AdvanceHE

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

D3.1.1, 10:50 - 11:50, Room: CBA0.007
Interactive breakout/Workshop
LEVEL UP!: Can video games be used as an inclusive tool for teaching in Art and Design?
Dr James Green, The British University in Egypt

Digital technology and media have long been used by fine artists to create their work. In more recent times, artists like Cory Arcangel and Joseph DeLappe have created video games or hacked existing video games to create works of art. This presentation sets out ways in which the Nintendo Switch screenshot button can be used to create digital collages from video games, and how this activity will be used to inspire a practice-based transdisciplinary project that I intend to deliver to Level 5 Art and Design students.

D3.1.2, 10:50 - 11:50, Room: CBA0.013
Interactive breakout/workshop
Engagement through playfulness: Using Playmobil.pro to elicit conversation, laughter and understanding
Karl McCormack, Staffordshire University

This interactive workshop will explore how using Playmobil.pro to elicit valuable, engaging, and long-lasting learning experiences can support pedagogic objectives in higher education and beyond.

D3.1.3, 10:50 - 11:50, Room: CBA1.078
Interactive breakout/workshop
Opportunities in between spaces: How do you identify and develop new modalities for teaching and learning in higher education?
Dr Miriam Firth, University of Manchester

The Flexible Learning Programme at the University of Manchester is supporting colleagues to move away from traditional courses and into new spaces of learning and education. In this interactive workshop we will offer delegates time to challenge their norms of traditional courses and identify spaces and opportunities for change.

D3.1.4, 10:50 - 11:50, Room: CBA1.098
Interactive breakout/workshop
Good Place Lab: I didn't know learning could be fun
Dr Jekaterina Rindt an Dr Radka Newton, Lancaster University Management School

Have you recently walked through your university? What did you see? How did it make you feel? In this session, participants are invited to experiment with a series of digital activities within the "Good Place Lab": a self-guided digital resource co-created with students, which combines spontaneous imagination and creativity training with solving real-world challenges. We will explore how such activities enhance the students' ability to become more experimental, ready to think responsibly and 'outside the box,' as well as honing their

awareness for innovative approaches to tackling the global challenges manifested in their immediate environment.

D3.1.5, 10:50 - 11:50, Room: CBA1.100
Interactive breakout/workshop
Designing (higher education) learning environments that challenge but do not overload students' executive functions
Diane Manuhuwa, Saxion Applied University

The contemporary successful student is calm, focused and adequately applies strategies, deploying executive functions (EF), to achieve learning goals. EF refer to higher-order cognitive functions that enable adaptive and goal-oriented behaviour. This workshop will encourage participants, such as teachers and educational designers, to reflect on the executive functioning of (higher education) students in their learning environments and how to optimise learning environments by matching the demands of study tasks with students' cognitive load. We will present insights into our research findings of executive functions with study success, alternated with interactive assignments and active learning methods to apply the knowledge directly.

D3.1.6a, 10:50 - 11:50, Room: CBA0.060
Oral presentation
The language centre podcasts: A creative community experience
Ella Tennant, Keele University

This presentation will describe and evaluate a Teaching Innovation Project, involving staff, students and members of the local community, in the creation, production and broadcast/publication, of a podcast series. The aim of each individual podcast was to provide authentic, interesting and relevant listening material, accessible to all levels – Modern Languages, Academic English and Intercultural Communication. The podcasts and accompanying learning materials, embedded in the Language Centre's web page and linked to Keele social media sites, serve as a resource for learning and teaching and as an outward-focused tool to promote the work of the Language Centre.

D3.1.6b, 10:50 - 11:50, Room: CBA0.060
Oral presentation
Adventures in audio: The interdisciplinary approach shaping engaging real-world experiences for students: A podcast and radio production module case study
Rebecca Snelgrove, Catherine Chambers and Michael Lancaster, Keele University

Post pandemic there is still considerable debate about what the future of higher education looks like, in particular the student learning journey. While there are multiple modes of delivery, our presentation will focus on our experience of hybrid delivery of a module, to showcase our reflections on what module design and delivery may look like. We put student experience at the heart of the module, using various strategies to build an inclusive, community environment. We engaged with industry experts to create authentic experiences, from interviews for asynchronous learning content to a synchronous pitching and feedback session with a panel of industry experts.

D3.1.6c, 10:50 - 11:50, Room: CBA0.060
Oral presentation
Using podcasts to cultivate learner-teacher rapport in higher education settings
Dr Dom Conroy, London Metropolitan University

This session will present research concerning developing teacher-learner rapport using podcasts. Developing rapport has presented challenges to practitioners since COVID-19,

and a significant increase in the role of virtual/blended teaching and learning environments. Podcasts are of renewed interest as a digital learning resource in this context. We explored feedback on sample podcasts used in learning environments among 11 students and 5 teaching practitioners. Content analysis of feedback underscored podcasts as digital learning resources that can increase teacher approachability, convey kindness to learners and attenuate learner anxiety. The session also provides practical guidance for developing podcasts designed to cultivate teacher-student rapport.

D3.1.7a, 10:50 - 11:50, Room: CBA1.076
Oral presentation
Why we went on a spacewalk: Supporting intended learning outcomes with virtual reality (VR) in seminars
Dr Craig Thomas, University of Manchester

This presentation will explore how a virtual experience can help support learning towards meeting a module's intended learning outcomes (ILO's). I will share how we used VR headsets to engage students in an immersive outer space experience to enhance awareness on the Overview Effect as part of a wider discussion on the sustainability and equity of human activity in outer space. Challenges and successes to the student learning experience will be examined, as well as the practical and ethical questions that arose from planning and implementing a collective, yet individually managed (via student headsets), immersive experience using virtual reality headsets in a seminar.

D3.1.7b, 10:50 - 11:50, Room: CBA1.076
Oral presentation
Can virtual reality improve student experience and motivation? An investigation of immersive learning experiences
Dr Mujde Bideci, Canterbury Christ Church University

Virtual Reality (VR) has gained wide popularity over the past decade; however, little evidence supports its effect on student motivation and experience. This session aims to share ongoing research about immersive technologies' effectiveness in teaching, as well as how VR in particular contributes to the motivation and the experience of students using immersive technologies. During this session, the results of a two-phase analysis will be presented in order to get a better understanding of students' motivations and experiences with virtual reality in the classroom.

D3.1.7c, 10:50 - 11:50, Room: CBA1.076
Oral presentation
Shaping the future through immersive learning experiences
Deji Sotunde and Dr Karen Dennis, University of Surrey

At the peak of the pandemic, the adoption rate of digital technology was critical. The most common form is the delivery of easily accessible information via virtual learning platforms. Post pandemic, a return to campus for digital natives (Gen Z) means programmes that goes beyond a blend of 'digestible' learning resources at their fingertips via smart devices to an experience that correlates with employability. The use of virtual reality (VR) technology, presents one way to deliver this experience. It offers the opportunity to integrate immersive content into modules, with the aim to enhance learner engagement, knowledge retention, and topic relevance.

D3.1.8a, 10:50 - 11:50, Room: CBA1.077
Oral presentation

A qualitative research study exploring student nurses' experiences of learning numeracy and drug calculations skills whilst enrolled on a Nursing degree programme in a South West University

Hazel Cowls, University of Plymouth

The aim of this study was to explore the experience of second year undergraduate nurses' learning numeracy and drug calculation skills whilst enrolled on a Nursing degree programme in a Southwest University. A qualitative descriptive methodology, using semi-structured individual interviews via an online video-conferencing platform (Zoom™) was used to explore the participants' experience. The study has provided insight into undergraduate Nursing students' experience in learning numeracy and drug calculations. The findings suggest that providing students with a variety of contextual teaching and learning strategies will prepare them for clinical practice and the drug calculation examination.

D3.1.8b, 10:50 - 11:50, Room: CBA1.077

Oral presentation

Telehealth and simulated patient learning environments: Preparing students for the changing face of healthcare

Claire Wilkes and Saira Hussain, Aston University

The COVID pandemic catalysed a change in how healthcare is accessed and delivered. It is therefore important that higher education is prepared to deliver teaching and assessment opportunities to reflect the evolving needs of the healthcare workforce. Aston University's Audiology Department have utilised online appointments and patient simulators to replicate the growing area of telehealth delivery. Simulated patients have worked with Aston staff to construct feedback mechanisms .Students receive feedback from peers, staff and simulated patients to help enhance clinical practice, in line with patient-centred care principles.

D3.1.8c, 10:50 - 11:50, Room: CBA1.077

Oral presentation

How do we make it better? Exploring medication safety through an interprofessional immersive experience

Dr Sharon Haughey, Queen's University Belfast

This session will describe how we used immersive technology in an interprofessional simulation centre to help multiprofessional teams understand and explore the complexities of practice. Multiprofessional student groups immerse themselves in a scenario involving a busy day in clinical practice and a medication safety incident. They use a Safety Engineering Initiative for Patient Safety model (SEIPS) to unpick what has happened and suggest change.

D3.1.9a, 10:50 - 11:50, Room: CBA1.080

Oral presentation

Teaching classics with virtual reality

Dr Antony Makrinos, University College London

This session relates to existing work on Virtual Reality (VR) that has been undertaken at the Department of Greek and Latin, UCL and intends to contribute to the study of methods concerning the teaching and learning of ancient languages and literature through VR. The session will discuss a project which promotes teaching Greek and Latin language and literature in collaboration to ClassVR (a company that promotes VR in education) together with ways in which the knowledge and experience gained could inform teaching and learning approaches of Classics and other Humanities in schools and university.

D3.1.9b, 10:50 - 11:50, Room: CBA1.080

Oral presentation

A window on the world: Using immersive virtual reality to enhance the learner experience of Art

Michael Detyna, King's College London

This interactive talk will cover an innovative investigation into the use of Virtual Reality (VR) for educational use conducted at a London art gallery and university. A viewing of an impressionist landscape painting was also experienced as a 3D VR experience. The intention was to consider if this immersive experience could help with learner engagement, conception and understanding of artworks. This is both an original approach, and should be of interest to the conference audience, as it relates to the engagement of the student and the possibility of 'stepping inside' a painting.

D3.1.9c, 10:50 - 11:50, Room: CBA1.080

Oral presentation

Enhancing student self-reflection and feedback through volumetric motion capture

Kirsty Russell, University of Lincoln

This project was designed to develop high quality, interdisciplinary and collaborative digital learning environments to transform student self-reflection and feedback using volumetric motion capture and Virtual Reality (VR) headsets in the School of Creative Arts at the University of Lincoln. The project experimented with a range of different technologies to find a way to digitise learning spaces into three-dimensional environments. The aim was to discover how the activity of moving subjects (students) could be captured with depth-sensing cameras. This footage was then uploaded to head-mounted display units to allow the student to be immersed in their own interactive 3D spatialised content.

D3.1.10a, 10:50 - 11:50, Room: CBA1.081

Oral presentation

Exploring the experiences of distance learning students being supported to resubmit a final assignment following a fail result

Dr Vince Mitchell, The Open University

This oral presentation will describe the experiences of five distance learners who needed support to resubmit their final assignment on a Health and Social Care module, following a fail result. The students were interviewed as part of a wider research project on improving support for resubmissions at The Open University. The central finding was that there is a need for a human connection to provide 'emotional proximity' between students and to interpret feedback. In addition, students benefit from positive self-talk strategies to come to terms with the difficult emotions resulting from the 'high stakes' of having to resubmit their assignment.

D3.1.10b, 10:50 - 11:50, Room: CBA1.081

Oral presentation

Student experiences of weekly summative multiple choice quizzes (MCQs) in an undergraduate Psychology course

Dr Katy Burgess, Cardiff University

Research has robustly demonstrated that regular testing is beneficial to learning compared with other learning strategies (e.g., note-taking). To better understand the student experience of regular summative testing, we ran two focus groups online with students (n = 16) who were engaging with testing as part of their Research Methods course in an undergraduate Psychology degree. This talk will outline the key findings of this research. All

participants reported a positive experience with the "motivating" and "useful" testing. Thus, regular testing not only benefits memory (as previously demonstrated), but also helps motivate students to keep them engaged with course material.

D3.1.10c, 10:50 - 11:50, Room: CBA1.081

Oral presentation

Gathering nuanced student perspectives on assessment, in a Business School context

Dr Katherine Martin, Loughborough University

Assessment is an essential component of the student journey. The impact of assessment on student wellbeing is increasingly highlighted, resulting in discussion as to how we should assess our students. Collecting student perspectives on assessment is challenging, as surveys and questionnaires may provide insufficiently granular data for individual disciplines, while low participation rates reduce their reliability. Using the 'friendship as method' approach developed by Heron (2020), this study gathers rich qualitative data from student pairings within a research-led Business School. By providing prompts based around assessment, this study looks to provide a nuanced student perspective on this topical issue.

D3.2.1, 12:05 - 13:05, Room: CBA0.007

Interactive breakout/workshop

Instagram: A new era of engagement

Long Li, University of Surrey

Instagram, a social media platform, is particularly popular among university students and beyond. This has indeed created great opportunities for engagement. In the Dietetics programme at the University of Surrey, Instagram has been used to engage with students, alumni and employers through pictures and story sharing, as well as live chat on topics such as study skills discussion, student study experience sharing, and employability. This session will share the experience and tips of using Instagram as a tool for engagement and demonstrate using the "live chat" function of Instagram to engage the audience.

D3.2.2, 12:05 - 13:05, Room: CBA0.013

TBC

D3.2.3, 12:05 - 13:05, Room: CBA1.078

Interactive breakout/workshop

The Deliberative Practice Network (DPN): Combining real-life scenarios and open analytics for deep immersive learning

Sima Hassan and Professor David Seedhouse, Aston University

The Deliberative Practice Network (DPN) is an interactive e-learning system that uses realistic scenarios with no clear solutions. Respondents agree or disagree with a proposal, choosing key ethical and practical concepts to justify their views. Following submission, respondents can comment on others' opinions and investigate the data, revealing quantitative and qualitative patterns. A live DPN scenario will be posted. It will be immediately available online to all workshop participants and presenters. Within 10–15 minutes, comprehensive results will be available to all. Participants will be invited to participate in analysing the data and interpreting the results.

D3.2.4, 12:05 - 13:05, Room: CBA1.098

Interactive breakout/workshop

Are 'over-confident' students skewing module evaluations? Evidence that not releasing grades boosts student satisfaction

Dr Andrew McFaull and Dr Dimitri Minos, King's College London

In this session, we will offer empirical evidence that modules which do not reveal their marks to students by the time of the evaluations see an increase in their results. Our data stems from King's Business School and is based upon a sample of modules across three undergraduate year groups, where we combine module evaluation data with mark sheet data to better understand their relationship. By combining other related datasets, including a student survey, we will show that our student cohorts' expectations are collectively skewed towards the expectation of achieving higher grades than will be realistically awarded, suggestive of overconfidence.

D3.2.5, 12:05 - 13:05, Room: CBA1.100
Interactive breakout/workshop
The majority report: Student engagement and attainment for the many (as well as the few)
Dr Ed Griffith and Dr Theresa Saxon, University of Central Lancashire

This session responds to Conference Theme 6: Shaping the future through engagement. In this project, we have a clear aim: to define student engagement and, by extension, non-engagement. We will report the preliminary findings of an ongoing project exploring the relationship between engagement, attainment, and student outcomes. The session will be organised interactively to gather feedback, suggestions and ideas through structured discussion. In the aftermath of Covid lockdowns, our project reconsiders the significance of physical and online attendance of taught sessions, and places that in the wider context of a more broadly defined conceptualisation of engagement.

D3.2.6a, 12:05 - 13:05, Room: CBA0.060
Oral presentation
Non-traditional assessment methods in the age of creative Business education: Future proof and skill-building oriented assessments
Benji Peng and Lynda Fitzwater, University for the Creative Arts

As the demand for creative and industry oriented business curriculum continues to rise, business and communication lecturers are shifting their focus towards innovative and interactive assessment methods, that will not only align with learning outcomes and aims, but are centred around holistic skill building and help equip students with tools needed for facing current and future career challenges. This presentation will examine the research and practice of these non-traditional assessment methods such as virtual event creation, live panel discussions, simulated negotiation, podcast and short films with examples, and anatomises the pedagogical advantages and disadvantages of these approaches.

D3.2.6b, 12:05 - 13:05, Room: CBA0.060
Oral presentation
Future spaces: Virtual reality for learning in 2035
Dr Fiona Handley, University of Winchester

What role will virtual reality (VR) learning spaces play in higher education (HE) in 2035? This thought-provoking session presents the findings of a futures project funded by the Advance HE Collaborative Grant scheme. In the vision that emerged, HE includes a range of VR learning experiences shaped by the Metaverse. We will explore the key findings – that universities struggle to exist in a diversified provider landscape, students' data is a traded currency, and students experience huge digital skills gaps, within the context of the huge learning potential of students co-creating VR spaces and artefacts with staff and employers.

D3.2.6c, 12:05 - 13:05, Room: CBA0.060
Oral presentation
The deteriorating patient: Creating immersive content for delivery

Professor Jeffrey Lewis, Cardiff Metropolitan University and Vanessa Jones, CwmTaf Morgannwg UHB

The creation of immersive virtual reality (VR) scenarios can be intimidating and can fill staff with dread at the thought of pursuing this style of learner content. This session will hopefully allay those fears and describe how, through teamwork, communication, design, planning and use of appropriate technology, this type of content can be created relatively quickly and easily. Colleagues from Cardiff Metropolitan University, Cardiff University and Cwm Taf Morgannwg University Health Board worked collaboratively to produce an immersive patient/healthcare provider scenario that can be used within clinical health provision education across many disciplines. The scenario includes the use of hotspots, video and formative assessment opportunities.

D3.2.7a, 12:05 - 13:05, Room: CBA1.076

Oral presentation

Opening the door to industry: Co-development of an Engineering case studies module with industrial input

Dr Emma Henderson and Gemma Houston, University of Strathclyde

Allowing students to develop an understanding of wider 'business' issues facing companies is seen as a pivotal skill as they transition to become ethically and morally responsible professional engineers. It is well reported that involvement of industry within the education setting can improve student engagement, retention and knowledge. This presentation will discuss the re-imagination of the business case studies module, from inception through to delivery, for students in collaboration with colleagues from the Industrial Advisory Board and Industrial Mentors to better reflect the requirements of the fast-paced mid-21st century industry. Evaluation data of the module is also considered.

D3.2.7b, 12:05 - 13:05, Room: CBA1.076

Oral presentation

Understanding the impact of placements on students' academic studies

Dr Sam Rolland, Swansea University

The connection between placements and academic performance is investigated to understand how Engineering students' outcomes are affected upon return to studies after a placement. The study uses quantitative assessment results, module descriptors and learning outcomes. The results show that students on placement programmes have an uplift above their peers in all modules, moreover peak differences can be identified and used to reflect on how workplace experience shaped the rest of their studies. The methodology for analysis is also laid out so that teaching practitioners may use this in their own teaching context.

D3.2.7c, 12:05 - 13:05, Room: CBA1.076

Oral presentation

Shaping the future by fully embedding professional development into the curriculum

Dr Andrew Fox, Dr Carola Keonig, Dr Pedro Martin-Moreta and Dr Abiy Kebede, Brunel University London

Yes, we teach professional skills…Yes, industry partners help shape our curriculum…Yes, we hire practising professionals to help deliver our teaching – but does any of it matter? If our students graduate without a clear and established plan to achieve their professional career aspirations, will all that effort count for anything? Five years ago, we had an opportunity to test that thought. We designed and delivered an augmented professional development programme, where students were required to positively evaluate and act on their career development plans. Student achievements were formally assessed and we worked with an industry sponsor to guide their future developmental progression…

D3.2.8a, 12:05 - 13:05, Room: CBA1.077

Oral presentation

Learning beyond traditional classroom walls: How can we use immersive technologies within postgraduate Health Education

Rachel Allen-Ashcroft, London South Bank University

This session relates to XR Technologies and Post Graduate Health Education. This presentation will showcase how we can use immersive technologies XR to: explore the pedagogy of immersive techniques and their impact upon learning; create a new paradigm of learning due to the nature of how we interact in a new world; learn outside the confinements of a physical space; take time to train clinicians; and increase retention of knowledge and foster deliberate practice.

D3.2.8b, 12:05 - 13:05, Room: CBA1.077

Oral presentation

Experiencing Sensory Overload Project (ESOP): A multi-modal simulation experience

Kirsty Wedgbury and Susan Poultney, University of Worcester

Sensory Processing Disorder (SPD) is a difficulty in regulating and managing sensory input in a meaningful, ordered way to make sense of the environment in which you find yourself. SPD is common in individuals with autism, pervasive development disorders and neurodivergent conditions. The National Institute of Clinical Excellence (NICE, 2012) suggest sensory processing disorders are often overlooked, causing health and social inequalities. The Experiencing Sensory Overload Project is a multi-modal simulation that aims to champion inclusive practice and reduce health inequalities by encouraging professionals to reconsider their working environments to create sensorily safe spaces for individuals who may experience SPD.

D3.2.8c, 12:05 - 13:05, Room: CBA1.077

Oral presentation

Digital tools to enhance Data Science education for the health and social care workforce

Dr Alan Davies, The University of Manchester

Delivering Data Science and Informatics education requires the use of innovative digital tools to facilitate students when practicing data processing and analytics skills. This could include tools that allow students to write and execute code, run various statistical and machine learning models and process data. Such tools highlight various challenges in terms of how they are developed, shared with users and maintained, as well as the underlying infrastructure used to share and host them. This talk covers our experience of developing and delivering tools and infrastructure for a diverse set of users with different technical backgrounds and needs.

D3.2.9a, 12:05 - 13:05, Room: CBA1.080

Oral presentation

Virtual internship: Lessons learned on maintaining online engagement

Jian Chen, Academy of Future Education, XJTLU

The pandemic lockdown in China has restricted access to the onsite internship. At a Sino-British transnational university, a group of 98 postgraduate students was forced to be distance learners in a credit-bearing mandatory internship module. The module leader applied the Action Learning framework in the course design to prompt student online engagement and ownership in their virtual internships. Our study tries to understand factors that impact students' virtual internship engagement and experience quality. One implication for educators and practitioners is to consider the application of student-staff-employer

partnerships to achieve quality engagement of virtual internships from the traditional face-to-face mode.

D3.2.9b, 12:05 - 13:05, Room: CBA1.080
Oral presentation
Immersed in experiential learning? Internship students sink or swim?
Dr Angela Vickerstaff, Sarah Gibbons and Dr Rachel Welton, Nottingham Trent University
This session aims to critically review a second year, 16-week internship module; following the highs and lows of the student experience, looking at how we convert initial engagement into actual Internships. We will provide an overview of the benefits, issues and challenges associated with the module, specifically, highlighting the practices we have developed over time to scaffold student learning, extend, and enhance their work experiences to maximise their graduate opportunities. We will also explore how to support academics on the module and develop capacity in this important area of engagement.

D3.2.9c, 12:05 - 13:05, Room: CBA1.080
Oral presentation
Learning enterprises: A case study of experiential learning through live-streamed music and sport
Professor Mark Peace, Evan Wilson and Sam Heitzman, Manchester Metropolitan University
We will share our work establishing the concept of a Student Learning Company at Manchester Met - with the premiere of a stimulus micro-documentary on two live-streaming projects (a music festival and a sports broadcast series) involving students from multiple disciplines. We will use this work to present an unravelling of the view that 'placements' are gold standard of employability support, exposing tendencies towards a problematic 'viral metaphor'. We will use this to present a vision for an alternative in-house approach which is potentially more scalable, inclusive and impactful.

D3.2.10a, 12:05 - 13:05, Room: CBA1.081
Oral presentation
Embedded live community problems into the design curriculum to enhance student engagement and employability: Tenancy fraud, who cares?
Carol Allison, University of Bolton
The Graphic Design team have been sourcing and utilising live community-based projects as a vehicle to enhance student self-efficacy and employability opportunities for over a decade. This session will review the recent collaboration with the National Anti Fraud Network (NAFN), and will examine student outcomes, feedback and success rates as a result of the collaboration. It will present and examine the benefits of working with a found partner and review feedback from the NAFN. In addition, using feedback from alumni who undertook similar community projects, it will look at if and how such projects create employability opportunities in graduates.

D3.2.10b, 12:05 - 13:05, Room: CBA1.081
Oral presentation
Work-based experience for all: The tripartite impact of UNSW Sandbox program
Dr Kevin Liu and Dr Yenni Tim, University of New South Wales, Sydney
The UNSW Business School's Sandbox Program (https://unsw.to/sandbox) challenges the status quo that work-based learning is merely the "cherry on top". The Program scaffolds real-world challenges into existing courses, connecting students with industry practitioners to co-create solutions for contemporary issues. Since its inception in November 2019, the Sandbox Program has transformed 22 undergraduate and postgraduate courses across four

disciplines at the UNSW Business School. As a result, over 6,200 students have gained work-based experience through working directly with 140 industry experts from 22 leading industry partners, including Microsoft, Australian Red Cross, AwareSuper, Ernst and Young, and WWF Australia, to address 60 contemporary business and societal challenges.

D3.2.10c, 12:05 - 13:05, Room: CBA1.081
Oral presentation
A collaborative approach to delivering mission-driven entrepreneurship (H4MoD)
Dr Rachael Kelly, Common Mission Project, Dr Harriet Dunbar-Morris and Dr Peet Morris, University of Portsmouth

We will present how the University of Portsmouth works in partnership with the Common Mission Project and a wide collaborative team to develop excellent learning opportunities leading to enhanced outcomes for students. Our session will present 'Mission Driven Entrepreneurship: Hacking for the Ministry of Defence (H4MoD)' - a module in which students in diverse courses collaboratively investigate today's pressing issues around national security. Through providing an opportunity to work on real-world national security and defence problems, supported by academic, MoD and industry advisors, students have an opportunity to build and expand professional networks and develop key transferable and life skills.

D3.3.1a, 13:55 - 14:35, Room: CBA0.007
Roundtable
How do we engage the low-engaged in work or work-like experience?
Sarah Gibbons, Dr Angela Vickerstaff and Phil King, Nottingham Trent University

This roundtable session explores how we have incorporated experiential learning, at scale, across Nottingham Business School. We will share our learning and welcome discussion on what counts as valid W/WLE, managing risks to the institution (external stakeholders, student experience and attainment), building capacity. We are particularly keen to promote inclusive approaches to experiential learning, recognising students' own lives, experiences, ambitions, and goals. But what is the impact of these interventions on the lower-engaged students? Come along and share your experiences in offering W/WLEs and together we will co-create strategies and practices for engaging all our students.

D3.3.1b, 13:55 - 14:35, Room: CBA0.007
Roundtable
Engagement from the classroom to the courtroom: Teaching Law to shape future lawyers
Dr Matthew Gillett, University of Essex

Engaging students, while also providing them with the skillset to be future professionals, lies at the heart of my pedagogical ethos. As an international lawyer with extensive experience before the international courts in The Hague (particularly the International Criminal Court and the International Criminal Tribunal for the former Yugoslavia), I bring the courtroom techniques and skills into the classroom. I utilise interactive sessions and experiential learning, such as real-time collective legal-brief drafting and editing; simulated international negotiations; and mock courtroom sessions. Importantly, I feed student projects into organisational workflows, to give students real-world experience, and organisations potential future members.

D3.3.2a, 13:55 - 14:35, Room: CBA0.013
Oral presentation
The role of technologies in teaching and learning after COVID-19: Can they still help?
Gloria Visintini, University of Bristol

Focusing on the interactive digital board Padlet which was bought at the University of Bristol during COVID-19, the aim of our study is to investigate how its use and relevance in teaching is changing as we emerge from the pandemic. Our case study is the Faculty of Arts at the University of Bristol where Padlet was adopted across three schools and two centres. Through user reports, we have been able to identify the heavy academic users during COVID. We interview these users to find out if they are still using Padlet since teaching has moved back on campus, and if so, how and why. Questions we explore include: How different are the Padlet activities today from those during the pandemic? How do students engage with Padlet? Is Padlet helping to create engaging experiences?

D3.3.2b, 13:55 - 14:35, Room: CBA0.013

Oral presentation

Enhancing student learning and experience through the inclusion of business simulations

Kulvinder Singh and Samantha Roberts, Birmingham City University

Traditionally, Management and Financial Accounting are taught as two distinct modules, with the connection between the two not being recognised by students. Through the use of an integrated approach to the design of a new Level Five Accounting module, incorporating both management and financial accounting subjects, and the introduction of online and seminar-based business simulations, we aimed to address this gap in the learning experience. A seminar simulation was utilised to deliver the accounting content, with students then encouraged to apply their financial and management accounting knowledge to running an online business and making informed decisions.

D3.3.3a, 13:55 - 14:35, Room: CBA1.078

Roundtable

Challenging sedentary behaviours in higher education: How do we get HE on the (mindful) move?

Lisa Clughen, Nottingham Trent University

It is widely established that sedentary behaviours are detrimental to physical, mental and cognitive health. Given that university students are considered an 'at-risk' group in terms of sedentary behaviours and the appeals to educators from major organisations such as the World Health Organisation and Advance HE to promote movement, this roundtable session discusses how to embed movement, especially mindful movement, within higher education. Participants will be invited to consider the difficulties involved in promoting movement pedagogies and in recruiting participants in mindful movement research aimed at a variety of sustainable development goals (SDGs), most notably SDG3: improving health and wellbeing.

D3.3.3b, 13:55 - 14:35, Room: CBA1.078

Roundtable

Developing a teaching community of practice

Dr Gillian Drew and Dr Jitka MacAdam, Cranfield University

For the last few years, the pandemic has resulted in us having to adapt to new ways of teaching, often doing this in isolation. Alongside this, many academics are struggling with high workloads. This paper discusses the development of a Teaching Community of Practice (CoP), which has adopted a model used to develop research culture at Cranfield University. The Teaching CoP looks to go beyond sharing practice by providing opportunities to discuss innovation in teaching practice, mentoring of new academics and teaching retreats. It aims to reignite our excitement and passion for teaching.

D3.3.4a, 13:55 - 14:35, Room: CBA1.098

Oral presentation

A civic university approach: Achieving impactful classroom, employer and community engagement

Michelle Blackburn and Susie Jones, Sheffield Hallam University

This session showcases how adopting a civic university approach can engage and invigorate all teaching and learning practice. It focuses on supporting academics who are teaching and assessing students in an applied setting. Case studies are used to demonstrate the impact that employer partnerships have on students, alumni, academics, the local economy and potentially Government policy. It illustrates how creative thinking and following civic university principles can be used to overcome conventional approaches to teaching, learning and assessment, and its perceived restraints, which is often seen as a barrier to innovation and genuine real-time employer-student-university partnership.

D3.3.4b, 13:55 - 14:35, Room: CBA1.098

Oral presentation

Good Place Innovators: Co-designing sustainable communities

Dr Jekaterina Rindt an Dr Radka Newton, Lancaster University Management School

How do we co-create meaningful engagement with students, community, businesses and policymakers beyond 'one-off' events, guest talks and fieldtrips? How do we shape the universities' commitment to the Civic Agreement? You are invited to join the "Good Place Innovators" from Lancaster University, who showcase their approach to transforming local communities through a place-based regenerative curriculum. We will share how a multidisciplinary team of educators, student fellows and community organisations embed reciprocal engagement between the City and Campus. We hope that our co-creative teaching practices in a multi-stakeholder setting encourage you to experiment with immersive and experiential learning beyond the classroom.

D3.3.5a, 13:55 - 14:35, Room: CBA1.100

Oral presentation

An investigation of the advantages and disadvantages of university students as avatars in virtual learning spaces

Dr Catherine Harvey and Professor Gary Burnett, University of Nottingham

If higher education is to embrace the power of immersive virtual worlds for teaching and learning, this necessitates the use of students (and teachers) as avatars. There are many possible advantages and disadvantages to digital identities being expressed in this fashion. This talk will draw upon three years' worth of data collected from a University of Nottingham Engineering module where students predominately interact with each other and teaching staff in avatar form. A framework will be proposed to assist practitioners in making the best use of virtual worlds for their teaching.

D3.3.5b, 13:55 - 14:35, Room: CBA1.100

Oral presentation

The application of digital badges to Foundation Engineering labs

Dr Josh Robertson and Dr Jack Denny, University of Southampton

Recognising professional skills and achievements through micro-credentials is becoming increasingly important within the HE sector. This session will detail an investigation and evaluation of the practice of using Digital Badges (DBs) in a blended Engineering laboratory setting. This project sought to promote and facilitate the assessment of engagement,

development of transferable skills and recognition of professional values. Through student co-creation processes, several DBs were identified and implemented in an Engineering Foundation Year module. Through pre and post-module surveys, and data analysis based on students' completion time and grades, we evaluate the impact of the intervention on students' learning.

D3.3.6a, 13:55 - 14:35, Room: CBA0.060
Oral presentation

Connect, collaborate and create: Using Miro in learning and teaching to shape final year undergraduate dissertation work that goes beyond the norm
Dr Kirsten Hardie, Arts University Bournemouth

Online learning shapes the future of higher education and the professional careers of graduates. For Graphic Design students, digital skills, and the ability to work confidently collaboratively and creatively is essential. This presentation will discuss staff and final year BA (Hons) Graphic Design students' creative use of Miro in the development of dissertation work. It will explain how students, working as a creative learning community, use their creative skills to develop the organisation of their dissertation planning, research, structure and writing. It will consider how students produce vibrant work that is shaped creatively and goes beyond traditional dissertation practice.

D3.3.6b, 13:55 - 14:35, Room: CBA0.060
Oral presentation

From TikTok to LED production kits: Making space for creativity in authentic learning
Dr Amy Morreau, Dr Richard James Lewis and Professor Paul Roche, Cardiff University

Can we inspire excellence by rewarding creativity? As part of the MSc Physics and Astrophysics programme in Cardiff University, we ask students to prepare a grant application to finance a Physics outreach activity of their own design. The assessment framework closely mirrors that of a real-world funding application process. Students frequently over deliver, undertaking creative extensions to the core (assessed) task. One such extension was intended as a proof of concept: a series of Astronomy TikTok videos, which have since gone viral – attracting nearly 14 million views, 2.2 million 'likes' and nearly 10,000 comments in a matter of weeks.

D3.3.7a, 13:55 - 14:35, Room: CBA1.076
Oral presentation

Graduate apprenticeships: The shape of things to come: A holistic view of tomorrow's pedagogical best practice shaped through the lens of 360-degree stakeholder research today
Brian Smith, Glasgow Caledonian University

Glasgow Caledonian University is the largest provider of Graduate Apprenticeships (GAs) in Scotland, delivering work-integrated education to around 600 Apprentices through nine GA programmes since 2017. This session will look to the future of GA pedagogy, analysing a rich dataset from multiple perspectives to inform future best practice. In a wide-ranging cross-sectional study, GCU captured the views of students, alumni, employers, academics and university stakeholders to appraise the good and the not so good of current pedagogy. In light of changing technology and a post-Covid, SDG driven world, GCU provides insight into future GA pedagogical design, development and delivery.

D3.3.7b, 13:55 - 14:35, Room: CBA1.076
Oral presentation

Value-informed teaching for sustainable higher education: A preliminary report of engagement with stakeholders
Dr Terkimbi Atonde, Birmingham City University

The purpose of this research is to investigate the institutional and individual values that inform teaching practice in selected higher education institutions. It aims to ascertain the extent to which the institutional values are translated to the classroom and how they are brought by the lecturers and how they are delivered in a more culturally sustainable, as opposed to an ad-hoc manner. In doing so, it focuses on how institutions construct and communicate their values to stakeholders, the buy-in of the stakeholders, how they are delivered, the purposefulness with which they are delivered, disseminated and consumed, and their impact on stakeholders.

D3.3.8a, 13:55 - 14:35, Room: CBA1.077
Oral presentation
Learning through engagement: Evaluating Associate Lecturer staff development
Dr Charlotte Stevens, Warwick University

The UK Open University Associate Lecturer Support and Professional Development team works with colleagues across the University to deliver a programme of cross-faculty staff development events for the 4,500+ associate lecturers who teach Open University students. Events are themed according to strategic priorities, including growth and sustainability and Equality, Diversity and Inclusion, and offer opportunities to develop knowledge, skills and expertise in teaching and learning. During the pandemic, events transitioned online and continue to be delivered in the online space. Drawing on event evaluation, this session will explore the benefits of staff development to participants, students and the institution.

D3.3.8b, 13:55 - 14:35, Room: CBA1.077
Oral presentation
Creating a 'Scholarship Hub' to engage staff in the scholarship of learning and teaching
Dr Kathleen Savage and Dr Sean Morrissey, University of Strathclyde

This session will share reflections on the development and implementation of a 'Scholarship Hub' to support the engagement of staff in the Scholarship of Learning and Teaching. We will explore the context of this work (within a research-intensive university) and reflect on the successes, challenges and opportunities realised through this initiative through the lenses of facilitators, participants, and students.

D3.3.9a, 13:55 - 14:35, Room: CBA1.080
Oral presentation
Bridging the gap between teacher and student: How student learning assistants enhance engagement in the classroom
David Clover and Simbo Ajayi, Middlesex University

This session will focus on how student engagement in the "classroom" can be enhanced through the mediating role of embedded "near-peer" support and how this role positively impacts with both teaching staff and students. Middlesex University's Student Learning Assistant scheme has run for 12 years and expanded over that time to reach all parts of the university. This embedded approach was recognised with a CATE Award in 2022. We will report on staff and student feedback as to how the scheme improves engagement at the point of teaching and promotes dynamic feedback and co-creation of learning.

D3.3.9b, 13:55 - 14:35, Room: CBA1.080
Oral presentation

Student democracy or student autocracy?: An investigation into effective student engagement through student representation and curriculum co-creation
Daisy Bao, The University of Edinburgh and Tanya Lubicz-Nawrocka, University of Stirling

The presentation of our study will illustrate the lived experiences of student engagement through eleven student individual interviews and two focus groups. Thematic analysis of the data with NVIVO 12 revealed some distinctive challenges for an effective and efficient course representative system and for engagement with curriculum co-creation, including asymmetric power between students and staff, and indirect communication. This presentation explores these themes in the context of various forms of student engagement, including partnership and curriculum co-creation.

D3.P1, 14:40 - 15:05, Room: Exhibition area
Poster
Using digital showcase portfolio to demonstrate achievements
Dr Xianhui Che, Queen Mary University of London

Most students reply on static paper-based or web-based portfolios to demonstrate their skills to potential employers. The aim of this research is to promote awareness and to deliver knowledge and skills for the creation of digital showcase portfolios. Currently there is a gap in academic institutions where little or no guidance in this regard is provided to students. This study seeks to address this gap. Students can digitise their achievements in the form of a showcase portfolio, which empowers them to pitch themselves in the most direct and engaging approach so as to increase their appeal in the crowd.

D3.P2, 14:40 - 15:05, Room: Exhibition area
Poster
Joint teaching and learning centre: Evolving the UK-China transnational education
Dr Ling Ma, Queen Mary University of London

The Joint Teaching and Learning Centre (JTLC) between Queen Mary University of London (QMUL) and Beijing University of Posts and Telecommunications (BUPT) is a platform to promote excellence in teaching and learning, and also to share best practices for UK-China Transnational Education (TNE). The UK-China TNE continues to face new challenges and this sector has to find solutions for the future. We introduce JTLC initiatives and research to challenge the norm and shape the future of TNE. The ongoing results will be used to further enhance the TNE sector and to benefit our global students.

D3.P3, 14:40 - 15:05, Room: Exhibition area
Poster
Online, synchronous consolidation teaching sessions: Optimal teaching strategy embedded in undergraduate ophthalmology clinical placements
Dr Marta Ugarte and Dr Ali Ibrahim, Manchester University NHS Foundation Trust

We will describe our strategy using online, synchronous, interactive consolidation sessions embedded in the 1-week undergraduate ophthalmology clinical placements in Manchester Royal Eye Hospital. Our consolidation sessions have demonstrated they are effective learning strategies when used at the at the deep and transfer phase of learning. The oral presentation will discuss the results from this year's medical students, questions raised and the need for further research.

D3.P4, 14:40 - 15:05, Room: Exhibition area
Poster
A model to innovate teaching in project cost management using digital tools and industry engagement
Dr Paul Baguley, University of Manchester

Project cost management is taught to aerospace and mechanical engineers at second year undergraduate level with a view to provide the methodology and tools to contribute to the delivery of complex engineering projects in industry and research after graduation. This work demonstrates the use of a unique set of project cost management digital tools used by industry, and which provide three critical strands of active learning, industrial context, and industrial collaboration. The work provides opportunity for other disciplines to learn from the approach and consider a higher-level teaching and learning digital approach.

D3.P5, 14:40 - 15:05, Room: Exhibition area
Poster

Engaging students through authentic learning: Coming together as a community to support children with SEND via Physical Education sessions
Gemma Sharples and Dr Luciana De Martin Silva, Hartpury University

This session aims to explore BSc PE and School Sport students' experiences of engaging in authentic learning whilst delivering Physical Education sessions to children with SEND. The use of ongoing reflective logs and interviews will allow students to share the successes and challenges they experienced and the impact on their professional identity. Implications for future practice will be discussed, especially concerning how to better integrate employers and higher education institutions in providing students with authentic environments that reflect the needs and experiences of real-world practitioners.

D3.P6, 14:40 - 15:05, Room: Exhibition area
Poster

Employability programmes and work placements for mature students during and after the pandemic: What works in collaborative partnerships?
M F Usmani, Waltham International College

With access into higher education widened by fostering the admission of students from underrepresented groups, alternative and private higher education providers in collaborative partnerships catering largely to mature adult students have been facing significant challenges in shaping student engagement by bringing together students, employers and the community. Waltham International College has been delivering degree courses in Business as well as Health and Social Care in partnership with Leeds Trinity University since January 2020. The College has played a crucial role in engagement with local communities and working with local partners to address disparities and inequalities in graduate employment outcomes.

D3.P7, 14:40 - 15:05, Room: Exhibition area
Poster

Preparing active economic citizens: Developing financial proficiency through "Life Events" education model
Dr Ekaterina Ipatova, University of Roehampton

This project aims to develop interactive pedagogy techniques to give Business School graduates the skills and awareness to make rational financial choices, take financial responsibility and develop financial independence. Although the Business School provides extensive knowledge of finance, the traditional academic setting is less adept at providing opportunities to train proficiency - skilful application of financial knowledge. We have developed a Life Events pedagogical model building on the classical theory of the Experiential Learning Cycle to embed financial proficiency in the Business School curriculum. This poster will share methodology, teaching materials and project impact.

D3.P8, 14:40 - 15:05, Room: Exhibition area
Poster
Shifting the culture of feedback
Mark Andrews, Adobe and Rachel Dodd, Teesside University
This session will explore using an Active Research project to embed formative assessment and feedback into a production-based practice to improve student experience, attainment, progression via student engagement through partnership and co-creation and improve efficacy of marking and feedback for colleagues.

D3.P9, 14:40 - 15:05, Room: Exhibition area
Poster
Hybrid simultaneous classroom engagement online and in-person using Padlet
Paolo Monchello, Robert Gordon University and Dr Elizabeth Monk, University of Dundee
After pandemic delivery of online sessions increased student engagement, the return to campus was always going to be challenging in maintaining a high level of participation. With a large cohort of students both on campus and remote, a dual-mode hybrid session was arranged where students in groups could participate in seminar sessions simultaneously. This was facilitated by Padlet where both sets of students were able to post deliverables from break-out groups, read each other's output and vote on the which group's output to discuss first. Dual-mode delivery was enhanced by a co-teaching and moderation team.

D3.P12, 14:40 - 15:05, Room: Exhibition area
Poster
Investigating the impact of public engagement training on communication skills and PE perspectives
Dr Laura Richmond, University of Glasgow
The University of Glasgow's MSc Cancer Research and Precision Oncology is a one-year postgraduate taught programme which offers students a comprehensive training in Cancer Sciences. We offer our students the opportunity to develop in key skills which are essential to a fruitful career in the field, however an opportunity exists to enhance the level of public engagement (PE) training provided throughout the year. This project proposes to investigate the impacts on students learning and skills of incorporating additional, specific PE training within this and other programmes. It will also allow us to gain a greater understanding of student perceptions and comprehension of PE, which will be vital in the continuing development of training.

D3.P13, 14:40 - 15:05, Room: Exhibition area
Poster
Alternative and simulated placement: A route to HCPC registration for Biomedical Science students
Aimee Pinnington and Ian Davies, Staffordshire University
A lack of clinical placements across NHS Pathology services is a key factor leading to a nationwide shortage of newly registered Biomedical Scientists. Alternative and simulated placements are growing in popularity across the Allied Health Professions and could be used amongst Biomedical Science courses to facilitate progression to registration. This poster will debate the use of alternative and simulated placements, exploring the growing body of literature in support of this.

D3.P14, 14:40 - 15:05, Room: Exhibition area
Poster

'Feel your content': Skills for tuning in to the emotional dimension of your students' learning to improve the experience for all
Dr Lindsey Compton and Dr Archana Sharma-Oates, University of Birmingham

Emotions and how we respond to them are at the heart of any learning experience. Meanwhile, learning Programming skills (learning to 'code' in computer languages) is arguably one of the most emotionally charged learning experiences. In this session, we will share findings from the "Feel the code" research project, investigating the emotional dimension of the student experience in learning to code through distance learning. This session will enable participants from diverse disciplines to consider the emotions their own students experience and their implications for learning and start developing an action plan for teaching in a more emotionally supportive way.

D3.P15, 14:40 - 15:05, Room: Exhibition area
Poster
Students and employers shaping the future through engagement
Dr Wilfrid Flanda, The University of Winchester

This oral poster will explore my experience helping students engage with various businesses as part of an authentic postgraduate group work assignment. I will also briefly explain the challenges I faced, how I designed the assignment and the lessons learnt.

D3.P16, 14:40 - 15:05, Room: Exhibition area
Poster
Experiencing the journey to reflexivity together: How reconstructing the role of the tutor can facilitate reflection
Dr Jane Neal-Smith, Dr Bob Townley and Dr Gillian Bishop, University of York

We argue that by sharing our own stories with our students, by challenging the normal divide between tutor and student we can facilitate their understanding of reflection. We use a visual metaphor to demonstrate the process and in this session, we will demonstrate how we have illustrated that metaphor with elements that we consider important in our life journey. This will include elements such as music, art, colours, lifestyle. This poster will be thought provoking and practical.

D3.P18, 14:40 - 15:05, Room: Exhibition area
Poster
The reflective rainbow: An holistic approach to reflective practice
Lis Morris, University Centre Reaseheath

This session will explore the efficacy of a new reflective model - the Reflective Rainbow. Existing models such as Brookfield's Lenses or Kolb's cycle can be difficult for students or early career HE practitioners to utilise and this novel model hopes to mitigate this and enable them to reflect effectively on their professional practice. This model recognises the interconnectedness of thought and emotion and avoids compartmentalising thoughts in a cognitively unnatural way. It uses a flowing 'ribbon' approach driven by feelings instead of the more rigid structure favoured by other reflective models used within teaching and learning.

D3.P19, 14:40 - 15:05, Room: Exhibition area
Poster
Fourth mission of higher education: Engaging the community in the times of crisis
Abbas Abbasov, Columbia University

This presentation will focus on an often-overlooked aspect of engagement - university initiatives to engage its immediate neighbours during the Covid-19 pandemic and its impact on teaching and learning. Covid-19 has reminded many in higher education institutions

(HEIs) that all colleges and universities need to critically examine their presence within the broader neighbourhood, county, town, city, communities, etc. Through an in-depth comparative case study, I seek to understand how HEIs make, frame, and justify institution-wide decisions during the pandemic in three urban contexts. Drawing on documents and interviews, I examine the institutional Covid-19 response to elucidate policy insights and practical implications.

D3.P20, 14:40 - 15:05, Room: Exhibition area
Poster
Beyond the survey part A: Using creative methods to listen to student voice and enhance student experience
Ellie Hill, Joanne Smith, Dr Alexandra Sewell and Sharon Smith, University of Worcester
The intrinsically linked concepts of Student Voice (SV) and Student Experience (SE) have received increasing research attention in the past decade as a means of improving the quality of HE teaching and learning via orientation to 'student-centred' pedagogies. This session will draw on four research projects that could inform amplified SV and enhanced SE in HE practices. The researchers invite delegates to explore creative methods and methodologies such as photovoice, artefact/visual elicitation, narratives and case studies, to push notions of SV and SE 'beyond the survey'.

D3.P21, 14:40 - 15:05, Room: Exhibition area
Poster
Flipping the learning with technology to engage students and enhance their learning experience
Dr Xiangping Du, University of Hertfordshire and Maarten Pontier, Hertfordshire Business School
Inspirational teaching pedagogy to engage students is a challenge across the higher education sector worldwide at any time, and particularly since the Covid pandemic when on-campus, online and blended learning became the norm. The latter scenario especially required teaching approaches which involved innovative teaching, due to stronger use of online methods which focused more poignantly on student engagement. This research focuses on enhancing students' learning experience using a dynamic teaching and learning pedagogy and disruptive technology tools at different stages to achieve higher levels of engagement and enhanced learning experience with subsequent higher levels of learning, performance and achievement.

D3.P22, 14:40 - 15:05, Room: Exhibition area
Poster
Cross-pollinated learning through the instrument of value
Palesa Rasekoala, University of Birmingham
Value is at the core of any meaningful engagement, making it a two-way process. First aiming to understand who the students are before drawing on expectations of them, is a necessary starting point. Emphasis should be placed on a student-institution partnership rather than a customer-service relationship which limits engagement and creates an imbalanced relationship. Institutions need to be equipped developmentally to rid themselves of entrenched perspectives and to embrace change in truth. This could lead the way to creating a conducive environment in which students are met at their points of need to achieve effective engagement for realising optimum efficacy.

D3.P23, 14:40 - 15:05, Room: Exhibition area
Poster

Challenging sedentary behaviours through (mindful) movement: Taking meaningful steps towards health, wellbeing and learning in higher education
Lisa Clughen, Nottingham Trent University

The association of sedentariness with poor physical, mental and cognitive health is well established. Of concern for discussions of student health, wellbeing and learning are findings that students are an 'at-risk' population sub-group' for sedentariness. Such is the concern that public bodies such as the World Health Organisation have appealed to educators to improve sedentary behaviours. This session will discuss sedentariness in HE, present a research project in which mindful movements were embedded into the classroom, introduce colleagues to 'learning through movement' and to a mindful movement resource that can be used by anybody in HE AND get people moving!

D3.P24, 14:40 - 15:05, Room: Exhibition area
Poster
Alternative Authentic Assessment: Developing future healthcare professionals
Zahra Gill and Saira Hussain, Aston University

Alternative Authentic Assessments are important in meeting the evolving needs of the healthcare workforce. Students face challenges, including tailoring information to different audiences (patients and peers), and the ability to critically evaluate and question the norm of current healthcare practice. This session will discuss innovative assessment opportunities that healthcare students undertake within Aston University's Audiology Department. These have been created to support student development from trainees to future leaders in healthcare. Details of the assessments, including feasibility and outcomes will be discussed with opportunities for audience engagement.

D3.P25, 14:40 - 15:05, Room: Exhibition Area
Poster
Engineering education in a changing climate
Dr Carola Koenig, Brunel University London

We are living in a world of climate change necessitating net zero approaches to adapting for a warming environment that is resulting in hotter temperatures, rising sea levels and more extreme weather events, including prolonged heatwaves and extreme rainfall. In tackling these challenges, future engineers will not only need to be creative, innovative, resilient and socially adept with good communication skills, but also aware of the need for changes to engineering methods, revised design standards and sustainability in approaches to solutions. Professional Institutions are well placed to ensure this is appropriately embedded in the curriculum when accrediting HE programmes.

D3.P26, 14:40 - 15:05, Room: Exhibition area
Poster
Engaging students in their future
Mâir Bull and Rosie Bryce, Manchester Metropolitan University

Ambitions to embed effective personal and professional development (PPD) programmes for students have often fallen short, struggling to engage throughout the student journey and lacking in buy-in from stakeholders. The challenge is how to create a PPD offer that is engaging, innovative and relevant, yet authentically contributes to graduate outcome metrics? In this interactive workshop, delegates will explore these concepts, considering their own institution and how students, employer partners, alumni and community can connect and enhance the student journey experience. This session will get delegates talking, reflecting, and thinking about divergent solutions to achieving an engaging student PPD programme.

D3.P27, 14:40 - 15:05, Room: Exhibition area
Poster
Beyond the survey part B: Listening to student stories about their values
Ellie Hill, Joanne Smith, Dr Alexandra Sewell and Sharon Smith, University of Worcester
The intrinsically linked concepts of Student Voice (SV) and Student Experience (SE) have received increasing research attention in the past decade as a means of improving the quality of HE teaching and learning via orientation to 'student-centred' pedagogies. This poster will draw on a PhD research project that could inform amplified SV and enhanced SE in HE practices. The narratives from Gen Z undergraduate students are presented, using the narrative analysis restorying approach to show their values and value development, to push notions of SV and SE 'beyond the survey'.

D3.P28, 14:40 - 15:05, Room: Exhibition area
Poster
Predictors of student satisfaction: A mixed-methods investigation in UK higher education
Dr Jamie Taylor and Dr Alison Ritchie, University of Central Lancashire
We report three studies to examine predictors of students' satisfaction with university. Study-1 analysed National Student Survey data, with 'teaching' and 'organisation and management' the strongest predictors of overall satisfaction. Study-2 analysed the Student Academic Experience Survey, with life satisfaction the strongest predictor of satisfaction with university, other predictors included ethnicity, nationality, residency, frequency of student-staff liaising and tutorial-style classes. Study-3 involved focus groups, with students most satisfied when they experienced high quality teaching and course content, had good mental health, and lived on campus. In summary, good quality courses and teaching are important but caring for students is crucial.

D3.4.1, 15:20 - 16:20, Room: CBA0.007
Interactive breakout/workshop
Team-based learning workshop
Dr Tess Phillips and Dr Natalie Capel, Keele University
Team-based learning (TBL) is a structured form of active learning that involves students solving problems in mixed-ability teams. In this workshop we will give you the opportunity to experience how TBL works in practice, explore how you could adopt TBL in your teaching and discuss how TBL can contribute to an inclusive learning environment. This workshop is brought to you by the Keele TBL team, 2022 Advance HE CATE award winners (Collaborative Award for Teaching Excellence).

D3.4.2, 15:20 - 16:20, Room: CBA0.013
Interactive breakout/workshop
Experiential break outs in higher education: How to actively engage students in any subject
Dr David Hills, Griffith University, Australia
Following the pandemic, we all face the challenge of re-engaging students in face-to-face learning, encouraging physical attendance, and competing with the distractions of laptops and technology to draw students away from our slides and discussions. This session will highlight strategies to re-engage face-to-face, tried, and tested by the teaching and learning team in Griffith Sciences. You will experience first-hand several experiences that can be added to any lecture, pedagogy or class size facilitating authentic interactive experiences.

D3.4.3a, 15:20 - 16:20, Room: CBA1.078
Oral presentation
Co-producing Nurse education with staff, students, service users and carers: Lessons from the pandemic

Janet Garner, Dr Emma Gillaspy, Adrian Craddock, Steph Holmes and Robert Jones, University of Central Lancashire
Reflecting on our collective experiences pre-Covid-19, during Covid-19 and looking to the future, we will present a recently published service user and student-led article which illustrates our vision for digitally enabled Nursing Education. Our university is committed to co-producing healthcare curricula with the aid of students, staff and service users and carers from our local community. We believe there is scope for asynchronous and synchronous digital education which is inclusive and flexible for learners whilst still engaging our local community in an authentic way.

D3.4.3b, 15:20 - 16:20, Room: CBA1.078

Oral presentation

Promoting clinical relevance through small group case-based learning

Dr Edward Burford, NHS, Chanceeth Chandrakanthan and Beck Hickman, St George's University London

This presentation will describe a team-based learning-style session that aims to help students utilise high level learning early in their programme. The session is designed to allow students to apply their knowledge to a clinical case, helping them appreciate the relevance and importance of previous lectures on the programme. The session will be run by a collaboration between an experienced Physician Associate educator and a doctor. Students work together in small groups to apply their knowledge to a 'real-life' case scenario. The aim of the session is to help first-year PA students, most of whom who have not had any healthcare experience, make better sense of the clinical teaching they have received by applying the knowledge to a case uncovering the hidden curriculum in the process.

D3.4.3c, 15:20 - 16:20, Room: CBA1.078

Oral presentation

Shaping the future through engagement: Developing Schwartz Rounds at Canterbury Christ Church University

Helen Carr and Alyx Robinson, Canterbury Christ Church University

Canterbury Christ Church University is introducing Schwartz Rounds across the Faculty of Medicine, Health and Social Care. Schwartz Rounds are increasingly being run within HEIs to enable students and newly qualified practitioners to share their emotional experiences from practice through storytelling. Our students spend 50% of their time on practice placements, and sharing stories can lessen the emotional burden of caring, help validate and normalise feelings and provide support. Schwartz Rounds can also help academic staff to share the emotional impact of their work. This session will explore our experience of setting up Rounds and the importance of student co-construction and engagement.

D3.4.4a, 15:20 - 16:20, Room: CBA1.098

Oral presentation

Exploring the use of 'ThingLink' in providing immersive laboratory experiences for foundation year Chemistry

Dr Sam Davenward, Keele University

ThingLink can be utilised as an interactive educational platform which provides the user with an immersive experience, enabling them to embark on a virtual journey. This presentation will showcase the use of ThingLink in creating virtual laboratory experiments, following a branching narrative approach in contrast to the more common linear approach.

D3.4.4b, 15:20 - 16:20, Room: CBA1.098

Oral presentation

Spotlight on graduates, shaping the future drivers of change through immersive digital approaches
Charlene Gallery and Aurelie Le Normand, University of Manchester

In the age of accelerating digital change, universities can fundamentally enhance their value proposition through the strategic integration of immersive technologies throughout the student lifecycle. As early adopters of digital technology within the Fashion, Business and Technology department at The University of Manchester, the presenters will showcase how the holistic curriculum has been radically reshaped, amplified and integrated with digital tools, resulting in a dynamic, inclusive, and collaborative learning environment. The presentation will evidence the power of transformative technologies, not only to enhance students' employability skills, but also to encourage greater educational democracy, encouraging their agency beyond the university's walls.

D3.4.4c, 15:20 - 16:20, Room: CBA1.098

Oral presentation
The practical and ethical aspects of creating immersive learning environments
Dr Christos Petichakis, Russell Dacombe and Dan Robinson, LIverpool School of Tropical Medicine

The use of simulations to facilitate learning in health environments is a long-established process. This study discusses steps taken, by a specialist medical institution, to realign its curriculum to incorporate immersive learning experiences across different programmes. Using mixed research methods involving staff and students, the project seeks to evaluate the value immersive environments add to learning experiences. Furthermore, the study analyses the ethical challenges emerging from the creation and use of immersive resources, captured in controlled medical or humanitarian settings. Steps taken towards a framework to promote immersive learning will be shared.

D3.4.5a, 15:20 - 16:20, Room: CBA1.100

Oral presentation
Can't get no satisfaction: The pursuit of student happiness at the expense of experience
Dr Doug Specht, University of Westminster

Government talk of high value degrees, low satisfaction and poor student experience has shaped the way in which we work with students, changing how we think about happiness and satisfaction. The HE sector took a turn towards the pursuit of short-term happiness during the pandemic to stave off a barrage of complaints from students, governments and the media. However, I argue this was at the expense of satisfaction, a longer-term, and longer-lasting emotion. How do we re-craft our teaching to promote satisfaction rather than happiness? And what relation does this have to student experience and engagement?

D3.4.5b, 15:20 - 16:20, Room: CBA1.100

Oral presentation
Seen and not heard? Responding to the student voice by closing the feedback loop
Dr Helena Lim, Evasys

Higher education institutions use a range of formal and informal mechanisms to capture the 'student voice' to understand the student experience. Yet UK students do not feel that their feedback is heard or acted on at institutional level. Ratings for the National Student Survey question 25 'It is clear how students' feedback on the course has been acted on' has seen a downward trajectory in recent years and remains depressingly low. This session will focus on using the evaluation process to complete the feedback loop with students, improve student engagement and ensure that students are not only seen but also heard.

D3.4.5c, 15:20 - 16:20, Room: CBA1.100

Oral presentation

Developing a collaborative and inclusive student journey that builds belonging, community and engagement

Rachel Parker-Strak, University of Manchester

We are going to take you on a journey in creating a sense of belonging through connection, inclusion, support and autonomy. Developing a collaborative and inclusive student transition that builds community and engagement is vital from day one. Our research has this at the heart of its approach and is a method of embedding skills development, wellbeing, employability and peer activity with an educational structured scheme delivered at the right time and pace for all students. Co-creation and student partnership is at the forefront and the success of the concept, during the entirety of their educational experience and beyond.

D3.4.6a, 15:20 - 16:20, Room: CBA0.060

Oral presentation

Rapid Cycle Intentional Simulation: Disruptive learning, does it work?

Dr Naomi Tutticci, Griffith University and Ryan Leese, Royal Brisbane & Women's Hospital

This session will challenge your thinking about traditional simulation and its efficacy to build Nursing student's capacity to mitigate and prevent clinical deterioration. Rapid Cycle Intentional Simulation (RCIS) shifts the in-simulation focus from skill mastery to beginner competence using micro-debriefs to refine clinical assessment and reasoning, which are triggered by the SBE facilitator observing incorrect or unsafe practice of predefined target behaviours. Interruption within the simulation has the potential to positively disrupt ineffective learning and prevent reinforcement of poor clinical judgement and practice.

D3.4.6b, 15:20 - 16:20, Room: CBA0.060

Oral presentation

Integrating simulation-based education into a Physician Associate education programme

Eloise van Vuren, St Georges University of London

This presentation will describe how simulation-based education has been introduced into a Physician Associate (PA) programme to help students understand the clinical progression of conditions. The benefits and challenges of simulation will be addressed along with suggestions to mitigate those challenges. It will discuss an approach to formalising and improving simulation aspects already in place and introducing new, high-fidelity simulation scenarios into the curriculum. The process and implementation of the sessions will be explored, and evaluation of the sessions will be given in the form of staff and student feedback.

D3.4.6c, 15:20 - 16:20, Room: CBA0.060

Oral presentation

An "educator first" immersive teaching platform: The Wales virtual hospital

Owen Crawford, Cardiff University

This session will describe "Powerpoint for VR" - An introduction to the Wales Virtual Hospital platform, and how we address some of the main challenges to the development of immersive learning experiences, such as accessibility, flexibility, sustainability, integration, and scale.

D3.4.7a, 15:20 - 16:20, Room: CBA1.076

Oral presentation

Capital hills or winding roads?: A framework to realise student capital and set a path for the future
Dr Breda McTaggart, Paula Ryder, Sandra Hallinan, ATU Sligo College and Clare Finnegan, St Angelas College Sigo

How can students use their acquired educational capital to begin their career journey successfully? This was examined with a small number of students from several disciplines in this study. The study explored students' future career aspirations and goals using an interpretive research methodology, focus group, and visual data collection methods. Within this, the research team explored the challenges and barriers participants perceived they would encounter as part of this journey, examining what might help manage these challenges or obstacles. This has resulted in the development and piloting of the Outduction Mentorship Programme.

D3.4.7b, 15:20 - 16:20, Room: CBA1.076
Oral presentation
Different stakeholders' perceptions of the term 'employability' in an HE environment
Helena Knapton, Edge Hill University

This presentation will share the findings of a small-scale phenomenological study which explored the views, perceptions and understandings of the term 'employability' presented by employers, students and staff from a post-92 English university. The term 'employability' is commonly used in higher education to prepare students for graduate employment. The recent introduction of the Graduate Outcomes survey to measure university quality calls for a greater understanding of how stakeholders view 'employability'. The initial data analysis highlights the underlying participants' beliefs about the purpose and role of higher education, expectations, and responsibilities of different stakeholders in relation to student employability.

D3.4.7c, 15:20 - 16:20, Room: CBA1.076
Oral presentation
Developing pre-professional identity through employer collaboration
Dr Sarah Broadberry and Dr Kelly Yarnell, Nottingham Trent University

Nottingham Trent's University's School of Animal, Rural and Environmental Sciences introduced work-like experience modules in 2022/23 to support students' development of graduate skills, supporting them in achieving graduate-level outcomes. The Research Methods for Animal Sciences module aims to develop students' Pre-Professional Identity through raising awareness of skills, qualities, behaviours, values and standards aligned to professional roles in the Animal Sector. A problem-based pedagogy was adopted, developing real-world skills through employer input and authentic formative feedback opportunities. Active collaborative learning enabled students to apply knowledge in the context of future use, enabling real-world practice in a 'safe space'.

D3.4.8a, 15:20 - 16:20, Room: CBA1.077
Oral presentation
Turning the Google search engine into a strategic partner rather than a competitor
Dr Manjeet Ridon, De Montfort University and Dr Alessio Faccia, University of Birmingham

Technologies are increasingly impacting the learning experience. Students' expectations are more oriented to gamification and specialisation. However, students are becoming too reliant on the information available on Google. This leads to a lack of mental flexibility and laziness. Google is a powerful tool if wisely used. The educators' role should immediately tackle any challenges to avoid presenting boilerplate topics that can lead to skills easily being replaced by AI. Knowing the technologies should be seen as a facilitator, not a replacement factor.

D3.4.8b, 15:20 - 16:20, Room: CBA1.077

Oral presentation

Wargaming in the classroom

Dr Andrew Corbett, King's College London

A synthetic NATO North Atlantic Council meets to discuss its reactions to Russian aggression on Ukraine's border. The decisions they reach have implications for the next steps. A two-hour session where students exploit complex concepts rather than discuss them in the abstract while role playing national ambassadors to NATO while negotiating, compromising and arguing.

D3.4.8c, 15:20 - 16:20, Room: CBA1.077

Oral presentation

Engagement through structure and delivery in a post-Covid world

Dr Adam Wootton, Keele University

How do you think the engagement of your students in the 2021/22 academic years compared to the engagement of your students prior to Covid? If you found that last year's cohort found the transition to in-situ study difficult, you're not alone. This talk looks at the lessons learned from last year and how a new balance was struck in Foundation Year Computer Science.

D3.4.9a, 15:20 - 16:20, Room: CBA1.080

Oral presentation

'Audiology is a small world': Working with alumni, employers, students and industry

Saira Hussain, Claire Wilkes and Zahra Gill, Aston University

Aston University's Audiology Department carry out a suite of activities to support the needs of the future healthcare workforce. Audiology is a small community in the UK, and we have established links and partnerships with work-based supervisors and employers that include the NHS and national Audiology companies. We have cultivated relationships with hearing aid and equipment manufacturers to support clinical training and to enhance our skills lab facilities. Finally, the student voice is an imperative aspect for an enriching learning experience. All of these engagement strands have helped to shape the future of our audiology programmes on offer.

D3.4.9b, 15:20 - 16:20, Room: CBA1.080

Oral presentation

Re-shaping marketing education in partnership with employers, students and alumni

Lucill Curtis and Jamie Parslow-Williams, Norwich Business School

Almost 80% of current employers do not believe that graduates commence roles equipped with the skills they need to be job-ready. Employers are increasingly looking for skills that work in a hybrid work environment. Many of the specific skills' gaps for Marketing graduates include digital communication, creating a digital brand/profile, and networking effectively in a digital world (Chartered Management Institute, 2021). To understand and address the gaps between theory and practice, this research includes questionnaires and interviews with undergraduate students, educators, alumni and industry practitioners. Our findings will introduce intervention strategies through authentic learning practices, to transform marketing education.

D3.4.9c, 15:20 - 16:20, Room: CBA1.080

Oral presentation

Preparing active economic citizens: Developing financial proficiency through "Life Events" education model
Dr Ekaterina Ipatova, University of Roehampton

This project aims to develop interactive pedagogy techniques to give Business School graduates the skills and awareness to make rational financial choices, take financial responsibility and develop financial independence. Although the Business School provides extensive knowledge of finance, the traditional academic setting is less adept at providing opportunities to train proficiency - skilful application of financial knowledge. We have developed a Life Events pedagogical model building on the classical theory of the Experiential Learning Cycle to embed financial proficiency in the Business School curriculum. This presentation will share methodology, teaching materials and project impact.

D3.4.10a, 15:20 - 16:20, Room: CBA1.081
Oral presentation
A walk in the virtual woods: Embedding active learning into immersive worlds
Joseph Spink and Darren Marsh, University of Birmingham

Cost and time have historically been a barrier to the use of immersive technologies for learning, (Cliffe, 2017), but recent innovations in hardware and hosting, specifically of 360-degree imagery, have lowered the barrier to entry. With reference to the Virtual BIFoR resource, based around a climate change experiment in a forest in Staffordshire, we'll take you through the design and development process of our virtual woods tour.

D3.4.10b, 15:20 - 16:20, Room: CBA1.081
Oral presentation
Revolutionising learning and teaching through immersive scheduling: How one university challenged the norm for improved student outcomes
Professor Thomas Roche, Southern Cross University

What lies at the heart of successful, contemporary university teaching? This presentation will consider this question from the perspective of an Australian university that has revolutionised its entire academic delivery model – shifting from the traditional approach of lectures, semesters and exams to a new, immersive teaching model that engages students in up to two concurrent units across 6-week teaching terms. The presentation will provide insight into how this transformation was achieved and the learnings gained. Data from two years of immersive delivery reveal highly significant improvements to academic success for students across study modalities, disciplines, and a diverse range of demographic backgrounds.

D3.4.10c, 15:20 - 16:20, Room: CBA1.081
Oral presentation
Shape your future': A collaborative approach, involving academics and professional services, to develop the employability skills of Health Sciences students
Dr Debbie Clayton, Dr Cathryn Withycombe and Jon Forbes, Cardiff Metropolitan University

In this session, we will discuss how academic and professional services staff have collaborated to embed professional development as a core thread through the Health Sciences curriculum at Cardiff Metropolitan University. We will focus on how integrating online and in-person content, developed by the careers service, with academic-led delivery has enhanced engagement with employability skills in Level 4 students. Students have appreciated the opportunity to get starting on a career-focused assessment from day one in Level 4. The engagement data suggest embedding online careers resource into the curriculum improves engagement, when this is supported by academic and careers staff working together.