams to address sustainable development challenges
Louisa Hill, Tony Morgan and Dr Lena Jaspersen, University of Leeds

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.

D1.1.7b, 10:50 - 11:50, Room: CBA1.076
Oral presentation
Vertically integrated projects for sustainable development: Pilot to mainstreaming of an experiential ESD programme
Dr Scott Strachan, Dr Louise Logan and Professor Steve Marshall, University of Strathclyde

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.

D1.1.7c, 10:50 - 11:50, Room: CBA1.076
Oral presentation

Project-based pedagogy for EfSD in urban planning
Dr Ally Lu, The University of Sheffield

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.

D1.1.8a, 10:50 - 11:50, Room: CBA1.077
Oral presentation
Gamification: F2F, online, synchronous? A case study comparison
Chris Wilson, Loughborough University

Games, experiments and simulations are common teaching methods across HE. Since the emergence of online platforms and the move to more blended learning, such gamification activities can now be run under different delivery methods. To assess how the delivery method impacts students, this paper conducts an example game under three delivery formats: i) in-person synchronous delivery using polling software, ii) in-person synchronous delivery using an online platform, and iii) remote asynchronous delivery using an online platform. It then evaluates the different methods by analysing participation rates, engagement levels, in-game decision making, and student survey responses.

D1.1.8b, 10:50 - 11:50, Room: CBA1.077
Oral presentation
Supporting students' transition into higher education through collaborative game-based induction activities
Dr Sam Davenward and Dr Adam Wootton, Keele University

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.

D1.1.8c, 10:50 - 11:50, Room: CBA1.077
Oral presentation
Community of practice in computer games education with discord application
Dr Lee Cheng and Dr Baris Isikguner, Anglia Ruskin University

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.

D1.1.9a, 10:50 - 11:50, Room: CBA1.080

Oral presentation

A framework for understanding student engagement in online higher education activities
Dr Cathy Schofield and Dr Alison Gisby, The Open University

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.

D1.1.9b, 10:50 - 11:50, Room: CBA1.080

Oral presentation

Changing cultures: Adoption of predictive analytics to enhance student retention
Dr Cathy Schofield and Dr Tracey Elder, The Open University

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.

D1.1.9c, 10:50 - 11:50, Room: CBA1.080

Oral presentation

Creating a learning community of student engagement practitioners through cross-provider collaboration: An evaluation of a postgraduate professional development course
Alan Donnelly and Dr Liz Austen, Sheffield Hallam University, Maria Moxey, The University of Winchester and Tom Lowe, Sheffield Hallam

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.

D1.1.10a, 10:50 - 11:50, Room: CBA1.081

Oral presentation

Promoting higher learning with small group, interactive whiteboard sessions
Amy Donaldson-Perrott, St George's University London

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.

D1.1.10b, 10:50 - 11:50, Room: CBA1.081
Oral presentation
Creating a connected teaching space to foster learning for diverse students
Clare Singh and Tarnie Nelson, Charles Sturt University

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.

D1.1.10c, 10:50 - 11:50, Room: CBA1.081
Oral presentation
A silver lining to the COVID cloud: Moving to a more flexible-based face-to-face teaching practice
Professor Brian Birch, University Hospital Southampton NHS Foundation Trust

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.

Parallel Session 2, 12:05 - 13:05

D1.2.1, 12:05 - 13:05, Room: CBA0.007
Interactive breakout/workshop
Incorporating simulation into classroom teaching: Becoming student led
Joelle Salje, Solent University

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.

D1.2.2, 12:05 - 13:05, Room: CBA0.013
Interactive breakout/workshop
Designing an effective academic advising system: What shall we consider?
Dr Rabeya Khatoon, University of Bristol

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.

D1.2.3, 12:05 - 13:05, Room: CBA1.078
Interactive breakout/workshop
Designing and validating stackable micro-credential pathways
Steven Osborne and Professor Katie Thirlaway, Cardiff Metropolitan University

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.

D1.2.4, 12:05 - 13:05, Room: CBA1.098
Interactive breakout/workshop
Towards lifelong learning: Applying the T-shaped model to reposition the Scholarship of Teaching and Learning (SoTL)
Professor Mayi Arcellana-Panlilio, University of Calgary

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.

D1.2.5, 12:05 - 13:05, Room: CBA1.100
Interactive breakout/workshop
Provision of quality assurance guide to support flexible teaching and learning
Dr King Chong and Dr Theresa Kwong, Hong Kong Baptist University

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.

D1.2.6a, 12:05 - 13:05, Room: CBA0.060

Oral presentation

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

Dr Suthanya Doung-in, Walailak University

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.

D1.2.6b, 12:05 - 13:05, Room: CBA0.060

Oral presentation

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

Dr Somjin Phiakoksong, Asst. Prof, Dr Jantakan Kanjanawetang and Assoc. Prof. Dr Issra Pramoolsook, Suranaree University Of Technology

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.

D1.2.6c, 12:05 - 13:05, Room: CBA0.060

Oral presentation

Supporting staff achieving Senior Fellowship through a personalised and sustainable approach

Associate Professor Scarlett Xiao and Associate Professor Amanda Yip, University of Hertfordshire

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.

D1.2.7a, 12:05 - 13:05, Room: CBA1.076

Oral presentation

Integrating sustainable development into an online MBA curriculum

Dr Lisa Day and Dr Elspeth McFadzean, University of Liverpool

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.

D1.2.7b, 12:05 - 13:05, Room: CBA1.076
Oral presentation

Incorporating research into teaching and the potential benefits for MSc International Business students

Dr Vasilis Gkotsis, University of Liverpool

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.

D1.2.7c, 12:05 - 13:05, Room: CBA1.076
Oral presentation

The benefit of working with charities in a business degree

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

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.

D1.2.8a, 12:05 - 13:05, Room: CBA1.077
Oral presentation

'Space, pace, face to face': Teaching sensitive topics online during a global pandemic, implications for contemporary nurse education

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

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.

D1.2.8b, 12:05 - 13:05, Room: CBA1.077
Oral presentation

Breaking free from the restrictions of timetabling: Prioritising flexibility in community partnership placements
Dr Rebecca MacKenzie, Keele University

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.

D1.2.8c, 12:05 - 13:05, Room: CBA1.077
Oral presentation
A concept-based curriculum for Midwifery education
Sheila Brown and Julie Roberts, Bangor University

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.

D1.2.9a, 12:05 - 13:05, Room: CBA1.080
Oral presentation
Education for sustainable development: A case study of curriculum development in line with QAA guidance
Janine Dixon, The University of Manchester

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.

D1.2.9b, 12:05 - 13:05, Room: CBA1.080
Oral presentation
Delivering a sustainable curriculum: The Leeds experience
Dr Manoj Ravi and Dr Mohsen Besharat, University of Leeds

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.

D1.2.9c, 12:05 - 13:05, Room: CBA1.080

Oral presentation

The role of the UN Sustainable Development Goals in contemporary pedagogy
Dr Madina Tash, University of Sussex

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.

D1.2.10a, 12:05 - 13:05, Room: CBA1.081

Oral presentation

Transfer the Responsibility: Peer teaching in Graphic Design History – a teaching experience case study
Dr Guy Eldar, Holon Institute of Technology

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'.

D1.2.10b, 12:05 - 13:05, Room: CBA1.081

Oral presentation

Scrolling or scrolls?: An old new idea
Sonja Dale, Keele University

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.

D1.2.10c, 12:05 - 13:05, Room: CBA1.081

Oral presentation

Curriculum review in response to module evaluation questionnaire to improve student satisfaction and the passing rate for an Engineering MSc module
Dr Siva Muppala, Kingston University

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.

Parallel Session 3, 13:55 - 14:35

D1.3.1a, 13:55 - 14:35, Room: CBA0.007
Oral presentation
A student-centred approach to teaching sustainability
Dr Steve Russell, Aston University

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.

D1.3.1b, 13:55 - 14:35, Room: CBA0.007
Oral presentation
Students as the co-creators of the sustainability curriculum
Dr Mahruf Shohel, Alex Mortby, Charles Whewell and Farzana Khan, The Bedford College Group

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.

D1.3.2a, 13:55 - 14:35, Room: CBA0.013
Oral presentation
Developing teaching flexibly: BPP University's online asynchronous PGCLT
Dr Claire Stocks, BPP University

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.

D1.3.2b, 13:55 - 14:35, Room: CBA0.013
Oral presentation
What's next for flexible learning in the PGCAP provision?
Dr Stephanie Fuller and Giorgia Pigato, Queen Mary, University of London

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.

D1.3.3a, 13:55 - 14:35, Room: CBA1.078
Oral presentation
Embedding sustainability into biomedical science education
Sheri Scott, Nottingham Trent University

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.

D1.3.3b, 13:55 - 14:35, Room: CBA1.078
Oral presentation
Linguistic autobiographies to rethink the link between multilingualism and ESD
Dr Gioia Panzarella, University of Warwick

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.

D1.3.4a, 13:55 - 14:35, Room: CBA1.098
Roundtable
Evaluating a pass/fail grading model across first year Computing curricula
Dr Mark Zarb, Dr Kyle Martin and Dr John Isaacs, Robert Gordon University

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).

D1.3.4b, 13:55 - 14:35, Room: CBA1.098
Roundtable
The assessment and feedback lifecycle and automation
Matthew Moloughney, Dr Martin Chorley, Dr Kathryn Jones and Helen Phillips, Cardiff University

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.

D1.3.5, 13:55 - 14:35, Room: CBA1.100
Workshop
The Sustainable Institutions Project: Exploring strategic approaches to embedding sustainability
Dr Iain Cross, London School of Hygiene and Tropical Medicine and Dr Alina Congreve, Wellcome Trust

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.

D1.3.6a, 13:55 - 14:35, Room: CBA0.060
Oral presentation
The Keele Law student: Reflection for the academic journey and beyond
Dr Stella Coyle, Keele University

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.

D1.3.6b, 13:55 - 14:35, Room: CBA0.060
Oral presentation
Developing student competencies through research-based education for sustainable development
Dr Louise Logan, Dr Scott Strachan and Professor Stephen Marshall, University of Strathclyde

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.

D1.3.7a, 13:55 - 14:35, Room: CBA1.076
Oral presentation
Students' perception of future learning in Accounting education
Usha Mistry, London South Bank University

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.

D1.3.7b, 13:55 - 14:35, Room: CBA1.076
Oral presentation
Hyflex: The ups and downs in pursuit of offering students ultimate choice
Gemma Stafford and Peter Williams, Nottingham Trent University

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.

D1.3.8a, 13:55 - 14:35, Room: CBA1.077
Roundtable
Lifelong learning in times of crisis: Creating memorable and positive teaching
Richard Machin, Nottingham Trent University

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.

D1.3.8b, 13:55 - 14:35, Room: CBA1.077
Oral presentation

Embedding education for sustainable development in the Engineering curriculum through challenge-based education
Elizabeth Robertson

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.

D1.3.9a, 13:55 - 14:35, Room: CBA1.080
Oral presentation
Flexible teaching and learning via hybrid engagement and choice in assessment format
Dr Tanya Lubicz-Nawrocka and Susan Greig, University Of Stirling

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.

D1.3.9b, 13:55 - 14:35, Room: CBA1.080
Oral presentation
Online inclusive agile design spaces: Convene, connect and co-create
Cavell Ord-Shrimpton, Arden University

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?"

D1.3.10a, 13:55 - 14:35, Room: CBA1.081
Oral presentation
Developing a Personalised, Evidence-Based and Inclusive Learning (PEBIL) model of blended learning
Dr Athanasios Hassoulas, Professor Marcus Coffey and Dr Andreia de Almeida, Cardiff University

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.

D1.3.10b, 13:55 - 14:35, Room: CBA1.081
Oral presentation
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

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.

Poster session, 14:40 - 15:05

D1.P1, 14:40 - 15:05, Room: Exhibition Area
Poster
The tech and tactile approach to learning and teaching
Francesca Brown-Cornwall, Staffordshire University

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.

D1.P2, 14:40 - 15:05, Room: Exhibition Area
Poster
Educating Biomedical Science students today to nurture the biomedical scientists and allied professionals of tomorrow
Dr Ana P. Costa-Pereira, Imperial College London

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.

D1.P3, 14:40 - 15:05, Room: Exhibition Area
Poster
Connections matter
Deborah Scheele, Charles Sturt University, Australia

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.

D1.P4, 14:40 - 15:05, Room: Exhibition Area
Poster
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
Dr Pamela Knight, Newcastle University Medicine Malaysia

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.

D1.P5, 14:40 - 15:05, Room: Exhibition Area
Poster
An evaluation of student engagement with study skills (funded by the DSA) services pre and post COVID19
Beth Leo and Lucy Ractliffe, Hartpury University

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.

D1.P6, 14:40 - 15:05, Room: Exhibition Area
Poster
Is flexible, contextualised online learning key for student engagement? A preliminary study exploring perceptions and experiences of online learning methods within sports therapy
Claire Farquharson, Hartpury University

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.

D1.P7, 14:40 - 15:05, Room: Exhibition Area
Poster
"It feels real": Exploring student co-creation through transparency, communication and live clients
Katherine Goldie, Robert Gordon University

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.

D1.P8, 14:40 - 15:05, Room: Exhibition Area
Poster
Pair marking: Working together to improve our teaching
Nigel Gibson and Kate Sim, The Open University

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.

D1.P9, 14:40 - 15:05, Room: Exhibition Area
Poster
An evaluation of the mental health and wellbeing trends of the student population, at a small specialist university, pre- and post-Covid
Lucy Ractliffe, Sally Homden and Beth Leo, Hartpury University

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.

D1.P12, 14:40 - 15:05, Room: Exhibition Area
Poster
The Strathclyde climate education kick-off: A systems thinking approach to scalable climate education
Dr Scott Strachan, Dr Robert Collins and Dr Sebastian Sprick, University of Strathclyde

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.

D1.P13, 14:40 - 15:05, Room: Exhibition Area

Poster

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

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

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.

D1.P14, 14:40 - 15:05, Room: Exhibition Area

Poster

Embedding sustainability into biomedical science education

Sheri Scott, Nottingham Trent university

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

D1.P16, 14:40 - 15:05, Room: Exhibition Area

Poster

Empowering teachers' academic advising competencies for sustainable development and life-long literacy

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

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.

D1.P17, 14:40 - 15:05, Room: Exhibition Area
Poster
Specialisation of total excellence: Why 40% equals 50%?
Dr Piotr Jaworski

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.

D1.P18, 14:40 - 15:05, Room: Exhibition Area
Poster
Whose assessment is it anyway?: Re-thinking assessment design to embed authentic work-life experience
Dr Samantha Read, Dr Angela Vickerstaff and Virender Slaich, Nottingham Trent University

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.

D1.P19, 14:40 - 15:05, Room: Exhibition Area
Poster
Curriculum review in response to module evaluation questionnaire to improve student satisfaction and the passing rate for an Engineering MSc module
Dr Siva Muppala, Kingston University

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.

D1.P20, 14:40 - 15:05, Room: Exhibition Area
Poster
What are the experiences of student nurses' with online learning: Digital and technology skills ready or not?
Christina Ebanks, Buckinghamshire New University

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.

D1.P21, 14:40 - 15:05, Room: Exhibition Area
Poster
Hybrid teaching rooms, our research, your experience, and future recommendations
Dr Matt Turner, University of Birmingham and Dr Cecilia Goria, University of Nottingham

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.

D1.P23, 14:40 - 15:05, Room: Exhibition Area
Poster
Embedding education for sustainable development in the engineering curriculum through challenge-based education
Elizabeth Robertson, University of Strathclyde

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.

D1.P24, 14:40 - 15:05, Room: Exhibition area
Poster
Redefining curriculum congruence: An approach for aligning cross-curricular learning trajectories in a modern Engineering portfolio
Dr Wesley Doorsamy, University of Leeds

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.

D1.P25, 14:40 - 15:05, Room: Exhibition area
Poster
LSE Congress: Students researching sustainable development through a institution-wide, interdisciplinary simulation
Dr Jenni Carr and Eoin Meade, London School of Economics and Political Sciences

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.

D1.P26, 14:40 - 15:05, Room: Exhibition area
Poster
Discovering contemplative possibilities in your teaching
Dr Elizabeth Munro, University of Winchester

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.

Parallel Session 4, 15:20 - 16:20

D1.4.1, 15:20 - 16:20, Room: CBA0.007
Interactive breakout/workshop
Demystifying the Academic Professional Apprenticeship: Development, workload and identity
Dr Stuart Sims, University of Greenwich and Dr Joanne Brindley, Fiona Cook and Richard Poole, University of Portsmouth

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.

D1.4.2, 15:20 - 16:20, Room: CBA0.013
Interactive breakout/workshop
Making a sustainability module sustainable
Dr Yim Ling Siu, Simon Vallance and Dr Edward Wilson-Stephens, University of Leeds
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

D1.4.3, 15:20 - 16:20, Room: CBA1.078
Interactive breakout/workshop
Education for sustainable development: Cross-disciplinary practices and challenges
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

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.

D1.4.4, 15:20 - 16:20, Room: CBA1.098
Interactive breakout/workshop
The Professional Standards Framework for teaching and supporting learning in higher education (PSF 2023) and Education for Sustainable Development (ESD)
Professor Will Foster and Louise Lumsden, Advance HE

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.

D1.4.5, 15:20 - 16:20, Room: CBA1.100
Interactive breakout/workshop
No-win scenarios in dynamic mini problem-based learning for sustainability and social justice

Dr Katherine Haxton, University of Keele
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.

D1.4.6a, 15:20 - 16:20, Room: CBA0.060
Panel discussion
Student engagement analytics at Keele University
Michelle Craig, Solution Path, Adrian Molyneux and Simon Rimmington, Keele University
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...

D1.4.6c, 15:20 - 16:20, Room: CBA0.060
Oral presentation
The Suffolk Learning Hub: Supporting students' learning journey through blended, interactive skill building
Dr Wendy Lecluyse and Dr Ivana Lessner Listiakova, University of Suffolk
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.

D1.4.7a, 15:20 - 16:20, Room: CBA1.076
Oral presentation
Student negotiated assessment deadlines: Useful flexibility or additional admin?
Linda Robson and Andrew Webster, The Open University
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.

D1.4.7b, 15:20 - 16:20, Room: CBA1.076
Oral presentation
Embedding the active learning framework to effectively support learning and teaching at Wrexham Glyndŵr University
Dr Neil Pickles, Dr Sue Horder, Dr Caroline Hughes, Alicia Owen and Elen Mai Nefydd, Wrexham Glyndwr University

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.

D1.4.7c, 15:20 - 16:20, Room: CBA1.076
Oral presentation
It is not all about the grade: Providing the freedom to take risks and be creative
Dr Phillipa Martin, Nottingham Trent University

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.

D1.4.8a, 15:20 - 16:20, Room: CBA1.077
Roundtable
Repetitive learning and self-reflection: Supporting and enhancing learning for Engineering foundation year students
Dr Izzati Ibrahim, University of Southampton

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.

D1.4.8b, 15:20 - 16:20, Room: CBA1.077
Roundtable
Choose your own curriculum: Creating meaningful online learning experiences for PhD students
Dr Dani Milos, Flinders University

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?

D1.4.8c, 15:20 - 16:20, Room: CBA1.077
Roundtable
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
Ruth Lawrenson and Dr Xinya You, University for the Creative Arts

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.

D1.4.9a, 15:20 - 16:20, Room: CBA1.080
Oral presentation
Decarbonising the design project: Transformation of the major UG Engineering group project
Dr Mark Heslop, University of Strathclyde

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.

D1.4.9b, 15:20 - 16:20, Room: CBA1.080
Oral presentation
Sustainability at all levels: Embedding the study of sustainability in a science foundation year
Dr Adam Wootton, Dr Sam Davenward and Kate Jury, Keele University

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.

D1.4.9c, 15:20 - 16:20, Room: CBA1.080
Oral presentation
Student assessment as a force for change for sustainable development
Dr Jennifer O'Brien, University of Manchester

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.

D1.4.10a, 15:20 - 16:20, Room: CBA1.081
Oral presentation
A peer match-up service to build learning communities within modules: A pilot analysis
Dr Chris Wilson and Dr Allyson King, Loughborough University

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.

D1.4.10b, 15:20 - 16:20, Room: CBA1.081
Oral presentation
The emotional bridge in higher education: An engagement-oriented hybrid solution for self-efficacy and learner achievement
Noble Lo, The Hong Kong Polytechnic University

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.

D1.4.10c, 15:20 - 16:20, Room: CBA1.081
Oral presentation
Infusing academic mentoring with engagement: Clarity, confidence, and coffee
Dr Aikaterini Koskina, Keele University

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.